



**1** ▶ Why did the boat catch fire? Watch and check.

**2** ▶ Watch again. Order.

- 1 At first, it didn't work! But then he tried again.
- 2 Why didn't you go back to the beach?
- 3 Now we've got a new idea for our blog ... disasters!
- 4 We couldn't leave the island, so Dad had to phone for help!
- 5 Dad was listening to the radio. They said a storm was coming!
- 6 We couldn't take any pictures – we were running away.


### STUDY

Were you listening to the weather on the radio?  
 We weren't listening to the radio.  
 We were listening to music.

**3** Read and match.

- |   |   |
|---|---|
| 1 They were getting warm                | a lightning hit the boat.               |
| 2 The sky went dark                     | b because they were running away.       |
| 3 Lenny wasn't feeling very well        | c when the journalist arrived.          |
| 4 When they were walking up the beach   | d when they were sailing to the island. |
| 5 They didn't get a picture of the fire | e so they were looking after him.       |

**4** Ask and answer.

- 1 How do you think each of the three children felt during the disaster?
- 2 How do you think they feel now? Why?

## Objectives

To present and recognise the past continuous and past simple.

## Target language

- **Key language:** past continuous and past simple, *disaster, storm, island, beach, catch fire, lightning*
- **Revision:** the weather, adjectives, spelling for *-ing* endings, *helicopter*

## Warmer

- Invent or tell pupils a short story of a disaster that happened to you, which is weather-related, e.g. a flood in your house or your house being struck by lightning. At the end, say *It was a disaster / It was terrible*. Elicit if pupils have experienced any similar disasters. Tell pupils the theme of Unit 4 is *Disaster* and write it on the board. Draw a line from *Disaster* and write *Weather*. Tell pupils many disasters are caused by the weather.
- Draw a circle around *Weather* on the board and write one or two of the words you mentioned to start the mind map. Brainstorm weather words and create a mind map on the board. Pupils copy the mind map into their notebooks.

## PB36.

### What kind of weather do you like or dislike?

- Show page 36 on the whiteboard. Focus pupils on the photo. Ask what type of weather pupils like/dislike. Give pupils time to discuss and then elicit ideas from the class. Add any extra weather words to the mind map.

## PB36. ACTIVITY 1

### Why did the boat catch fire? Watch and check.

- Tell pupils to open their Pupil's Books at page 36. Focus them on the photo. Elicit the names of the characters and where they are. Make sure pupils understand *catch fire*. Elicit possible answers from pupils, but don't confirm them at this stage.
- Play the ▶ **Video**. Pupils watch and check. Play the ▶ **Video** and then get pupils to compare their answers in pairs and feed back.

**Key:** Lightning hit the boat and it caught fire.



Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

## PB36. ACTIVITY 2

### Watch again. Order.

- Ask pupils to read the sentences in Activity 2. Elicit the first thing they heard. Play the ▶ **Video** again. Pupils watch again and put the sentences in the order they heard them. Ask pupils to compare their answers in pairs. Then check answers with the class.

**Key:** 5, 2, 6, 4, (1), 3

## Presentation

- Write the three sentences from the STUDY box on the board. Underline the past continuous in one colour. Elicit the name of the tense.
- Play the ▶ **Video** from Activity 1 again. When pupils hear the past continuous, they put their hands up. Pause the ▶ **Video** and elicit what was said. At the end, elicit a story summary from pupils.

## PB36. ACTIVITY 3

### Read and match.

- Pupils do the activity in pairs. Check answers with the class.

🔗 **Extra support** Have the sentence halves on separate strips of paper and ask pupils to work in pairs and match them.

**Key:** 1 c, 2 d, 3 e, 4 a, 5 b

## PB36. ACTIVITY 4

### Ask and answer.

- Focus pupils on Activity 4. Ask them to discuss the questions in pairs and then compare their answers with another pair.
- Ask a volunteer from each group to report their answers.

📖 **AB36. Answer key, see page T101**

## Ending the lesson

- Elicit from pupils what they remember about disaster stories from the Warmer.

## Digital Classroom

**Presentation Plus:** Unit 4 **Practice Extra**

**Video**

## Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, Reinforcement worksheet 1
- **AB94 and PB94–95 – Grammar reference 4**
- **T114 – Consolidation activity:** *Role play*
- **T114 – Extension activity:** *Timeline*

# Unit 4 Disaster!

Pupil's Book p.37

## Objectives

To practise using the past continuous and past simple to talk about interrupted past actions and sing a song.

## Target language

- **Key language:** past continuous and past simple, *feel ill, hurt, cut*
- **Revision:** weather vocabulary, telling the time, daily activities

## Warmer

- Review the past continuous by asking different pupils questions, e.g. *What were you doing at eight o'clock yesterday evening?*

### PB37. ACTIVITY 1

## Can you remember the last lesson? Watch the language video.

- Show page 37 on the whiteboard. Ask pupils to watch and complete the activity in the ► **Video**.
- Play the ► **Video**.




Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

## Song

### PB37. ACTIVITY 2

## Read and guess. Listen and check. Then do karaoke.

- Tell pupils to open their Pupil's Books at page 37. Focus on Activity 2. Remind pupils of the unit theme (disasters) and focus them on the questions in the song.
- In pairs, pupils read the song with gaps and try to predict what the missing words are, using the words in the box.
- Play the  **Audio** for pupils to check. Check with the class. Play the ► **Video** for pupils to follow the complete text in their books. Play it a third time for pupils to repeat, line by line and then verse by verse.
- Pupils sing it as a class and then in three groups (one for each section). Play the first version on the ► **Video** and then the karaoke version. Groups swap roles and repeat.

**Key:** 2 skating, 3 playing, 4 eating, 5 swimming, 6 sailing, 7 climbing, 8 sitting

 31

As in Pupil's Book

 32

Karaoke Version

## Presentation

### PB37. ACTIVITY 3

## What were you doing when it happened? Write three sentences.

- Focus pupils on the Activity 3 instructions. Elicit an example from pupils, using one of the photos and one piece of text, e.g. *I was making sandwiches when I cut my hand*. Write it on the board. Underline the past continuous in one colour and the past simple in another. Use a timeline to show that the past continuous happened over a period of time and was interrupted by the past simple action. Ask pupils *What was happening over a longer time?* (making sandwiches). *What happened suddenly / interrupted it?* (cut my hand).
- Pupils copy the example into their notebooks together with the timeline, using the appropriate colours. Check pupils understand the key vocabulary. Pupils work in pairs and orally make as many sentences as they can. Monitor and support where necessary. Elicit the sentences from the pairs to check.
- Pupils write at least three sentences in their notebooks.

 **Extra support** Elicit other examples for more practice.

### PB37. ACTIVITY 4

## Play the game. Guess it in five.

- Focus pupils on the Activity 4 instructions and on the example. Check understanding and demonstrate using open pairs. Make pairs.
- Pupils play the game, using their sentences from Activity 3.

### PB37. ACTIVITY 5

## Choose one of your sentences and continue the story. Write 20–30 words.

- Focus pupils on Activity 5. Ask them to choose one of the sentences from Activity 3 and continue the story.
- Ask them to write in their notebooks. Remind them of the word limit.

 **AB37. Answer key, see page T101**

## Ending the lesson

- Pupils sing the song from the beginning of the lesson again in three groups.

## Digital Classroom

 **Presentation Plus:** Unit 4

 **Practice Extra**

 **Audio 31–32**

 **Video**

## Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, Extension worksheet 1 and Song worksheet
- **AB94 and PB94–95 – Grammar reference 4**
- **T114 – Consolidation activity:** *Palms up or down?*
- **T114 – Extension activity:** *Survey*

1  Can you remember the last lesson? Watch the language video.

2  31-32 Read and guess. Listen and check. Then do karaoke.

climbing eating playing sailing sitting skating swimming walking

What were you doing when the storm began?  
When the lightning hit and the water ran.  
Where were you when the rain came down?  
On the mountain, at the beach, in the forest or the town.



I was <sup>(1)</sup> walking up the mountain,  
He was <sup>(2)</sup> \_\_\_\_\_ over the lake,  
We were <sup>(3)</sup> \_\_\_\_\_ in the park,  
She was <sup>(4)</sup> \_\_\_\_\_ a piece of cake.  
They were <sup>(5)</sup> \_\_\_\_\_ in the river,  
He was <sup>(6)</sup> \_\_\_\_\_ on the sea,  
She was <sup>(7)</sup> \_\_\_\_\_ up a wall,  
I was <sup>(8)</sup> \_\_\_\_\_ under a tree.

3 What were you doing when it happened? Write three sentences.



hurt my knee

dropped my mobile phone

lightning hit the tree

started to feel ill

teacher saw me

cut my hand

it started to rain

mother took a photo of me

4 Play the game. Guess it in five.

I was having a picnic when it started to rain.

What was I doing when it started to rain?

Were you having a picnic?

Yes, I was.

5  Choose one of your sentences and continue the story. Write 20-30 words.

1 What did you do?

2 What happened next?

# 1 Read the blog. How high was the wall of seawater in Messina?

ALL BLOGS MY BLOG NEW POST



## Kid's Box Reports



Disasters sometimes happen, as we recently found out. We decided to find out about some famous disasters.

### Disasters

This ship is called the Titanic. On 14 April 1912 it was sailing across the Atlantic Ocean when it hit an **iceberg**. They couldn't see the iceberg because of the fog.



The Hindenburg was one of the biggest airships ever built. On 6 May 1937, when it was arriving in the USA, it caught fire. People think this happened because **lightning** hit it during a **storm**.



Hurricanes are very dangerous storms with strong winds. The worst Atlantic **hurricane** in history was the Great Hurricane in 1780, from 10–16 October.



When a **volcano** erupts, it throws hot liquid rock and gases into the air through the hole at the top. When Krakatoa erupted on 26 August 1883, it made the loudest sound ever heard.



On 1 November 1755 an earthquake hit Lisbon, in Portugal. The ground moved for ten minutes. The **earthquake** destroyed most of the buildings in the city.



On 28 December 1908, a **tsunami** hit Messina, in Italy. The enormous wall of seawater was about ten metres high. How high do you think the seawater is in this picture?



## 2 Read again and correct the sentences.

- 1 The Titanic hit an iceberg on 14 July 1912.
- 2 The Titanic was sailing across the Pacific Ocean.
- 3 The Hindenburg disaster was on 16 May 1937.
- 4 The Hindenburg airship was arriving in the UK.
- 5 The Great Hurricane was in 1870.
- 6 Krakatoa, the volcano, erupted on 28 August.
- 7 The Lisbon earthquake was on 1 November 1575.
- 8 The tsunami was on 28 October 1908.

## 3 Ask and answer.

- 1 Which do you think was the worst disaster? Why?
- 2 What was the worst weather you can remember? What were you doing?

I think the earthquake was the worst disaster because the ground moved for ten minutes.

I remember a hurricane. I was playing with my brother at home.

## Objectives

To read about disasters around the world and review ordinals and months of the year.

## Target language

- **Key language:** ordinals, months, superlatives, *iceberg, hurricane, volcano, erupt, liquid rock, gas, hole, enormous, earthquake, destroy, tsunami, lightning, storm, erupt in, on* (for dates)
- **Additional language:** *Titanic, Hindenburg*
- **Revision:** weather, past narrative tenses

## Warmer

- Write *Disasters* on the board. Elicit recent disasters that have happened around the world, giving pupils clues if necessary. Write them on the board, introducing the new vocabulary, if appropriate, e.g. *hurricane, flood, tsunami*.
- Ask *What can you see at the top of a volcano?* to elicit *hole*. Write it on the board and ask a pupil to spell it. Explain *enormous* is an adjective and it means the same as *huge*. Ask pupils to say things that are enormous. Discuss what they know about the disasters.

### PB38. ACTIVITY 1

## Read the blog. How high was the wall of seawater in Messina?


- Show page 38 on the whiteboard. Ask pupils some questions about the text to predict what it is going to be about, e.g. *What is the blog about this week? How many disasters are you going to read about? From looking at the pictures, what do you know about these disasters?*
- Tell pupils to open their Pupil's Books at page 38. Focus them on Activity 1 and on the activity instructions. Ask a pupil to read the instructions aloud. Check understanding.
- Ask pupils to read the blog quickly and find the answer to the question. Reassure them that they will read it again later in the lesson. Pupils check the answer in pairs and then check as a class.

Key: ten metres

### PB38. ACTIVITY 2

## Read again and correct the sentences.

- Focus pupils on the Activity 2 instruction. Ask them to read the texts silently and think about the differences between the texts and the statements.
- Discuss their ideas as a class, reminding them to say what is wrong about the statements. Check comprehension of vocabulary by referring pupils back to the texts.


 **Extra support** Demonstrate two or three examples as a class before pupils complete this independently.

Key: 1 14 April, 2 Atlantic Ocean, 3 6 May, 4 USA, 5 1780, 6 26 August, 7 1755, 8 December

### PB38. ACTIVITY 3

## Ask and answer.

- Focus pupils on the Activity 3 instruction and the examples. Ask pupils to discuss the questions in pairs and then feed back to another pair. Discuss as a class. Encourage pupils to give reasons for their answer to question 1.

 **Extra challenge** To check understanding of years, elicit the sequence of the disasters (which happened first / most recently).

### AB38. Answer key, see page T101

## Ending the lesson

- Put the first letter of each month on the board and elicit/review the months of the year.

## Digital Classroom

 Presentation Plus: Unit 4  Practice Extra

## Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, Reinforcement worksheet 2 and Extension worksheet 2
- **AB94 and PB94–95 – Grammar reference 4**
- **T114 – Consolidation activity:** *Important dates in my life*
- **T115 – Extension activity:** *Date bingo*

# Unit 4 Disaster!

Pupil's Book p.39

## Objectives

To practise months, ordinal numbers and narrative past tenses.

## Target language



- **Key language:** months, *break (leg), drop, erupt, fall down, hit*
- **Revision:** weather, holiday/daily activities, present continuous, past continuous, past simple

## Warmer

- Invite 12 pupils to come to the front of the class. Whisper one different month to each one. They quickly form a line to show the sequence of the months. Each pupil then says their month and the class says if the order is correct. Repeat, but this time pupils must stand in alphabetical order.

### PB39. ACTIVITY 1

#### Listen and repeat the chant.



- Show page 39 on the whiteboard. Focus pupils on Activity 1. Play the  **Audio** for pupils to listen. Play the  **Audio** again for pupils to listen and repeat.

 33

As in Pupil's Book

### PB39. ACTIVITY 2

#### Listen and say the months.

- Tell pupils to open their Pupil's Books at page 39. Focus them on the pictures for the 12 months. Point to the pictures on the whiteboard. Ask a pupil to read the activity instruction aloud and check understanding.
- Play the  **Audio**. The first time, pupils point to the picture of the month and whisper it to their partner. Play the  **Audio** again. Elicit the month in chorus from pupils.
- Discuss with the class what the children are doing in the different pictures to check vocabulary. Ask pupils if this is what they do during the different months. Elicit some other ideas (prompt them to use the present simple).

 34

- 1 It's sunny and windy. There are a lot of red apples on the trees. They're falling and there are some on the ground.
- 2 It's sunny and windy. The children are flying their kites in a field. There are a lot of small, yellow flowers.
- 3 It's sunny and raining. There are a lot of big, yellow flowers in the field and there's a rainbow in the sky.
- 4 It's hot and sunny. The children are having a picnic next to the river and there are some apples on the blanket.

- 5 It's sunny, but there are some clouds and a rainbow in the sky. The children are in a field. They're reading comics on a blanket.
- 6 It's grey and foggy. The children are playing in the garden. They're jumping in the leaves. There's a fire because their father's burning leaves. He's wearing an old brown hat.
- 7 It's grey and foggy. Outside we can see that there aren't any leaves on the trees in the garden. The children are reading comics next to the fire in the living room.
- 8 It's sunny, but there are some clouds in the sky. Some boats are sailing on the lake.
- 9 The children are eating sandwiches next to the fire in the living room. Outside we can see it's foggy and snowing heavily.
- 10 It's sunny. The children are having a picnic at the beach. Some boats are sailing on the sea.

### PB39. ACTIVITY 3

#### Ask and answer.

- Pupils do the activity in pairs, using the prompts.

### PB39. ACTIVITY 4

#### Cross out the extra word.

- Pupils work individually and cross out the incorrect word in each sentence. They check in pairs. Check with the class.

Key: 1 to, 2 the, 3 was, 4 do, 5 many, 6 the, 7 did, 8 the

### PB39. ACTIVITY 5

#### Read the notes and write about what happened.

- Ask a pupil to read the prompts for the first line of the story aloud. Ask another to read the first line of text (bottom right of the page) and check pupils understand that this is made from the first line of prompts.
- Pupils work in pairs and orally complete the story first. Elicit the story from pairs around the class.
- Pupils then write the complete story in their notebooks.

Key: She fell down and broke her leg. An ambulance came and took her to hospital. When the nurses were carrying Jane into hospital, they dropped her. Now Jane is in hospital with a broken leg and a broken arm.

### AB39. Answer key, see page T101

## Ending the lesson

- Ask pupils what their favourite month of the year is and why.

## Digital Classroom

 Presentation Plus: Unit 4

 Practice Extra

 Audio 33-34

## Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, Photocopiable 4
- **AB94 and PB94-95 – Grammar reference 4**
- **T115 – Extension activity:** *The other hemisphere*

**1** 33 **Listen and repeat the chant.**

January, February, March,  
April, May, June,  
July, August, September,  
October, November, December.

**2** 34 **Listen and say the months.**

1 It's sunny and windy. There are a lot of red apples on the trees ...

September.



January



February



March



April



May



June



July



August



September



October



November



December

**3** **Ask and answer.**

It's February.

What can you see?

Some children are reading comics. They're sitting in their living room next to the fire.

**4** **Cross out the extra word.**

- 1 What were they to doing on Wednesday 13 November?
- 2 There was a very bad storm on the 31 May.
- 3 They couldn't see because of was the fog.
- 4 Why was do he running?
- 5 The lightning hit many my car on 19 August.
- 6 My birthday was in the January.
- 7 The fire did started on 29 June.
- 8 In Antarctica there's a the lot of ice.

**5** **Read the notes and write about what happened.**

Friday 13 March was a terrible day for Jane. What happened?  
when / go downstairs / put / foot / on / toy car  
fall down / break / leg  
ambulance / come / take / to hospital  
when / nurses / carry / Jane / into hospital / drop  
now / Jane / in hospital / with / broken leg / and / broken arm

When Jane was going downstairs, she put her foot on a toy car.



# Sounds and life skills

## Thinking creatively

**1** Watch the video. When did the young people feel afraid, excited, sick and worried?



### Pronunciation focus

**2** Listen and write the circled words in the correct sound column in the table.

REPORTER: Why didn't **you** go back to the **beach**?

STELLA: Because **we** were very near the **island**.  
So we decided to **wait** there for the weather to get better.

LENNY: Yeah, we were walking up the beach to find somewhere **safe**, when **lightning** hit the **boat** and it caught fire!

STELLA: We couldn't leave the island, so Dad had to **phone** for help!

A	E	I	O	U
sailing	sea	sky	hello	rescue
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**3** Listen and complete the rhyme with words from Activity 2.

There's a bad storm with rain and \_\_\_\_\_.  
The \_\_\_\_\_'s on fire and it's very, very frightening.  
Here comes the helicopter over the \_\_\_\_\_.  
I hope it'll \_\_\_\_\_ my friends and me!

**4** Look at the quiz in the magazine and write more questions.

**Why didn't you ... ?**

Are you good at thinking of reasons and excuses for not doing things? Do the quiz and find out.

- Why didn't you eat your breakfast?
- Why didn't you go to the park yesterday?
- Why didn't you come to class on time?

Why didn't you \_\_\_\_\_ ?

Why didn't you \_\_\_\_\_ ?

**5** In pairs, ask and answer questions from the quiz. Can you think of interesting reasons?

### Useful language

Why didn't you ... ?  
Because ...

## Objectives

To practise the pronunciation of the vowel sounds A /eɪ/, E /iː/, I /aɪ/, O /əʊ/, U /uː/.

## Target language

- **Key language:** pronunciation of words with the vowel sounds /eɪ/, /iː/, /aɪ/, /əʊ/, /uː/: *beach, fire, island, frightening, lightning, boat, phone, safe, wait, you, we*
- **Additional language:** *Why didn't you ...? Because ...*
- **Revision:** past form of familiar verbs

## Warmer

- Write the chant on the board:  
*A, why didn't you say?                      O, why didn't you know?*  
*E, why didn't you see?                      U, why didn't you ...*  
*I, why didn't you buy?*
- Practise the chant as a whole class and then in groups.

## Presentation

### PB40. ACTIVITY 1

### Watch the video. When did the young people feel afraid, excited, sick and worried?

- Show page 40 on the whiteboard. Tell pupils they are going to watch the ▶ **Video**. Ask pupils where the characters are.
- Play the ▶ **Video** and then ask *When did the characters feel afraid? When did they feel excited, sick, worried?*
- Ask pupils what makes them feel afraid.

**Key:** The characters were afraid and worried about the storm and when the phone didn't work. Lenny felt seasick. They felt excited when the helicopter came.

▶ Video Scripts can be downloaded from [Teacher Resources on Cambridge One](#).

## Pronunciation focus

### PB40. ACTIVITY 2

### Listen and write the circled words in the correct sound column in the table.

- Play the ▶ **Audio**. Pupils read and listen. Pause after the first circled word and ask pupils to call out the vowel sound.
- Play the ▶ **Audio** again. Ask pupils to listen and read the dialogue again and write the rest of the circled words in the correct columns. Check answers.

**Key:** A = wait, safe, E = beach, we, I = island, lightning, fire, O = boat, phone, U = you

### ▶ 35

As in Pupil's Book

### PB40. ACTIVITY 3

### Listen and complete the rhyme with words from Activity 2.

- Focus on Activity 3. Read the poem aloud without the missing words. Ask pupils if they heard any words with a vowel sound.
- Pupils listen and complete the rhyme.
- Pupils check answers with a partner. They practise saying the rhyme in pairs.

◊ **Extra challenge** Ask pupils to suggest other words that rhyme with *rain* (train, plane), and *sea* (key, free, knee).

**Key:** lightning, boat, sea, rescue

### ▶ 36

As in Pupil's Book and Key

### PB40. ACTIVITY 4

### Look at the quiz in the magazine and write more questions.

- Focus pupils on the first two lines of the Video Script in Activity 2. Remind pupils we use *because* to give reasons and excuses. Ask *Why didn't you do your homework?* and elicit excuses: *Because ...my dog ate it! / I left it on the bus!*
- Ask *Are you good at thinking of reasons and excuses?*
- Pupils write the questions and write two more.

### PB40. ACTIVITY 5

### In pairs, ask and answer questions from the quiz. Can you think of interesting reasons?

- Ask pupils to read the questions, think of possible reasons, and write answers.
- Pupils then ask each other their questions and give their reasons/excuses.
- Monitor and note any errors for feedback at the end of the activity.

▶ **AB40. Answer key, see page T102**

## Ending the lesson

- Draw an island on the board. Tell pupils it's AEIOU Island and it can only have AEIOU things on it, e.g. *trees, lions, snow*. Write pupils' suggestions on the board.

## Digital Classroom

▶ Presentation Plus: Unit 4

▶ Practice Extra

▶ Audio 35–36

▶ Video

## Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, Downloadable Activity Book Audio Script
- **AB94 and PB94–95 – Grammar reference 4**
- **T115 – Consolidation activity: Recording information**

## Objectives

To read a story and review language from the unit.

## Target language

- **Key language:** language in the story, *is called, too dangerous, New Year*
- **Additional language:** *Canis Major, Sirius*
- **Revision:** character names, language from the unit


## Warmer

- Review the story so far with pupils. Elicit the name of the city where they were in the last episode (Alexandria) and which country that city is in (Egypt). Elicit who was there and what job Brutus was doing. Ask what pupils remember about the secret cave. Ask pupils if they think Brutus is going to find it in this episode.

## Story



 PB41.

### Diggory Bones

- Show page 41 on the whiteboard. Focus pupils on the first scene of the story. Elicit who is going to be in this episode (Diggory, Emily, Brutus).
- Play the  **Video** with books closed.
- Tell pupils to open their Pupil's Books at page 41.

 PB41. ACTIVITY 1

### What terrible disaster happened in Ancient Alexandria? Why is it going to be very dark?

- Focus pupils on the story. Tell them to read quickly and find out if they get to the secret cave (Yes, they do).
- Focus pupils on the questions: *What terrible disaster happened in Ancient Alexandria? Why is it going to be very dark?* Play the  **Video** again. Pupils watch to find the answers. They check in pairs with books open. Check with the class.
- Play the  **Audio**. Pupils listen and read. Pause after each frame for pupils to repeat.
- To finish, check general comprehension by asking, e.g. *What is Sirius? What time of day is it? What's the weather like? Why was it hot in the cave, do you think? What happened at the end of the episode?*

**Key:** A volcanic eruption and a tsunami. Night is falling and there's going to be a storm.

 37

**Diggory Bones:** Give me The Baloney Stone! You ... you ...

**Brutus Grabbe:** You can have the stone back when you help me to get what I want.

**Diggory Bones:** That group of stars is called the 'Canis Major', which means 'The big dog'.

**Emily:** And the brightest star on the dog's nose is called 'Sirius'.

**Diggory Bones:** What's the date today, Emily?

**Emily:** 21 July, why?

**Brutus Grabbe:** Today is the beginning of the Ancient Egyptian year.

**Brutus Grabbe:** There's the cave over there!

**Diggory Bones:** Night's falling and a storm's coming. It's going to be very dark!

**Brutus Grabbe:** Is it too dangerous for you, Bones?

**Diggory Bones:** No ... I understand these places better than you, Brutus. I'm not afraid.

**Diggory Bones:** In the Ancient Egyptian calendar, Sirius showed the opening of the New Year.

**Brutus Grabbe:** Today, it's going to show us the 'opening' of the secret cave!

**Brutus Grabbe:** It's really hot down here.

**Diggory Bones:** When we were looking at the stars, I remembered the terrible disaster.

**Emily:** A volcanic eruption destroyed Ancient Alexandria and then a tsunami covered the city with water.

**Brutus Grabbe:** Aagh! We're walking near a volcano!

**Diggory Bones:** Run to the light, Emily!

**All:** Aagh!

 AB41. Answer key, see page T102

## Ending the lesson

- Ask pupils which chant/song they'd like to do again from the unit. Do it together to end the lesson.

## Digital Classroom

 Presentation Plus: Unit 4

 Practice Extra

 Audio 37

 Video

## Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- AB94 and PB94–95 – Grammar reference 4
- T115 – Consolidation activity: *Role play*
- T115 – Extension activity: *Birthday chart*

# Diggory Bones



Give me The Baloney Stone!  
You ... you ...

You can have the stone back when you help me to get what I want.

That group of stars is called the 'Canis Major', which means 'The big dog'.

And the brightest star on the dog's nose is called 'Sirius'.

What's the date today, Emily?

21 July, why?

WHISS

Today is the beginning of the Ancient Egyptian year.

There's the cave over there!

WHISS

Hi

Night's falling and a storm's coming. It's going to be very dark!

Is it too dangerous for you, Bones?

No ... I understand these places better than you, Brutus. I'm not afraid.

WHISS

In the Ancient Egyptian calendar, Sirius showed the opening of the New Year.

Today, it's going to show us the 'opening' of the secret cave!

It's really hot down here.

PLOP BUBBLE BUBBLE

When we were looking at the stars, I remembered the terrible disaster.

A volcanic eruption destroyed Ancient Alexandria and then a tsunami covered the city with water.

BUBBLE

BOOM

Aagh! We're walking near a volcano!

CRACK

Run to the light, Emily!

BOOOM


Aagh!

**1** What terrible disaster happened in Ancient Alexandria? Why is it going to be very dark?

# ▶ Where can we find volcanoes?

1 38 Listen and read. What causes volcanoes?

www.planetwonderswow.com



**Pacific Ring of Fire**

Have you ever heard of Pompeii? On 24 August in the year 79, nearly 2,000 years ago, a nearby volcano called Vesuvius erupted and covered the city of Pompeii in rock and ash.


Vesuvius is in Italy, but did you know that there are volcanoes all over the world, and that one of the most active zones is the Pacific Ring of Fire? It's an area in the Pacific Ocean where there are almost 75% of the Earth's volcanoes.

The reason there are so many volcanoes in the Ring of Fire is because of **tectonic plates**, which are layers of rock just below the **Earth's crust**. The places where two plates meet are called **plate boundaries**, and when the plates move, which they do a lot, mountains and volcanoes form between them. Many of these plates meet at the Ring of Fire, which is why so many volcanoes appear in the area.

The movement of tectonic plates also causes earthquakes, and around 90% of these happen in the Pacific Ring of Fire.

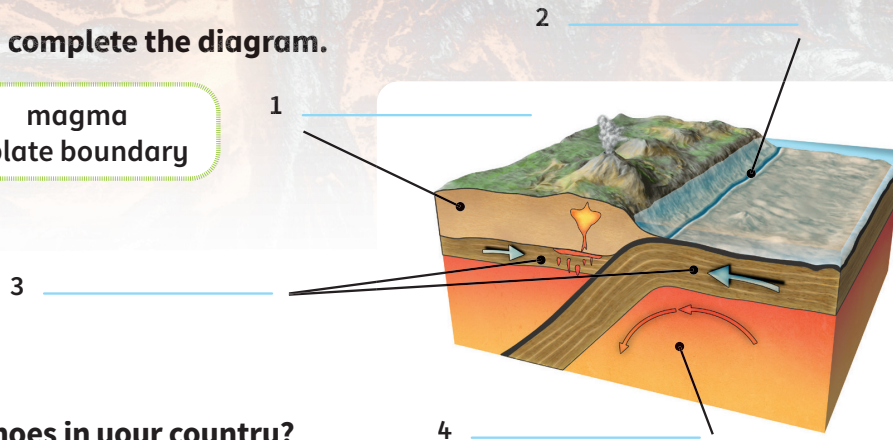
One of the positive things that comes from the Pacific Ring of Fire is **geothermal energy**. **Magma** is the name of the very hot liquid rock that is deep underground. Around the Pacific Ring of Fire magma is very close to the Earth's crust, which makes it easier for engineers to use this heat from the ground as a **source of green energy**.

They can use this energy to heat houses, make hot water and even make electricity. Many countries, including the United States, Indonesia, Japan, New Zealand and the Philippines, already use geothermal energy.



2 Read again and complete the diagram.

tectonic plates magma  
 the Earth's crust plate boundary



3 Are there volcanoes in your country?  
 Are they active, dormant or extinct?  
 What other volcanoes do you know about?

There are a lot of volcanoes in my country but they're all dormant.

I know about Mount Saint Helens, which is an active volcano in the United States.

**FIND OUT MORE**

What is the largest volcanic eruption in history?

## Objectives

To learn about how volcanoes form and talk about volcanoes pupils know.

## Target language

- **Additional language:** *ash, Earth's crust, Pacific Ring of Fire, plate boundaries, tectonic plates*
- **Revision:** *August, earthquakes, electricity, energy, engineers, erupt, mountain*

## Warmer

- Write *Volcano* on the board. Ask pupils to think of any words they remember. Add them to the board as a mind map. Tell pupils they are going to learn more about volcanoes in this lesson.

### PB42.

## Where can we find volcanoes?

- Show page 42 on the whiteboard and focus pupils on the question. Give pupils time to discuss the question together. Elicit ideas from the class, but don't confirm them at this stage.
- Play the ▶ **Video** for pupils to watch and answer. Pupils compare ideas in pairs. Check the answer with the class.

**Key:** the Pacific Ring of Fire



Video Scripts can be downloaded from [Teacher Resources on Cambridge One](#).

### PB42. ACTIVITY 1

## Listen and read. What causes volcanoes?

- Tell pupils they're going to read about an area in the Pacific Ocean where most of the world's volcanoes are formed. Ask pupils to open their Pupil's Books at page 42. Focus them on Activity 1 and elicit ideas. Explain that earthquakes often happen near places that experience volcanic activity. Remind pupils about tectonic plates and their movement.
- Play the 🔊 **Audio**. Pupils listen and read, and then answer the question. Pupils check in pairs. Check answers as a class.

**Key:** the movement of tectonic plates



As in Pupil's Book

### PB42. ACTIVITY 2

## Read again and complete the diagram.

- Focus pupils' attention on the words in blue in the text. Drill the words chorally and elicit what the words relate to (geographical elements associated with volcanic activity).
- Focus pupils on Activity 2. Point to the diagram and ask what it shows. Ask pupils to label the diagram individually and then allow them to check their answers in pairs. Review answers as a class.

### Extra challenge

Divide the class into groups of three or four. Have pupils take turns to define the terms they used to label the diagram and say how they relate to volcanic activity.

**Key:** 1 the Earth's crust, 2 plate boundary, 3 tectonic plates, 4 magma

### PB42. ACTIVITY 3

## Are there volcanoes in your country? Are they active, dormant or extinct? What other volcanoes do you know about?

- Pupils stay in groups to discuss the questions. Point to the speech bubbles and invite volunteers to read the sentences aloud. Make sure pupils understand the difference between *dormant* and *extinct*.
- Ask *Do you know Mount Saint Helens?* Ask pupils to share what they know with the class. Pupils discuss the questions in their groups. Following the activity, invite pupils to share information with the class.

## FIND OUT MORE

- Point to the FIND OUT MORE box and read the question together with pupils. Tell them they are going to search for the answer to the question online.
- Assign this activity as homework and tell pupils they will share their findings in the next class.
- Ask pupils to do an internet search at home to find out the answer to the question. Remind them to ask an adult for permission first.

**AB42. Answer key, see page T102**

## Ending the lesson

- Elicit what pupils enjoyed most about the lesson and why. Ask *What was the most surprising thing you learnt?*

## Digital Classroom

Presentation Plus: Unit 4 Practice Extra

Audio 38 Video

## Extra Resources

- **Teacher Resources:** Unit 4, Subject worksheet
- **AB94 and PB94–95 – Grammar reference 4**
- **T115 – Consolidation activity:** *My own wordsearch*

## Objectives

To learn about the geography of Iceland and talk about places in the world that are famous for their landscapes.

## Target language

- **Additional language:** *dramatic, geysers, glaciers, Iceland, jets, landscape, lava fields, rivers, waterfalls*
- **Revision:** *ash, Earth's crust, environment, erupt, eruptions, geography, Ring of Fire, tectonic plates, volcanic*

## Warmer

- Show the FIND OUT MORE feature from page 42 on the whiteboard. Read out the question.
- In pairs, ask pupils to talk about what they learnt from their internet search. Feed back as a class.

## DID YOU KNOW ...?

- Show page 43 on the whiteboard. Point to the photo in the DID YOU KNOW ...? box and ask *What is it?* Accept all reasonable answers at this stage. Have pupils cover their books. Ask pupils *What is the largest volcano in the world?* Ask them to uncover their books and invite a volunteer to read the information.
- Ask pupils if they are surprised that most of the volcano is underwater. Ask *Can you think of any geographical features where a small part appears above the water?* (icebergs). Encourage pupils to share what they know about icebergs.

### PB43. ACTIVITY 1

#### Read the message. What is Iceland famous for?

- Focus pupils on the photo in the message. Ask *Which country is it?* Focus pupils on the question in Activity 1 and elicit ideas. Give pupils time to read the message individually and elicit answers.
- Ask *What is produced in Iceland and some countries around the Pacific Ring of Fire?* (electricity). Elicit what the countries use to produce electricity.

**Key:** Iceland is famous for its dramatic geography: volcanoes, geysers and glaciers

### PB43. ACTIVITY 2

#### Underline **which** to give extra information in the message in Activity 1.

- Explain to pupils that non-defining relative clauses help us to provide additional information. Point to the Learning to write box. Read the example sentence together with pupils and elicit *which* as the word that introduces the relative clause which explains what tectonic plates are.
- Ask *Why are there so many volcanoes in the Ring of Fire? What are tectonic plates?* Help pupils notice that the two clauses work equally well as separate sentences. Pupils complete the activity on their own and then check answers in pairs. Review answers as a class.

**Extra support** Give other example sentences with non-defining clauses and ask pupils to identify the extra information, e.g. *Ten percent of Iceland is covered by glaciers, which are large bodies of thick ice.*

### PB43. ACTIVITY 3

#### In pairs, discuss places you know that are famous for their landscape. Write your ideas in your notebook.

- Elicit the type of text presented in Activity 1. Tell pupils they are going to write a similar message about a place they have visited and that this activity will help them with ideas.
- Put pupils into pairs to discuss the questions. Make sure both partners make notes as they will need them for the Activity Book Ready to write activity on page 42.

### AB43. Answer key, see page T102

### PB43.




## PROJECT

- Teaching notes for the Project can be downloaded from the *Teacher Resources* on Cambridge One.

## Ending the lesson

- Review with pupils what they have done and what they have learnt about in today's lesson.

## Digital Classroom

-  **Presentation Plus:** Unit 4
-  **Practice Extra**
-  **Test Generator:** Unit 4 Test

## Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **AB94 and PB94–95 – Grammar reference 4**
- **T115 – Consolidation activity:** *Spot the mistake*
- **T115 – Extension activity:** *Natural landscapes vocabulary*

**1** Read the message. What is Iceland famous for?

**DID YOU KNOW...?**

The largest volcano in the world is Mauna Loa in Hawaii. At 9,159 metres high, it is bigger than Mount Everest. However, 5,000 metres of that is underwater!

4

To: Petra

Subject: Iceland is amazing!

Hi Petra,

During the summer holiday, I visited the amazing island of Iceland. Iceland is a volcanic island in the North Atlantic Ocean, which is famous for its dramatic geography.

In Iceland, you can see geysers, which are holes in the ground that blast out jets of water and steam. There are also natural hot springs, huge lava fields and glaciers. In fact, glaciers cover 10% of the island. Sometimes there are volcanic eruptions and I learnt that, back in 2010, a volcano erupted and filled the sky with ash. It meant that all planes in about 20 countries couldn't take off!

Iceland uses its interesting geography to make electricity. In fact, the island makes electricity by using power from its rivers and waterfalls and heat from the ground, which is very good for the environment.

I hope I can go back to Iceland again one day because it is a fantastic place. I'll tell you more about my trip when I see you!

Bye for now,

Eric



**2** Underline **which** to give extra information in the message in Activity 1.

**Learning to write:**

**Which to give extra information**

We can use **which** to give extra information.

The reason there are so many volcanoes in the Ring of Fire is because of tectonic plates, **which** are layers of rock just below the Earth's crust.

**3** In pairs, discuss places you know that are famous for their landscape. Write your ideas in your notebook.

**Ready to write:**

Go to Activity Book page 42.

**Project**

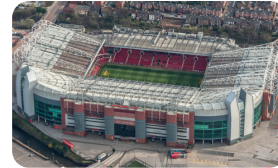
Make a presentation on a volcanic eruption.



# Review Units 3 and 4

## 1 Read the letter and write the missing words.

Dear Aunt Anika,  
 I'm writing to tell you about the great time we had last weekend.  
 I think Mum told you we were going to Manchester on Saturday.  
 Well, we went to the stadium to see a football game, because  
 Manchester United were playing against Liverpool. I really  
 enjoyed it but, sadly, Liverpool didn't <sup>(1)</sup> \_\_\_\_\_.  
 They <sup>(2)</sup> \_\_\_\_\_ 1-0.  
 On Sunday we spent the day exploring the city.  
 We got lost because we didn't have a <sup>(3)</sup> \_\_\_\_\_.  
 No problem! We asked a police officer for <sup>(4)</sup> \_\_\_\_\_ and he showed us where to go.  
 We visited the Lowry Museum which had some interesting paintings by a famous  
<sup>(5)</sup> \_\_\_\_\_ from Manchester, L S Lowry. There is a picture of the museum attached to  
 this email. Hope you like it.  
 Yours,  
 Jamie



## 2 Listen and write. There is one example.



- 1 Who was he visiting: grandad
- 2 Where did they go first: \_\_\_\_\_
- 3 Address: \_\_\_\_\_ Road
- 4 Opening times: From 10:00 to \_\_\_\_\_
- 5 Where they had lunch: \_\_\_\_\_
- 6 Transport home: \_\_\_\_\_

## Objectives

To review language from Units 3 and 4 and listen to a story.

## Target language

- **Key language:** vocabulary and language from Units 3 and 4
- **Additional language:** *Manchester, Manchester United, Liverpool, Lowry Museum, L S Lowry*

## Materials

- Key vocabulary from Units 3 and 4, each word written on a small piece of paper, enough for one for each pupil in the class.

## Warmer

- Make groups of six. Hand out a word from Unit 3 or 4 to each pupil. They keep their word secret. They take turns to provide a definition of their word for the other pupils in their group to guess. If time, regroup pupils and repeat.

### PB44. ACTIVITY 1



#### Read the letter and write the missing words.

- Show page 44 on the whiteboard. Tell pupils to open their Pupil's Books at page 44. Focus pupils on the text and elicit that this is a letter. Ask pupils who wrote it (Jamie) and who he wrote it to (Aunt Anika).
- Tell pupils to read the letter quickly to find out which football teams were playing, which team won and the name of the museum. Pupils check in pairs. Check with the class (Manchester United and Liverpool, Manchester United won, Lowry Museum). Tell pupils that L S Lowry is an artist.
- Focus pupils on the Activity 1 instruction and check understanding. They silently read the letter again and fill in the missing words. Remind them to look at the words before and after the gaps to help them. They check in pairs. Check with the class, reading the whole letter aloud.

**Key:** 1 win, 2 lost, 3 map, 4 directions, 5 artist

### PB44. ACTIVITY 2

#### Listen and write. There is one example.

- Focus pupils on the activity instructions and check understanding. Give pupils time to look at the task first.
- Play the  **Audio**. Pupils listen and write. They check in pairs. Play the  **Audio** again. Check with the class.

**Key:** 2 Natural History Museum, 3 Cromwell, 4 5:50 / 17:50, 5 park, 6 bus

### 39

#### 1 Where did William go yesterday?

William: Hello.

Holly: Hello, William. How are you?

William: Hi, Holly. Fine, thanks.

Holly: Where were you yesterday? I didn't see you.

William: No, I was in London visiting my grandad.

Holly: Wow!

Can you see the answer? Now you listen and write.

#### 2 Where did they go first?

Holly: Which places did you visit?

William: Well, the first place we went to was the Natural History Museum.

Holly: Really?

William: Yeah. It's great. It's got things from all over the world.

#### 3 What's the address of the museum?

Holly: I'd like to go there. Where's the museum?

William: It's on Cromwell Road.

Holly: One moment, I'm going to write that. How do you spell it?

William: C-R-O-M-W-E-L-L

Holly: Thanks.

#### 4 When does it close?

Holly: When does it open?

William: One moment. Let me see ... It opens at 10 o'clock in the morning, and it closes at ten to six.

Holly: Great. Thanks. Closing time, five fifty.

#### 5 Where did they have lunch?

Holly: Did you stay there for lunch?

William: No, we didn't. We had a picnic in the park.

Holly: Oh, I love picnics.

William: So do I, and my grandad makes lovely sandwiches.

#### 6 How did they get home?

Holly: Oh, did you get a London taxi home?

William: No, we didn't. I went to the bus station with Grandad and we caught the bus. He's staying at our house for the weekend.

Holly: That's great!

### AB44. Answer key, see page T102

## Ending the lesson

- Play a spelling bee. Write the months of the year on 12 pieces of card and stick them face down on the board. Write numbers at random on the back. In two teams, pupils take turns to choose a number and read out the month. Then turn round the card again and they have ten seconds to spell it aloud.

## Digital Classroom

 **Presentation Plus:** Review Units 3 and 4

 **Practice Extra**

 **Audio 39**

## Extra Resources

- **Teacher Resources:** Review Units 3 and 4, Downloadable Activity Book Teaching Notes
- **AB94 and PB94–95 – Grammar reference 4**
- **T115 – Consolidation activity:** *Songs and chants*

# Review Units 3 and 4

Pupil's Book p.45

## Objectives

To review language from Units 3 and 4 and play a board game.

## Target language

- **Key language:** vocabulary and language from Units 3 and 4
- **Additional language:** *Find your way home*
- **Revision:** language for playing games

## Materials

- Dice, coloured counters

## Warmer

- Review directions with the class. Draw a simple map on the board. Ask pupils to come up in turn and follow your directions with their finger on the map.

### PB45. ACTIVITY 3

#### Play the game.

- Show page 45 on the whiteboard. Focus pupils on Activity 3. Elicit that this is a board game. Check comprehension of *Find your way home*.
- Focus them on the instructions and check understanding. Review game language with the class, e.g. *Move 2 squares*, *Go back*. Pupils play in groups of three.
- They take turns to throw (roll) the dice and move around the board. The other pupils decide if the pupil has carried out the task correctly or not. They can help each other with interpreting the instructions.
- Monitor pupils as they are playing the game. The first player in each group to reach Home is the winner.

### AB45. Answer key, see page T102-103

## Ending the lesson

- Ask pupils which lessons, topics and/or activities were their favourites.

## Digital Classroom



**Presentation Plus:** Review  
Units 3 and 4



**Practice Extra**

## Extra Resources

- **Teacher Resources:** Review Units 3 and 4, Downloadable Activity Book Teaching Notes
- **AB94 and PB94-95 – Grammar reference 4**
- **T115 – Consolidation activity:** *Vocabulary review*
- **T115 – Extension activity:** *Games*

**3** Play the game.

**4**

**Find your way home**  
**Instructions:** Go round the board following the instructions. When you stop on a picture, spell the word. If it's right, roll again. If it's wrong, stop.

**HOME**

**START**

**RESTAURANT**

**POLICE**

**MUSEUM**

**HOTEL**

**FIRE STATION**

**Instructions:**

- You find two tickets to the theatre. Go back to see a play.
- You ask a police officer how to get home. Go straight there.
- You're hungry. Go back to the restaurant.
- You need to sleep. Go forward to the hotel.
- Go to the end of the street and stop at the bridge.
- Cross over the river.
- To go to the restaurant you need to go straight on. Move 3 squares.
- Turn left and turn left again.
- You're lost. Go back to the police station and ask a police officer.
- Turn right and then turn right again.
- You want to look at the old paintings. Go to the museum.
- Go back to the fire station on the corner.
- Climb over the wall.
- You missed your plane. Go back to the airport.
- Go and explore the castle.
- Cross over the bridge. Move 3 squares.
- Turn left and move 1 square.
- You catch a bus. Move 4 squares.
- Go straight on. Move 2 squares.
- Get a taxi to the train station.