




Syllabus



S A new project		Things I see in a town or city Countries and languages	Are there any (statues in our town)? Yes, there are (a few statues in our town).	
		Vocabulary	Grammar	Pronunciation
1	Travel trouble	Air travel Travel and tourism	While I was (taking photos), he (agreed to sign a football). I enjoyed (reading about Bertrand Piccard). He promised to (make his plane faster).	Past simple endings: /d/, /ɪd/, /t/
2	Sports and hobbies	Sports and equipment Hobbies	Have you ever (played tennis)? When did they (go sailing)? They (went sailing a month ago). How long has he (studied French)? He's (studied French) since (last year).	Rhythm and stress patterns in present perfect sentences
3	Healthy habits	Food Keeping fit and healthy	There are too many / aren't enough (tomatoes). There's too much / isn't enough (rain at this time of year). We should / must / need to (make a cake). You shouldn't / mustn't / needn't (stop eating sugar completely).	Contracted forms: shouldn't, needn't, mustn't
	Project 1: An energy proposal	An energy proposal	One advantage of solar energy is that when the sun is shining, there is energy. One disadvantage of solar energy is that solar cells are expensive.	
4	Creative kids	Creative activities Artistic professions	The (puppet) was / wasn't (made last week). When was (the picture painted)? Who were (the songs sung) by?	Words with the silent letter 'w'
5	Write it down!	Messages and communication News features	He said he (was happy with the results). She told me they (weren't very good at tennis). He told me it would (rain tomorrow). She said they could (read Arabic).	Sentences with would and could
6	Our future	Jobs Life events	I will definitely be (an archaeologist). I probably won't be (a politician). Do you think you'll be (famous in ten years' time)?	Rising and falling intonation patterns with modal verbs of possibility and certainty
	Project 2: Living on Mars	Conditions for life on Earth and Mars	What are the things that allow us to live on Earth? We need oxygen to breathe. Plants make oxygen, so we need lots of plants. We could bring the water from other planets.	
7	Buying and selling	Money and shopping Describing damaged objects	I'm too (old) to (play with teddies). He isn't (old) enough to (buy a mobile phone). (My sister) isn't as (tall) as (her friends). If I (finish my homework early), I'll (play computer games). What will you do if you (miss the bus this afternoon)?	Features of connected speech: linking words
8	Let's dream	Activities on a tropical island Unreal or unlikely experiences	If I (lived in the Galapagos Islands), I would / wouldn't (climb a volcano). Would you (take water) if you (abandoned a boat)? What would you do if you (were lost at sea)?	Contracted forms: would
9	School: past and future	School equipment Secondary school	I used to / didn't use to (play computer games). Did we use to (have the Internet)? I'm going to (have lunch at two o'clock). I think he'll (pass the exam).	Features of connected speech: weak form of going to
	Project 3: Life in the past	Different aspects of life in the past	I've got a question about school: What did classrooms look like? I'm not sure. That's similar to my question: How did people go to school?	
Festivals		Thanksgiving Day	Endangered Species Day	

She usually (plays tennis on Saturday morning).
Today (she's waiting to have a ride in the hot-air balloon).

The children live in a big city, don't they?

Culture	Literacy	21st Century Skills	Cross-curricular links
A solar-powered plane that landed in Belgium	An eyewitness account	 21st Ways of thinking: presenting balanced opinions and views	Science: Using a compass Arts and Crafts: Proportion in portraits
Kung fu and Shaolin monks in China	A magazine article	 21st Living in the world: achieving goals	Science: First aid techniques Arts and Crafts: Representing movement
Story: The discovery of chocolate in Mexico	An argument text	 21st Ways of working: recording information and setting routines	Science: Nutrition Arts and Crafts: Scale and space
<p>Let's propose (solar energy) for the community. We've got (lots of sun here all year). We could put (wind turbines by the coast).</p>		 Preparing a digital presentation about renewable energy in groups	Science: Renewable energy Arts and Crafts: Baroque art
Japanese manga and anime	A comic strip	 21st Digital skills: using digital media creatively	Science: Goya Arts and Crafts: Expressive lines and colours
Discovering the Rosetta Stone and the meaning of Egyptian hieroglyphics	A newspaper article	 21st Digital skills: using digital media to research and present information	Science: Information and Communication Technology Arts and Crafts: Contour lines
Story: The story of Evelyn Glennie, the Scottish musician	An informal letter	 21st Ways of thinking: thinking in different ways	Science: EU single market Arts and Crafts: Perspective
<p>Let's grow (fruit) here. We would wear (spacesuits). We would travel in (special cars).</p>		 Designing a home on Mars in groups	Science: Future technology Arts and Crafts: Modern art
How fair trade started in the USA	An advert	 21st Living in the world: initiative and entrepreneurial skills	Science: The Eurozone Arts and Crafts: Depth in landscapes
How a couple were lost at sea for 117 days near the Galapagos Islands	A diary extract	 21st Ways of working: working as a team	Science: Physical geography of Spain and Europe Arts and Crafts: Analogous colours
Story: The creation of the Nobel Prizes in Sweden	An advice column	 21st Living in the world: managing strong feelings	Science: Virtual museum: past and present Arts and Crafts: Volume
<p>What did she say about (life at school)? She said she (sat at the same desk every day).</p>		 Presenting information gathered on life in the past	Science: Life in the 20th century Arts and Crafts: Art today

Unit 1

Travel trouble

Lesson 1 Vocabulary

Objectives In this unit, I will ...

- name things associated with air travel.
- make sentences using *while* and the past continuous.
- learn about Belgium and about Solar Impulse, a solar-powered plane.
- learn to use verbs that are followed by an infinitive or a gerund.
- read and write an eyewitness account of a historical event.
- have a conversation about travel.
- learn how to present a balanced opinion and view.

Look! A school in Belgium has left a message on the project's website. I wonder how the children there make a difference.

Make a difference

Hi, everyone!
My name's Julie. Our local airport is organising an exhibition.
They've asked people in our community to make posters, including our school.
I love travelling and I find going to the airport really exciting. But many people have to travel for work and are away from their families. Hopefully the posters will cheer them up! A group of us are visiting the airport tomorrow to get ideas for our poster. Then we have to decide what to do. We've had a look at some photos, too. Should we do the poster about life at an airport?



1 Look at the photos Julie has sent. Answer the questions.

- 1 What can you see in the photos?
- 2 Have you ever been to an airport?
- 3 If so, why did you go there?



2 Look and match with photos 1-12. Listen, check and repeat.



departures arrivals boarding pass
land check-in desk queue trolley
take off passenger flight attendant
runway hand luggage

3 Listen and do the vocabulary quiz.



4 **Thinking skills** Think about travelling. Copy the chart. Complete it with things you put in your hand luggage and things you put in your suitcase.

In my hand luggage	In my suitcase
passport	socks





5 **Thinking skills** Read the rest of Julie's message. Which poster idea do you think is the best?



We shared some ideas for our poster at school today. Now we have to choose the best one. We need to think about what would make people happy, and what would be fun for people to look at. What do you think?



An airport can be the start of an adventure. This idea for a poster shows famous places in the world, such as the Pyramids in Egypt, the Eiffel Tower in Paris and Mount Everest.



One group suggested showing the different people who work at an airport. It would also have some interesting facts. Did you know that more than 20,000 planes take off in the USA every day?



Airports are full of people of all nationalities. One group suggested a poster that shows children from around the world holding hands. They're saying 'hello' in their languages.

6 **Communicate** Ask and answer about the posters.



Which poster idea would you choose?

I'd choose the one about the different nationalities.

Why?

Because it's got a positive and optimistic message and it would make people feel happy.



1 Lesson 2 Grammar

1 Describe the photo. Why do you think Julie talks about this team? Read and listen to find out.



Hi, Julie. Your project is brilliant. Have you decided which poster to do yet?

Thanks, Jess. No, not yet.

Did you enjoy your trip to the airport?

Yes, we did. It was really interesting. And it gave us lots of ideas.

That's great.

And guess what? While we were walking around the airport, we saw a player from the Belgian football team!

Lucky you!

And while I was taking photos, he agreed to sign a football and bring it to our school!

Brilliant! Will you post photos when you've got the ball?

Of course. While I was at the airport, I discovered something else, too. I learnt about a solar-powered plane that landed here in Belgium. I'll send you some information about it.

A solar-powered plane? That sounds interesting.

2 **Communicate** Read the dialogue again. Which sentence is true?

- Julie saw the football player before she walked around the airport.
- Julie saw the football player after she walked around the airport.
- Julie saw the football player at the same time as she was walking around the airport.

3 Look and learn.

Grammar Wall

Past simple & past continuous with while

While I was taking photos, he agreed to sign a football.

I saw a hot-air balloon while I was walking to school.

4 Read and think. Choose.

Think about grammar

- We use the *past simple* / *past continuous* for the short action.
- We use the *past simple* / *past continuous* with **while** for the longer action that is interrupted.



5 Look at the dialogue in Activity 1 again. Find more examples of the past simple and the past continuous being used together.

6 **Communicate** Invent things that could interrupt these actions. Ask and answer.



What happened while you were sleeping on the beach?

While I was sleeping on the beach, a crab bit my toe!



Key learning outcomes: use the past simple and the past continuous to describe actions that were interrupted
Grammar: simple past and past continuous

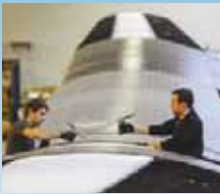
Before you read**1**  **Thinking skills**  **Read and discuss.**

- What can you see in the photo on the right?
- What are they used for?
- Do you think they're important for the future? Why? / Why not?
- How could they be used for travel?

Julie sent me an article about Solar Impulse, a solar-powered plane.

**2**  **Listen and read.****A PLANE THAT COULD FLY FOREVER!****Flying without fuel**

After his balloon flight in 1999, Bertrand Piccard promised to fly around the world without using any fuel. He started building a plane that only used energy from the sun. The plane had to be very light and needed long wings covered with solar panels. It took many years to build this new plane. He called the plane Solar Impulse.

**The record-breaking flight**

In May 2011, the plane was ready to fly from Switzerland to Belgium, its first international flight. André Borschberg, Piccard's colleague, was the pilot. While Borschberg was flying the plane, Piccard's team and a large crowd of people arrived at Brussels Airport. It was a long, nervous wait. After 13 hours, the plane came into sight. While it was moving towards the runway, the weather became windy and Borschberg had to turn the plane around. They decided to use a different runway and the plane landed safely. Crowds of people cheered.

Name: Bertrand Piccard **Born:** 1958

Explorers in the family: his grandfather was a balloonist and his father was an undersea explorer.

First famous achievement: he flew around the world in a hot-air balloon without stopping.

**A fuel-free future?**

Piccard's plane took off from Switzerland with little energy in the batteries. During the flight, the batteries were charging. The plane landed with more energy than when it took off! In 2016, Piccard flew the Solar Impulse 2, and completed the first round-the-world flight. The journey took 505 days, but only used solar power. Can you imagine flying without fuel in the future?

**After you read**

 Go to page 8 in your Activity Book.

Values

- Why is Bertrand Piccard's project important for the future of our planet?
- What do you do to help save the planet's energy?
- What changes could we make to the way we live to save more energy?

Key learning outcomes: read a story with a cultural focus about solar energy; listen for specific information
Values: the importance of saving the planet's energy

1 Lesson 4 Grammar and Pronunciation

1 Listen and read. Act out.



Jess: I enjoyed reading about Bertrand Piccard.

Tom: It's amazing that a plane can fly without any fuel.

Jess: Yes. Piccard suggested using the technology for other forms of transport, too.

Tom: Really? But the plane goes very slowly.

Jess: That's true, but Piccard promised to make his plane faster next time.

Tom: Did you know that our school is going to use solar energy, too?

Jess: Really?

Tom: Yes. They've agreed to put solar panels on the school roof to save energy.



2 Look and learn.

Grammar Wall

Verbs that are followed by the infinitive or the gerund

I **enjoyed** reading about Bertrand Piccard. Piccard **promised** to make his plane faster next time.

3 Read and think. Choose.

Think about grammar



1 Some verbs, such as **enjoy**, are followed by *an infinitive / a gerund*.

2 Other verbs, such as **promise**, are followed by *an infinitive / a gerund*.

You will need to remember which verbs use a gerund and which verbs use an infinitive.

4 Look at the article on page 11 and the dialogue in Activity 1 again. Are these verbs followed by an infinitive or a gerund?

agree suggest imagine decide start

5 Read and listen to the different verb endings. Put the verbs in the correct column.



Pronunciation

imagined decided started
stopped agreed liked tried

/d/	/ɪd/	/t/
enjoy <u>ed</u>	suggest <u>ed</u>	promis <u>ed</u>

6 Add more verbs to each column in Activity 5. Check with a partner.

7 Communicate Complete these sentences. Ask and answer.

This month, I started ... This year, I promised ...
This morning, I decided ... Today, I enjoyed ...
While working in a group this week, I tried ...

This month, I started doing my homework at the weekend. How about you?

This month, I started playing tennis every week.

Key learning outcomes: identify and practise past simple endings; use the gerund and infinitive appropriately
Grammar: infinitives and gerunds



1 Look and match. Listen, check and repeat.  CD1 14

receptionist guest backpacker ticket office guard
tourist information centre platform reception lift



Listening tip!

2 Listen and say A, B or C.  CD1 15

Look carefully at the picture before you listen. Where are the people?

1 Where did Amy's family leave the passports?

2 What was happening at the station?



3 Listen again. Which of these verbs can you hear in the past continuous?  CD1 15

play start happen walk want drop

4  **Communicate** Look at the pictures and remember. Ask and answer.

Teacher's Resource Bank: Unit 1

Can you remember what was happening at the station?

What was on the trolley?

Yes, that's right.



A man was pushing a trolley.

Three suitcases.

Key learning outcomes: identify and use words about travel; listen for specific information; use the past continuous **Vocabulary:** travel nouns

Before you read**1 Read and discuss.**

- Do you like reading about historical events?
- Have you read any stories that help you learn about historical events? Which ones?
- What do you know about the Titanic?

**Reading tip!**

Use the title to make predictions about the text before you read.

2 Look at the pictures. Who do you think is telling the story? Read and find out.**The Titanic: first and last voyage**

I boarded the Titanic in Southampton on 10th April 1912 with my aunt and uncle. We were going back to New York after staying in England for more than a year. The ship was the most beautiful thing I had ever seen. It was huge and luxurious.

I couldn't believe I was inside a ship floating across the ocean. There was music playing. I saw the captain on the deck, Captain Smith. He had a big white beard and he reached down and shook my hand. He spoke in a deep voice and he promised to show us some of the first-class areas. There was a gymnasium, a swimming pool and many dining rooms.

I was sleeping in our cabin when the Titanic hit the iceberg. There was a sudden jolt and the ship stopped moving. A steward knocked on our door and told us to get dressed, put on our lifejackets and go up to the deck.



The lifts weren't working so we walked up the stairs. An officer was shouting 'women and children first', and people started climbing into lifeboat number 11. Everything was happening so fast. We said a quick goodbye to my uncle and the officers lowered the lifeboat down to the sea. I could hear that the orchestra was still playing.

The lifeboat was swinging from side to side. It was the only time I was scared. While the boats moved away from the ship, we watched the round porthole windows of the ship sink one by one into the calm sea. I was a typical boy of those times. We weren't allowed to cry. I lay down at the bottom of the lifeboat and went to sleep. When I woke up, I saw the huge white icebergs. They looked beautiful, but then I remembered the events of the night before.

**After you read****3 What do you think?**

- This is a fictional story based on real events. Which part of the story is the most interesting?
- What do we learn about the sinking of the Titanic?
- Do you think it's a good thing to write about real events through the eyes of someone who was there? Why? / Why not?

➔ **Go to page 11 in your Activity Book.**

Key learning outcomes: read an eyewitness report for general understanding; scan a text for specific information; discuss the advantages and disadvantages of an eyewitness report

Text type: **an eyewitness account****Investigate a text**

- 1 Look at these headlines. When do you think the events happened? Imagine being there. What would you see, hear and feel? Which of these events is described in Activity 2?



The first hot-air balloon flight

The first man on the moon

Germany win the World Cup

- 2 Read the account to find out if you guessed correctly.

date

It was 21st November 1783.

introduction

Two men were going to fly over Paris in a hot-air balloon for the first time. I was allowed to go with my father and watch it take off.

describing the scene

All the important people in the city were there – the mayor, doctors and lawyers. Women were wearing hats with big feathers. I felt so excited to be there. A huge fire in the square filled the balloon with hot air.

describing using the senses

The smoke smelled terrible and I started coughing. Soon we saw the bright blue and gold balloon, ready for take-off. The two men stood on either end of the balloon basket and the balloon slowly began to rise. Everyone was cheering and clapping as the balloon floated over the park.

reflection

It looked beautiful!

**Discuss a text**

- 3 Read the account again. Answer the questions.

- Who's writing the account?
- Why does the writer include a date?
- Which sentences give an introduction to the event?
- The writer uses the past continuous to describe the events. Why?
- Which senses does the writer use?
- How did the writer feel about seeing the event?

Writing skills: Verbs of the senses

These verbs help describe an experience. They help give personal opinions in eyewitness accounts. We use these verbs with an adjective, or with **like** + a noun:

*The costumes **looked** fantastic.*

*I **felt** nervous but excited.*

*The ice cream **tasted** delicious.*

*The flowers **smelled** like perfume.*

*The music **sounded** soft and beautiful.*

*The hot-air balloon **looked** like a floating ball.*

- 4 Look at the two accounts again. Find examples of verbs of the senses.

➔ Research, plan and write an eyewitness account of a historical event on page 12 in your Activity Book.

Key learning outcomes: identify headlines; identify features of an eyewitness report; write an eyewitness report

1 Lesson 8 Speaking and Self-evaluation



1 Look at the photos. What do they show? How are they different?



2 Listen to the conversation. Has Alec ever been abroad?



3 Listen again. Complete the five questions that Ella asks.



• Have you ... ? • Which is the most ... ? • How ... ? • Are you ... ? • Are you ... ?

4 → Prepare a conversation about travel on page 13 in your Activity Book.

Do you like travelling?

Yes, I do.

Have you ever been abroad?

Yes, I've been to London.

That's so cool! I'd love to go to London.

Yes. It was fantastic!

Conversation time

Think about how you can show excitement.



That's so cool!
That's great!
That's fantastic!



Go to the Song Bank, page 125.

5 **Reflect on the unit** Read and think about your learning. What can you do now?



Hi, Julie. Thanks for all your messages. I've learnt so much about your project and about travel.

Thanks, Jess. Good luck with your project, too!



I can describe actions in the past using *while*.

I can find Belgium on a map and talk about solar planes.

I can read and write an eyewitness account.

I can have a conversation about travel.

→ Do the Unit Review on page 14 in your Activity Book.

Key learning outcomes: listen to and have a conversation about travel; review learning and reflect on progress in the unit



Today's programme is about transport. What transport do you have in your town?
How do you go to school?



1 Watch the video. Read and say *true or false*. Correct the false sentences.

- 1 Everyone in Max's dad's office walks to work.
- 2 La Paz, in Bolivia, is a very flat city.
- 3 The cable car in San Francisco has a cable under the road.
- 4 Many people can sit in one cycle rickshaw.
- 5 The monorail in Germany is less than 100 years old.

2 Match the words to the pictures. Which form of transport does Amy mention in the video?

motorbikes cable car underground cycle rickshaw monorail



3 Read, think and answer.



Having a balanced view



It is important to be balanced when you are working on a project. Read these tips. Can you think of any more tips?

For each idea, think of the good things ...

... and the bad things.

Take time to think about your ideas.

Share opinions.



4 Work with a partner. Think of good and bad things about each form of transport in your town.



cycle rickshaw bus taxi bicycle

Cycle rickshaws are good for the environment.

Yes, but they only carry one or two people.

Key learning outcomes: watch and understand a video about transport

21st Ways of thinking: presenting balanced opinions and views

1 Write the words and phrases in the puzzle.



1 _____

2 _____

3 r u n w a y

4 _____

5 _____

6 _____

7 _____

The mystery word is _____.

2 Read and complete the definitions.

- 1 arrivals: This is the area of an airport which receives passengers after a flight has landed.
- 2 _____: This is the area of an airport which the passengers go through before a plane takes off.
- 3 _____: This is the place where you go to collect your boarding pass.
- 4 _____: This is a line of people who are waiting for something.
- 5 Hand luggage: _____
- 6 Trolley: _____

3 Read and remember the grammar in the lesson.

Which poster **would** you choose? I **would** choose the one about life at the airport.

4 **Thinking skills** Think of a poster you would like to make. Write the answers and the question.

- 1 What kind of poster would you make? _____
- 2 What materials would you use? _____
- 3 Who would you make the poster with? _____
- 4 What pictures would you include? _____
- 5 _____? I would put it on the classroom wall.

6 Which is the odd one out? Why? flight attendant / passenger / trolley / pilot

1 Read the sentences. Then underline the action which started first.

- 1 While we were walking around the airport, we saw a football player.
- 2 While they were entering the stadium, the match began.
- 3 Dad came home while we were having dinner.
- 4 I was playing football in the park when I saw the accident.
- 5 I heard a strange noise while I was cleaning the kitchen.
- 6 We were doing our homework when Greg called us.

Past simple & past continuous with while



2 Complete the sentences. Use the past simple or the past continuous.

- 1 My phone rang (ring) while I was pushing (push) the trolley.
- 2 The man said (say) hello while we waited (wait) for our luggage.
- 3 While I was looking for (look for) my boarding pass, I dropped (drop) my wallet.
- 4 My brother was sleeping (sleep) when the plane landed (land).
- 5 It rained (rain) when we arrived (arrive) at the airport.

3 Listen and circle A, B or C.



Visitors from Canada

1 Who did Carl meet at the airport?

- A** his brother **B** his cousins **C** his dad

2 Why did they arrive late at the airport?

- A** They got lost. **B** There was a lot of traffic. **C** They left home late.

3 How many of Carl's cousins are visiting?

- A** one **B** two **C** three

4 How many times has Carl been to Canada?

- A** never **B** once **C** twice

5 What's Carl going to do with them tomorrow?

- A** go hiking **B** play cricket **C** go skiing



4 Read and answer. Ask and answer.



- 1 Do you have family or friends who live in a different city? Have they visited you before? _____
- 2 Where did they come from? _____
- 3 How did they get to your house? _____

Which is the odd one out? Why? brother / uncle / aunt / father



After you read

1 Remember the article. Read and answer the questions.

- 1 What did Piccard promise in 1999? He _____
- 2 How long did it take to build the plane? It _____
- 3 What was Solar Impulse's first international journey? It _____
- 4 What was the weather like while it was landing? It _____
- 5 What did people do when the plane landed? They _____
- 6 Did the batteries have more or less energy when the plane landed? They _____

2 Listen and complete the notes. Write one, two or three words each time.



A PLANE THAT COULD FLY FOREVER



- 1 This article is about an explorer who is building planes that use energy _____.
- 2 Jess thinks it's a great story because Piccard is trying to fly _____ without any _____.
- 3 For Jess, the best part is when the pilot is trying to _____ in Belgium.
- 4 Callum would like to find out more about what the plane _____.
- 5 Jess thinks it's interesting that the plane had _____ energy when it landed than when it _____.
- 6 Jess would recommend this to Tom because he likes articles about science _____.

3 Thinking skills What do you think of the article?

I think _____. I give it _____ stars. ☆☆☆☆☆

4 Find out about Belgium with your family.



- 1 What are the three official languages in Belgium? _____
- 2 What countries have borders with Belgium? _____
- 3 Which dessert is Belgium famous for? _____
- 4 What did Adolphe Sax invent? _____
- 5 What are the three colours of the Belgian flag? _____



Verbs that are followed by the infinitive or the gerund

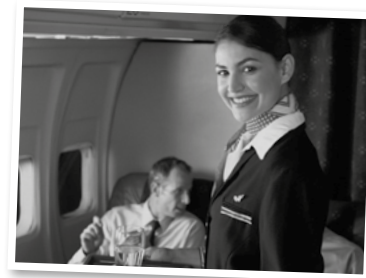
1 Read and circle the correct form.

- 1 Piccard decided *flying* / *to fly* a plane around the world.
- 2 Can you imagine *living* / *to live* in Australia?
- 3 John wants *reading* / *to read* that book.
- 4 Did you enjoy *helping* / *to help* at the café today?
- 5 I promised *doing* / *to do* my homework at the weekend.
- 6 Did Louie agree *looking* / *to look* after our dog?

2 Read and complete. Use the gerund or the infinitive form.

push watch buy play give

- 1 My mum enjoyed watching our school show.
- 2 I promised _____ a computer game for my brother's birthday.
- 3 The flight attendant started _____ food to the passengers.
- 4 John tried _____ the trolley but he couldn't.
- 5 We stopped _____ tennis at two o'clock.



3 Listen and write the words. Tick (✓) the correct box.



PRONUNCIATION

	/d/	/ɪd/	/t/
1 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 Work with a partner. Write sentences about your friends. Use the time expressions and the verbs.

At lunchtime Today This morning Yesterday

enjoy decide try start suggest



- 1 At lunchtime, Leo enjoyed playing football.
- 2 _____
- 3 _____
- 4 _____

➔ For more grammar practice go to page 102.

Which is the odd one out? Why? promise / agree / decide / enjoy



1 Read the sentences and complete the words.

- 1 Twenty g ___ sts were staying in the hotel.
- 2 We went upstairs in the l ___ ft.
- 3 The r ___ c ___ pt ___ n ___ st at the hotel was very helpful.
- 4 This hotel has very good offers for b ___ ckp ___ ck ___ rs.
- 5 The g ___ rd was helping the old lady on the pl ___ tf ___ rm.
- 6 'Let's ask for a map at the t ___ r ___ st information c ___ ntr ___ '.

2 Read and complete. Write one word each time.



A frozen hotel

ICEHOTEL is a hotel (1) in northern Sweden. The whole hotel is (2) _____ of snow and ice and uses solar power for energy. It is built (3) _____ November and December each year. Then, it opens for guests until the middle (4) _____ April. In April, the hotel starts (5) _____ melt and the water goes back into the river Torne. Inside the hotel, the walls, ceilings and furniture (6) _____ all made of snow or ice. There are rooms for more (7) _____ 100 guests. Usually, the guests sleep in the room for one night. They wear special clothes so they don't get cold and sleep in warm (8) _____ bags, too. For the rest of their holiday, they stay in a warm hotel near the ICEHOTEL. During the day, the guests (9) _____ walk around the hotel and see all of the rooms. Many of the rooms are designed (10) _____ famous artists and the hotel is open all year, even in the summer!



3 Read and learn.

Word building

We often use a preposition after a verb. This may change the meaning of the verb.

The plane *takes off* at 3.30.

4 Complete the sentences with a verb and a preposition.

check wash lie go try turn

off on in out up down

- 1 The first thing we need to do at the airport is to check in.
- 2 It was my brother's turn to _____.
- 3 Let's _____ the television and play outside.
- 4 I'm going to _____ these trousers in the changing room.
- 5 I don't feel well. I'm going to _____ in bed.
- 6 Are you going to _____ today or stay at home?

Develop your writing skills

1 Write sentences in the past tense. Use these verbs and nouns.

smell taste feel look sound

music cupcakes perfume people buildings

- 1 The music sounded beautiful.
- 2 _____
- 3 _____
- 4 _____
- 5 _____



Plan your writing

2 **Cooperative learning** Work with a partner. Plan your eyewitness account of a historical event. Make notes.

- 1 Name of historical event: _____
- 2 When did it happen? _____
- 3 Who was there? _____
- 4 What happened? _____
- 5 Who do you pretend to be for your eyewitness account? _____
- 6 What do you remember seeing? _____
- 7 What do you remember hearing or smelling? _____
- 8 How did you feel? _____
- 9 What's your reflection on the event? _____

3 Now write your eyewitness account in your notebook. Remember to use verbs of the senses to describe the event.

4 **Learning to learn** Read your eyewitness account to a new partner. Then check your work together. Put a tick (✓) or a cross (X).

- I've included the date.
- I've included an introduction.
- I've described the scene using the verbs of the senses.
- I've put the events in a clear order.
- I've used the past continuous tense correctly.
- I've finished the account with a reflection.

1 Complete the conversation. Use expressions to show excitement. Act out. 

What's the most interesting place you've visited?

I've been to Italy.

_____! When did you go?

I went last summer.

Where did you stay?

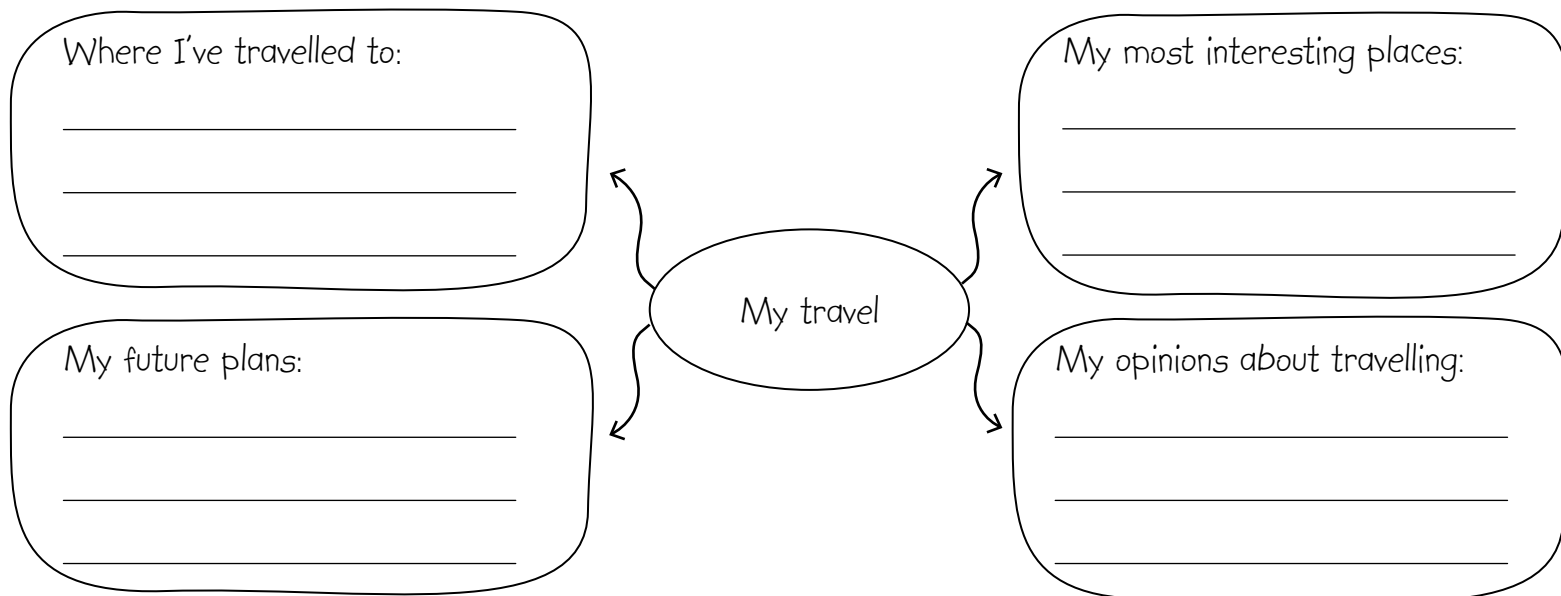
We stayed on a campsite.

_____! I love camping.

So, do I!

Prepare a conversation

2  Thinking skills Make notes about travel.

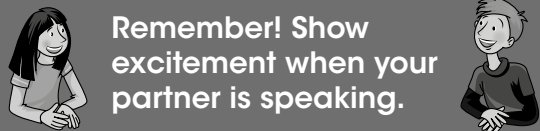


3 Write questions to ask a partner.

- 1 *What country would you like to visit?* _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Have a conversation

4 Talk with your partner about travel.



Remember! Show excitement when your partner is speaking.

5  Reflect on the unit Read and complete the sentences.



- In this unit I've learnt about _____
- In this unit I've learnt to _____
- I think that my work in Unit 1 is _____
- The ways I can improve are _____

Which is the odd one out? Why? tent / sleeping bag / camping stove / hotel

1 Review

Cooperative learning Work with a partner to do the quiz.

1 Write words that are related to these items.

- 1 airport: _____
- 2 train station: _____
- 3 ship: _____



2 Read and complete the definitions.

- 1 The _____ is the first place you go to when you enter a hotel.
- 2 The _____ information _____ is the place to go if you'd like a map of the town that you are in.
- 3 _____ travel between cities or countries carrying all their things on their backs.

3 Order and write the questions.

James: the new comic shop / Did you / while / see / walking home? / you were

Tom: Yes, I did. I was there last Friday.

James: there? / buy / Did / anything / you

Tom: Yes, I bought two comics.



4 Infinitive or gerund? Look at the verbs and tick (✓) the correct option.

	+ to play	+ playing		+ to play	+ playing
decide	<input checked="" type="checkbox"/>	<input type="checkbox"/>	enjoy	<input type="checkbox"/>	<input type="checkbox"/>
suggest	<input type="checkbox"/>	<input type="checkbox"/>	promise	<input type="checkbox"/>	<input type="checkbox"/>
imagine	<input type="checkbox"/>	<input type="checkbox"/>	agree	<input type="checkbox"/>	<input type="checkbox"/>

5 Read, remember and answer the questions.

- 1 What did the people in the orchestra do while the Titanic was sinking? _____
- 2 When did the boy feel scared? _____

6 Look and order the letters. What's the mystery word?



The mystery word is: _____

Definition: _____

Well done. Give me five!



Presenting balanced opinions and views

1 Listen to the conversations. Write the letters in the correct places.



CD1 18

- a It keeps you fit.
- b Tickets might be expensive.
- c It's not very good in bad weather.
- d It is easier to travel up the hill.
- e It is always on time.
- f Fewer people will use the roads.
- g It isn't always safe because of the cars.
- h It's good for the environment.
- i It is expensive to build.

Project 1: build a new cable car system.



Good things

Bad things

Project 2: people use more bicycles.



Good things

Bad things

2 **Cooperative learning** Work in pairs. Read the instructions. Discuss and complete.

Write a sentence to explain your transport project for your town. Then complete the chart with your balanced opinions.

Our transport project: _____

Good things

Bad things

Language bank

- What do you think?
- Why is it a good / bad thing?
- But maybe ...
- I think that ...
- Really? Why?
- I agree / disagree.

3 Explain your ideas to another group. Can they add more things to your chart?

4 **Thinking skills** Now decide if your project is a good idea or a bad idea.



Travel trouble

Unit overview

Key Competences and Key Learning Outcomes



- Name places, objects and verbs related to air travel (Lesson 1)
- Use the past continuous and the past simple with 'while' (Lesson 2)
- Learn and practise verbs that use the infinitive or gerund (Lesson 4)
- Learn words related to travel and tourism (Lesson 5)
- Learn verbs of the senses (Lesson 7)
- Review tenses for talking about future plans (Lesson 8)
- Watch and understand a video (Video and 21st Century Skills)



- Learn about solar energy and flight (Lesson 3)



- Use the Pupil's App on Navio
- Investigate Belgium



- Read for specific information (Lesson 1)
- Order events chronologically (Lesson 6)
- Review learning and reflect on progress in the unit (Lesson 8)
- Practise activity types found in the Cambridge Exams: B1 Preliminary for Schools



- Talk about how to make travellers in an airport feel happier (Lesson 1)
- Understand the importance of saving the planet's energy (Lesson 3)
- Learn and practise how to make suggestions in a conversation (Lesson 8)



- Work in pairs and small groups to practise and reinforce learning (All lessons)
- Do a communication task (Lesson 5)
- Think about ways to present balanced views (Video and 21st Century Skills)



- Read an article (Lesson 3)
- Learn about Belgium (Lesson 3)
- Read and write an eyewitness account (Lessons 6 and 7)
- Sing a song (Lesson 8)

Vocabulary

Core vocabulary

arrivals, boarding pass, check-in desk, departures, flight attendant, hand luggage, land, passenger, queue, runway, take off, trolley; backpacker, guard, guest, lift, platform, reception, receptionist, ticket office, tourist information centre

Extension vocabulary (optional)

announcement, board a plane, customs, fuel, gate, miss a flight, ticket barrier, lost property office, waiting room, cash machine

Other vocabulary

explorer, first-class, fuel, international flight, lifeboat, nationality, porthole, steward, solar-powered plane; energy, exhibition, iceberg, solar panels; experience, fact, fictional, opinion, scene, senses; huge, nervous; maybe, perhaps; hold hands, imagine, promise, sink; cable cars, trams, rickshaws, monorail

Recycled vocabulary

adventure, airport, bus journey, crash, hot-air balloon, lifejacket, orchestra, passport, ship, suitcase; battery, football team, poster, sign, smoke, stairs; agree, decide, feel, like, look, show, smell, sound, stop, suggest, taste, travel, try, walk around

Structures

Core structures

While I was (taking photos), he (agreed to sign a football). I (saw a hot-air balloon) while I was (walking to school). I enjoyed (reading about Bertrand Piccard). (Piccard) promised to (make his plane faster next time).

Other structures

Can you remember what was happening at the station? The hot-air balloon looked like a floating ball. The ship stopped moving. I'm not sure. I suppose that they like to have new experiences.

Recycled structures

What do you do to help save the planet's energy? Which poster idea would you choose? I'd choose the one about (different nationalities). You can't catch a bus here.

Pronunciation

Past simple tense endings: /d/, /Id/, /t/

Literacy

Text type: an eyewitness account (historical event; writing preparation)

Reading skills: predicting from pictures and context

Writing skills: using verbs of the senses

Culture ... around the world

A solar-powered plane that landed in Belgium

21st Century Skills

Ways of thinking: Presenting balanced opinions and views

Thinking skills

Categorising (Lesson 1); Analysing and applying rules and patterns (Lessons 2 and 4); Discussing the importance of alternative energy (Lesson 3); Remembering and describing (Lesson 5); Seeing another person's point of view (Lesson 6); Planning, checking and correcting (Lesson 7); Evaluating (Lesson 8)

Cooperative learning

Working together; Reflecting and setting goals; Helping and encouraging (Lessons 1–8); Collaborative speaking (Lesson 5); Collaborative writing (Lesson 7); Peer evaluation and feedback (Lesson 7); Expressing and respecting opinions (Lessons 1, 3, 6 and 8)

Values

The importance of saving the planet's energy

Cross-curricular links

Links to Science

Using a compass

Suggested Arts and Crafts concepts

Proportion in portraits

Key Competences and Key Learning Outcomes

- Name places, objects and verbs related to air travel
- Review and practise using 'would' to talk about hypothetical situations
- Read a message for specific information
- Talk about how to make travellers in airports feel happier

Key language

- arrivals, boarding pass, check-in desk, departures, flight attendant, hand luggage, land, passenger, queue, runway, take off, trolley; adventure, airport, exhibition, fact, hold hands, nationality, passport, poster, show, suitcase, travel
- Extension: announcement, board a plane, customs, fuel, gate, miss a flight
- Which poster idea would you choose? I'd choose the one about (different nationalities).

Materials

- Pupil's Book pp8–9; Activity Book p6; Class CD1; Teacher's App on Navio
- Air travel flashcards

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (from the Starter Unit)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review types of transport.
- Set learning outcomes.

Activity 1

- Look at the photos Julie has sent.
- Answer the questions.

Vocabulary presentation

- Present the new vocabulary using the air travel flashcards.

Activity 2

- Look and match with photos 1–12.
- Listen, check and repeat.
- ▶ CD1 Track 5 p275

Activity 3

- Listen and do the vocabulary quiz.
- ▶ CD1 Track 6 p275

Activity 4

- Think about travelling. Copy the chart.
- Complete it with things you put in your hand luggage and things you put in your suitcase.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.

Pupil's Book

The screenshot shows a lesson plan for 'Travel trouble!'. It includes a 'Vocabulary' section with a quiz, a 'Read and match' activity, and a 'Poster' activity where students choose a poster idea to make. The page is numbered 8.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

- Extension**
 - Find out about Belgium.
- Vocabulary extension**
 - Present six additional vocabulary items.

Activity Book

The screenshot shows the Activity Book page for 'Travel trouble!'. It includes a word puzzle, a 'Read and complete the definitions' section, a 'Read and remember the grammar in the lesson' section, and a 'Poster' activity where students think of a poster they would like to make. The page is numbered 6.

Activity Book

Activity 1

- Write the words and phrases in the puzzle.

Activity 2

- Read and complete the definitions.

Activity 3

- Read and remember the grammar in the lesson.

Activity 4

- Think of a poster you would like to make. Write the answers and the question.

Odd one out activity

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review types of transport.

- In groups, the pupils note as many types of transport as they can. Check ideas as a class.

Set learning outcomes

- Say **Today we're going to learn words that are connected to one kind of transport.**

Pupil's Book Activity 1

Look at the photos Julie has sent. Answer the questions.

- Invite a pupil to read out the speech bubble to find out which school has sent a message. Ask **Do you know where Belgium is?**
- Invite a pupil to read out the message from Julie. Check understanding.
- Work as a class to answer the questions.

Vocabulary presentation

- Stick the air travel flashcards on the board. Point to the first one and elicit the word. For objects, ask **When do you use (a boarding pass)?** For places, ask **What can you find (at departures)?** For verbs, say **This plane is (taking off). Is it going up or down?** Repeat with the other flashcards.

Pupil's Book Activity 2

Look and match with photos 1–12. Listen, check and repeat.

► CD1 Track 5 p275

- Ask the pupils to look at photo number 1. Ask **What's this?** In pairs, the pupils match 2–12 with the words.
- Play the CD. The pupils listen and check. Play the CD again, pausing after each word for the pupils to repeat. You can find the answers for this activity in the audioscript on page 275.

Pupil's Book Activity 3

Listen and do the vocabulary quiz.

► CD1 Track 6 p275

- Play the CD. Listen to the first definition, pausing at the beep to allow the pupils to name the item. Play the CD to listen to the answer.
- Repeat the procedure with the other definitions. You can find the answers for this activity in the audioscript on page 275.

Pupil's Book Activity 4

Think about travelling. Copy the chart. Complete it with things you put in your hand luggage and things you put in your suitcase.

- Explain that the pupils should think of things they would take on a plane.
- The pupils work in pairs to complete each column.
- Check answers as a class.

Pupil's Book Activity 5

Read the rest of Julie's message. Which poster idea do you think is the best?

- Invite a pupil to read out the message. The pupils read the information and choose the best poster.
- The pupils share their ideas with the class, but they don't give their reasons at this stage.

Pupil's Book Activity 6

Ask and answer about the posters.

- Invite two pupils to read out the speech bubbles.
- The pupils talk about their poster choices, giving reasons for their choices.

Activity Book

Activity 1

Write the words and phrases in the puzzle.

- The pupils write the words and find the mystery word.

Answers: 1 land 2 flight attendant 3 runway 4 passenger 5 trolley 6 boarding pass 7 take off **Mystery word:** airport

Activity 2

Read and complete the definitions.

- The pupils complete the definitions.

Answers: 1 arrivals 2 departures 3 check-in desk 4 queue 5 & 6 Pupils' own answers

Activity 3

Read and remember the grammar in the lesson.

- Invite a pupil to read out the information. Explain that they are not really choosing a poster, so the situation is imaginary. This is why they use *would*.

Activity 4

Think of a poster you would like to make.

Write the answers and the question.

- Read out the questions as a class. The pupils complete the answers and the missing question.
- Invite a pupil to read out the sentences. Then ask another pupil to do the same.

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity

Answers: trolley (The others are people.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt words connected to air travel.**
- Ask **What do you remember?** The pupils do a three-minute review in pairs. (Cooperative Learning Strategies, page 19)

Extra activities

Extension

- The pupils use the Internet to find information about Belgium.

Vocabulary extension

- Present six additional air travel words: *announcement, board a plane, customs, fuel, gate, miss a flight.*
- Use the Vocabulary Booster on NAVIO to practise these new words.

Key Competences and Key Learning Outcomes



- Listen to and read a dialogue
- Use the past continuous and past simple with 'while' to talk about an action interrupting a longer action in the past



- Identify examples of the past continuous and past simple in the dialogue

Key language

- *airport, football team, solar-powered plane*
- *While I was (taking photos), he (agreed to sign a football). I (saw a hot-air balloon) while I was (walking to school).*

Materials

- Pupil's Book p10; Activity Book p7; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Air travel word cards

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review air travel vocabulary.
- Set learning outcomes.

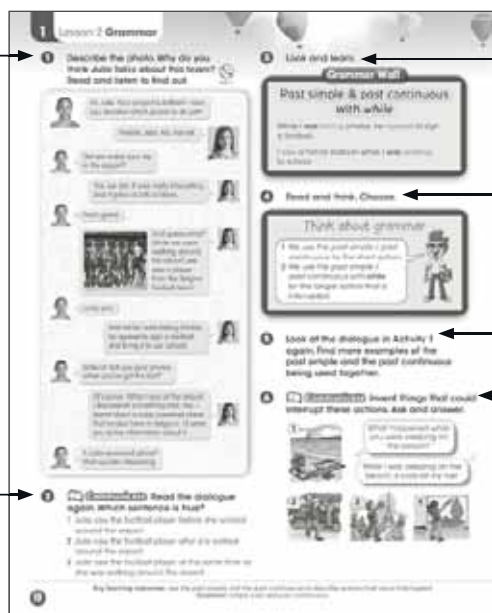
Activity 1

- Describe the photo.
- Why do you think Julie talks about this team?
- Read and listen to find out.
- ▶ *CD1 Track 7 p275*

Activity 2

- Read the dialogue again.
- Which sentence is true?

Pupil's Book



Activity 3

- Look and learn – Grammar wall

Activity 4

- Read and think.
- Choose.

Activity 5

- Look at the dialogue in Activity 1 again.
- Find more examples of the past simple and the past continuous being used together.

Activity 6

- Invent things that could interrupt these actions.
- Ask and answer.
- ➔ Go to the Activity Book.

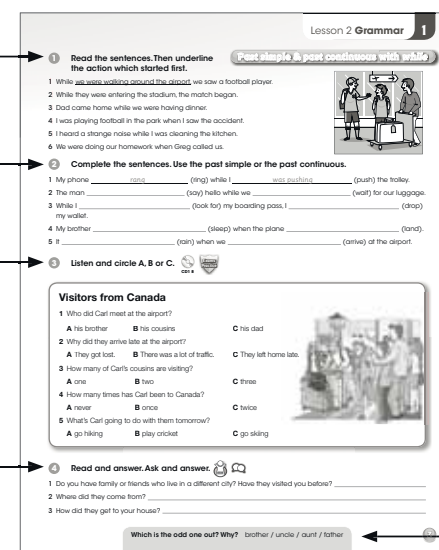
Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Reinforcement**
- Make nonsense sentences with *while*.

Activity Book



Activity Book

Activity 1

- Read the sentences. Then underline the action which started first.

Activity 2

- Complete the sentences. Use the past simple or the past continuous.

Activity 3

- Listen and circle A, B or C.
- ▶ *CD1 Track 8 p276*

Activity 4

- Read and answer. Ask and answer.

Odd one out activity

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review air travel vocabulary.

- Organise the pupils into groups of four. Give each group an air travel word card. The pupils write a definition for that word.
- Each group reads out the definitions. The class guesses the words.

Set learning outcomes.

- Say **Today we're going to learn how to talk about actions in the past.**

Pupil's Book Activity 1

Describe the photo. Why do you think Julie talks about this team? Read and listen to find out.

▶ CD1 Track 7 p275

- Prompt the pupils to describe what they can see in the photo. Ask **Do you know what the sport is? Which team is it? Why do you think Julie talks about them?**
- Play the CD. The pupils listen and read the dialogue. Confirm that it is the Belgium football team and that Julie sees a player at the airport.

Pupil's Book Activity 2

Read the dialogue again. Which sentence is true?

- In pairs, the pupils read the dialogue again and identify the true sentence. (*Sentence 3.*)

Pupil's Book Activity 3

Look and learn – Grammar wall

- Read the information on the Grammar wall as a class.
- Use questions to encourage the pupils to think about form and identify patterns. Ask **Which action started first: taking photos or agreeing to sign a ball? Which tense is the past continuous? Which tense is the past simple?**

Pupil's Book Activity 4

Read and think. Choose.

- Focus the pupils' attention on the Think about grammar box. Read out the sentences as a class. The pupils discuss and complete the sentences in pairs.
- Check answers as a class (*1 past simple 2 past continuous*).

Pupil's Book Activity 5

Look at the dialogue in Activity 1 again. Find more examples of the past simple and the past continuous being used together.

- In pairs, the pupils find the example in the dialogue.

Pupil's Book Activity 6

Invent things that could interrupt these actions. Ask and answer.

- Ask the pupils to describe picture 1. Then invite two pupils to read out the speech bubbles.
- In pairs, the pupils look at the pictures and invent things that could interrupt the actions. They make sentences.

Activity Book

Activity 1

Read the sentences. Then underline the action which started first.

- The pupils read each sentence and then look at the two actions. They underline the one that started first.
- In pairs, the pupils complete the activity.

Answers: 1 We were walking around the airport. 2 They were entering the stadium. 3 We were having dinner. 4 I was playing football. 5 I was cleaning the kitchen. 6 We were doing our homework.

Activity 2

Complete the sentences. Use the past simple or the past continuous.

- The pupils complete the sentences with past simple or past continuous forms of the verbs in brackets.

Answers: 1 rang, was pushing 2 said, were waiting 3 was looking for, dropped 4 was sleeping, landed 5 was raining, arrived

Activity 3

Listen and circle A, B or C.

▶ CD1 Track 8 p276

- Ask the class to quickly read the questions. Then play the CD. The pupils listen.
- Play the CD again. The pupils choose the correct letter for each question.

Answers: 1 B 2 A 3 B 4 A 5 B

Activity 4

Read and answer. Ask and answer.

- The pupils read and answer the questions about people in their family.
- In pairs, they ask and answer the questions.

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: aunt (The others are male.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt how to talk about one action interrupting another action in the past using 'while'**. Elicit one or two examples from the pupils.
- Ask **What do you remember?** The pupils do a three-minute review in pairs. (Cooperative Learning Strategies, page 19)

Extra activities

Reinforcement

- Organise the class into two groups. Write *While I (A)_, (B)_* on the board. Pairs in Group A think of actions that are continuous. Pairs in Group B think of actions that could interrupt. Give an example, e.g. **While I was reading a comic, a lion jumped through the window.**
- Ask a pupil from Group A and a pupil from Group B to read out their sentence parts. See if they make sense. Repeat with other pairs. Then as a class choose the best sentence.

Key Competences and Key Learning Outcomes

- Read an article with confidence and fluency
- Learn about solar energy and flight
- Use the Internet to investigate Belgium
- Think about the importance of saving the planet's energy
- Learn about Belgium

Key language

- *battery, energy, explorer, fuel, imagine, international flight, nervous, promise, solar panels*
- *What do you do to help save the planet's energy?*

Materials

- Pupil's Book p11; Activity Book p8: Class CD1; Teacher's App on Navio

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review words related to air travel.
- Set learning outcomes.

Activity 1: Before you read

- Read and discuss.

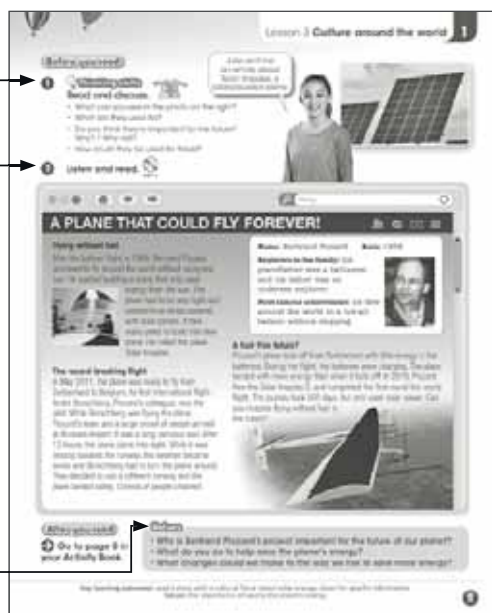
Activity 2

- Listen and read.
- ▶ **CD1 Track 9 p276**
- ➡ Go to the Activity Book.

Give Me Five! values

- Read and discuss.

Pupil's Book



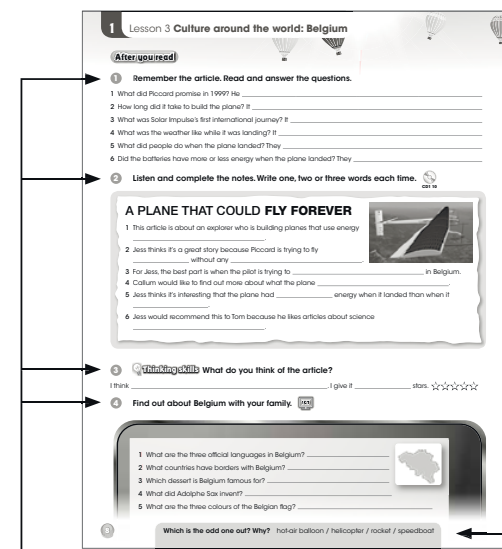
Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Research other objects powered by solar panels.

Activity Book



Activity Book: After you read

Activity 1

- Remember the article. Read and answer the questions.

Activity 2

- Listen and complete the notes. Write one, two or three words each time.

▶ **CD1 Track 10 p276**

Activity 3

- What do you think of the article?

Activity 4

- Find out about Belgium with your family.

Odd one out activity

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review words related to air travel.

- Ask the pupils to think about what they might do if they were going to go on a plane. Ask different pupils to give a sentence, in the order that they might happen. Give the first sentence: **I entered the airport with my suitcase.** Encourage the pupils to use the vocabulary they have learnt.

Set learning outcomes.

- Say **Today we're going to read an article about solar energy and planes.**

Pupil's Book Activity 1: Before you read

Read and discuss.

- Read the questions as a class. Encourage the pupils to share information about where they have seen solar panels. Ask them to give their opinions on the importance of solar panels.

Pupil's Book Activity 2

Listen and read.

► *CD1 Track 9 p276*

- Play the CD. The pupils follow in their books.
- Ask questions to check understanding.

Suggested comprehension questions:

- Fact box: **What kind of family does Bertrand Piccard come from?** (*A family of explorers.*)
- Paragraph 1: **What was the plane like?** (*Very light with long wings covered with solar panels.*) **What was the plane called?** (*Solar Impulse.*)
- Paragraph 2: **Between which two countries was its first international flight?** (*Switzerland and Belgium.*) **Who was waiting at Brussels Airport?** (*Piccard's team and a large crowd of people.*) **How long was the journey?** (*13 hours.*) **What was the weather like in Belgium?** (*Windy.*)
- Paragraph 4: **What happened to the batteries during the flight?** (*They were charging.*)

Activity Book: After you read

Activity 1

Remember the article. Read and answer the questions.

- Read out the first question. Invite a pupil to answer it.
- The pupils read and answer the remaining questions.

Answers: 1 promised to fly around the world without using any fuel. 2 took 12 years. 3 was from Switzerland to Belgium. 4 was windy. 5 cheered. 6 had more energy.

Activity 2

Listen and complete the notes. Write one, two or three words each time.

► *CD1 Track 10 p276*

- Read out the notes as a class. Ask the pupils to guess the missing words.
- Play the CD without pausing. The pupils listen and complete as much information as possible.
- Play the CD again, pausing after each piece of key information to check the answer.

Answers: 1 from the sun 2 planes, fuel 3 land 4 looks like 5 more, took off 6 and technology

Activity 3

What do you think of the article?

- The pupils write their opinion and give a rating.
- Invite different pupils to share their opinions.

Activity 4

Find out about Belgium with your family.

- Read out the questions about Belgium. Ask **Where can you find out this information?** (*Internet, library, asking friends and family.*) The pupils complete the activity at home.
- If you prefer to do this activity in the class, connect to a children's website which has information about Belgium, such as www.sciencekids.co.nz/sciencefacts/countries/belgium.html.
- Read out the questions. As a class, the pupils find and write the answers.

Answers: 1 French, Dutch, German 2 Luxemburg, Netherlands, France, Germany 3 waffles 4 the saxophone 5 red, yellow, black

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: speedboat (It doesn't travel in the air.)

Give Me Five! values

Read and discuss.

- Read out the questions and discuss them as a class.
- Explain that the planet's resources, like oil and gas, will not last forever. Planes use a lot of fuel so it is important to look for other ways to power them. Encourage the pupils to think about other ways of saving energy.

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've read some information about solar energy and using it to fly.**
- Ask **What do you remember?** The pupils do a three-minute review in pairs. (Cooperative Learning Strategies, page 19)

Extra activity

Extension

- Ask **Do you know of other things that are solar-powered?** (*Calculators, radio, car, outdoor lamps, etc.*)
- In groups, the pupils research something that is solar-powered. They present the information to the class.

Key Competences and Key Learning Outcomes

- Act out a short dialogue in pairs
- Learn and practise verbs that use the infinitive or a gerund
- Identify and practise the sounds of the -ed ending for past simple verbs

Key language

- agree, decide, imagine, like, stop, suggest, try
- I enjoyed (reading about Bertrand Piccard). (Piccard) promised to (make his plane faster next time).

Materials

- Pupil's Book p12; Activity Book p9, Class CD1; Teacher's App on Navio

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review the article from Lesson 3.
- Set learning outcomes.

Activity 1

- Listen and read.
- ▶ CD1 Track 11 p276
- Act out.

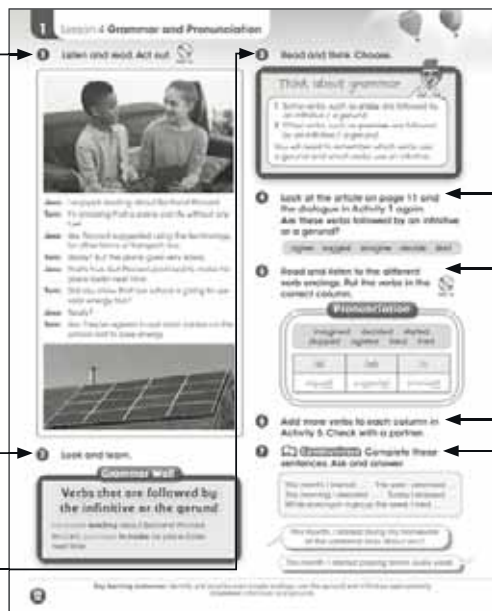
Activity 2

- Look and learn – Grammar wall

Activity 3

- Read and think.
- Choose.

Pupil's Book



Activity 4

- Look at the article on page 11 and the dialogue in Activity 1 again.
- Are these verbs followed by an infinitive or a gerund?

Activity 5

- Read and listen to the different verb endings.
- ▶ CD1 Track 12 p276
- Put the verbs in the correct column.

Activity 6

- Add more verbs to each column in Activity 5.
- Check with a partner.

Activity 7

- Complete these sentences.
- Ask and answer.
- ➔ Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

- Reinforcement**
- Play noughts and crosses with verbs.

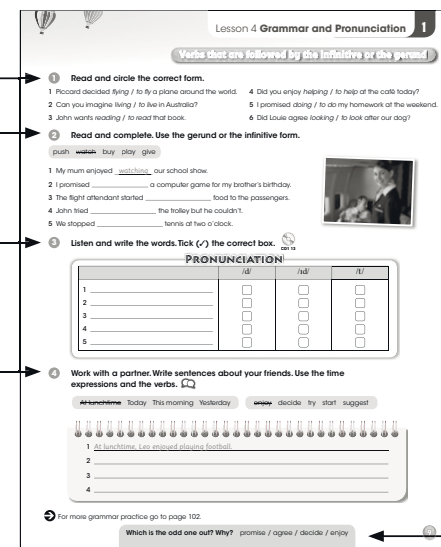
Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Activity Book



Activity Book

Activity 1

- Read and circle the correct form.

Activity 2

- Read and complete. Use the gerund or the infinitive form.

Activity 3

- Listen and write the words. Tick (✓) the correct box.

▶ CD1 Track 13 p276

Activity 4

- Work with a partner. Write sentences about your friends. Use the time expressions and the verbs.

Odd one out activity

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review the article from Lesson 3.

- Ask yes/no questions about the article from Lesson 3.

Set learning outcomes.

- Say **Today we're going to learn about verbs that are followed by another verb.**

Pupil's Book Activity 1

Listen and read. Act out.

► CD1 Track 11 p276

- The pupils look at the photos. Ask **What are Tom and Jess doing in the first photo?**
- Play the CD. The pupils listen and read the dialogue. Check understanding.
- Play the CD again, pausing after each sentence for the pupils to repeat.
- The pupils practise the dialogue in pairs.

Pupil's Book Activity 2

Look and learn – Grammar wall

- Read the information on the Grammar wall as a class.
- Encourage the pupils to think about the difference between the verbs that follow 'enjoyed' and 'promised'. Ask **What kind of verb follows enjoyed / promised?** (A gerund / an infinitive.)

Pupil's Book Activity 3

Read and think. Choose.

- Focus the pupils' attention on the Think about grammar box. The pupils discuss and complete the sentences in pairs.
- Check answers as a class (1 a gerund 2 an infinitive).

Pupil's Book Activity 4

Look at the article on page 11 and the dialogue in Activity 1 again. Are these verbs followed by an infinitive or a gerund?

- In pairs, the pupils find examples of the verbs and decide if they are followed by an infinitive or a gerund.

Pupil's Book Activity 5

Read and listen to the different verb endings. Put the verbs in the correct column.

► CD1 Track 12 p276

- Play the CD. Elicit the three different sounds. Ask the pupils to put the verbs in the correct column.

Answers: /d/ enjoyed, imagined, agreed, tried
/ɪd/ suggested, decided, started
/t/ promised, stopped, liked

Pupil's Book Activity 6

Add more verbs to each column in Activity 5. Check with a partner.

- Ask the pupils to add more verbs to each column. They check with a partner. Then ask different pupils to write the verbs on the board.

Pupil's Book Activity 7

Complete these sentences. Ask and answer.

- Invite two pupils to read the speech bubbles.
- The pupils work on their own to complete the prompts. In pairs, they ask and answer about their sentences.

Activity Book

Activity 1

Read and circle the correct form.

- The pupils work on their own or in pairs to complete each sentence.

Answers: 1 to fly 2 living 3 to read 4 helping 5 to do
6 to look

Activity 2

Read and complete. Use the gerund or the infinitive form.

- The pupils complete the sentences.

Answers: 1 watching 2 to buy 3 giving 4 to push
5 playing

Activity 3

Listen and write the words. Tick (✓) the correct box.

► CD1 Track 13 p276

- Play the CD. The pupils listen and write the words.
- Play the CD again. The pupils tick the correct boxes.

Answers: 1 liked /t/ 2 stopped /t/ 3 enjoyed /d/
4 suggested /ɪd/ 5 promised /t/

Activity 4

Work with a partner. Write sentences about your friends. Use the time expressions and the verbs.

- In pairs, the pupils make true sentences.

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: enjoy (It's followed by a gerund.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've talked about verbs followed by gerunds and verbs followed by infinitives.**
- Ask **What do you remember?** The pupils do a three-minute review in pairs. (Cooperative Learning Strategies, page 19)

Extra activity

Reinforcement

- Draw a noughts and crosses grid on the board. Write a verb in each square.
- Divide the class into two teams. Team A chooses a square and makes a sentence with the verb and a gerund or an infinitive. If it is correct, they win the square. Repeat with Team B. The team with three squares in a row wins.

Vocabulary Extension

- Present six additional words related to travel: *ticket barrier, trolley, lost property office, waiting room, cash machine*
- Use the Vocabulary Booster on NAVIO to practise these new words.

Key Competences and Key Learning Outcomes

- Learn words related to travel and tourism
- Practise activity types found in the Cambridge Exams: B1 Preliminary for Schools
- Learn how prepositions can be used to change the meaning of verbs
- Listen for gist and specific information
- Do a communication task

Key language

- *backpacker, guard, guest, lift, platform, reception, receptionist, ticket office, tourist information centre*
- Extension: *ticket barrier, lost property office, waiting room, cash machine*
- *Can you remember what was happening at the station?*

Materials

- Pupil's Book p13; Activity Book p10; Class CD1; Teacher's App on Navio

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review verbs followed by a gerund or an infinitive.
- Set learning outcomes.

Activity 1

- Look and match.
- Listen, check and repeat.
- ▶ CD1 Track 14 p277

Activity 2

- Listen and say A, B or C.
- ▶ CD1 Track 15 p277

Activity 3

- Listen again.
- ▶ CD1 Track 15 p277
- Which of these verbs can you hear in the past continuous?

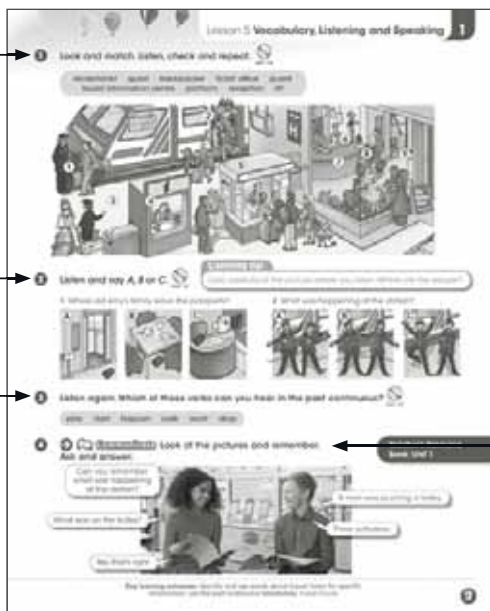
Digital resources

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Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Pupil's Book



Activity 4

- Look at the pictures and remember.
- Ask and answer. (Teacher's Resource Bank: Unit 1).

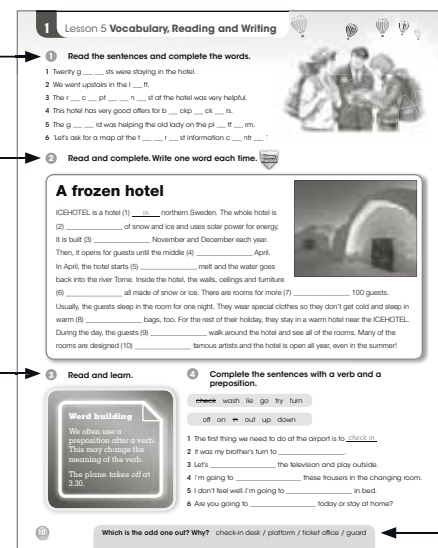
Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

- Reinforcement**
 - Play a description game.
- Vocabulary extension**
 - Present four additional vocabulary items.

Activity Book



Activity Book

Activity 1

- Read the sentences and complete the words.

Activity 2

- Read and complete. Write one word each time.

Activity 3

- Read and learn.

Activity 4

- Complete the sentences with a verb and a preposition.

Odd one out activity