

2 Great people

What did these famous people do?

1 Read and match.
Photo posts | Interviews | Games | International corner | Articles

Who is it?

1 This person was an inventor. He/She lived in Scotland and invented the telephone.

2 This person was a musician. He/She loved music and played the piano when he/she was a child.

3 This person was a doctor. He/She worked in a hospital and helped sick people.

4 This person was an artist. He/She liked art and painted beautiful pictures.

5 This person was a sailor. He/She travelled around the world and discovered America.

6 This person was a pilot. He/She crossed the Atlantic Ocean alone in a small plane.

Christopher Columbus ☐ Elizabeth Blackwell ☐

Wolfgang Mozart ☐ Amelia Earhart ☐

Vincent Van Gogh ☐ Alexander Bell ☐

2 Listen and check.

3 Listen and repeat the words in bold.

4 Play: In turns, say a key word from the box. Your friend says the job.

the telephone a picture America a plane a hospital the piano

The telephone.

Inventor.

Lesson 1

Vocabulary: *inventor, musician, doctor, sailor, pilot*

Functions: Talking about well-known people in the past.

Lesson starters

- Tell pupils they are going to play Good news/ Bad news. Ask, *Have you got good news or bad news?* Brainstorm ideas for possible answers. Help them frame sentences with the structures they know, eg: Good news: *Today is Friday. Today is my birthday. I've got a new (bike).* Bad news: *Today is Monday. I've got a maths test.*

tip

The good news/bad news slot is likely to yield very good results as long as pupils receive the necessary scaffolding to express their ideas. Pupils are always eager to share their news, so what they need is possible stretches of language to use. You can prepare separate lists of sentences they can use for good or bad news. Put these lists up on display. In this way, pupils will never feel at a loss for words. Remember that repetition together with their desire to express their ideas is a successful mix. Eventually, pupils will become more confident with the language and the more confident they become, the more motivated to speak and share their news with the class they will be. This virtuous circle leads to higher self-esteem and more meaningful learning.

- Do you know?** Pair up pupils and give copies of the activity in the 'Photocopiable activities' section at the Teacher's Resource Centre. Ask, *Do you know these people?* Check their names with the class or introduce them. Tell pupils they have to read some statements about the people in the pictures and decide if they are true or false. The pair with the greatest number of correct answers is the winner.

1

- Have pupils open their books at page 16. Read the title aloud and ask pupils what they think the unit is about. Focus on the Teens Online website window. Ask pupils if they can identify the people in the photos. Read question the boy is asking aloud: *What did these famous people do?* Pupils give their answers. Accept L1 in most of them.
- In pairs, pupils read the short texts and match them with the pictures. Clarify meaning when needed. Then pairs share their ideas. Check as a whole class.

2

- Play track 16. Pupils follow in their books and check their own answers.

Audio script/Answers

Games. Who is it?

- Alexander Bell was an inventor. He lived in Scotland and invented the telephone.
- Wolfgang Mozart was a musician. He loved music and played the piano when he was a child.
- Elizabeth Blackwell was a doctor. She worked in a hospital and helped sick people.
- Vincent Van Gogh was an artist. He liked art and painted beautiful pictures.
- Christopher Columbus was a sailor. He travelled around the world and discovered America.
- Amelia Earhart was a pilot. She crossed the Atlantic Ocean alone in a small plane.

3

- Direct pupils' attention to the pictures again. Call out the name and profession of some of the people in the pictures. Pupils point to the corresponding picture.
- Play track 17. Stop after each word is mentioned. Have pupils repeat the word. Pay special attention to the pronunciation of the word 'musician'.

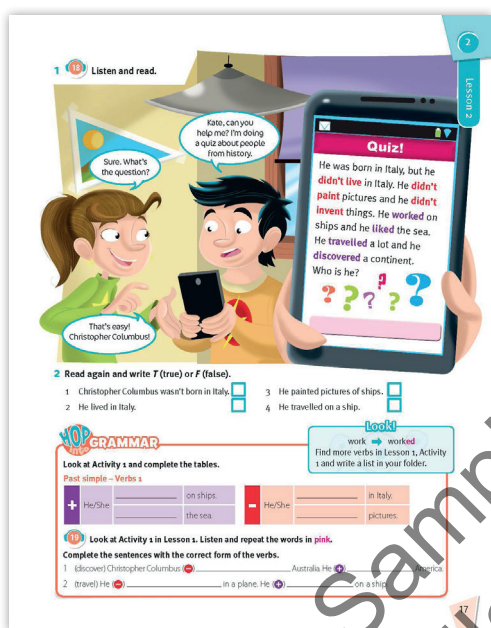
4

- Pair up pupils. Pupil 1 says a key word from the box and pupil 2 says the job connected to the word or phrase chosen.

- Have them look at the example in the book. Walk around and monitor. Provide help when necessary.

Lesson wrap-up

- **Wordsearch:** Pair up pupils. Give out copies of the activity in the 'Photocopiable activities' section at the Teacher's Resource Centre. Pupils find and circle the words related to the lesson just taught. Check as a whole class. Then invite them to match some of the words discovered with the pictures. Walk around and monitor.
- **Exit ticket!** Ask pupils to write a word or a phrase that they have learnt on a piece of paper and give it to you as a passport to leave the classroom. Repeat this activity at the end of each lesson.



Lesson 2

Vocabulary: Revision: *inventor, musician, doctor, sailor, pilot*; New: *liked, travelled, discovered, crossed, loved, played, painted, lived, invented, worked, helped*

Grammar: Revision: *be* – past simple; New: past simple affirmative and negative forms: regular verbs

Functions: Talking about actions in the past.

Lesson starters

Let's have fun!

Miming: Prepare slips with all the jobs seen in Lesson 1. Call three pupils to the front and tell them one of the jobs. The three have to mime actions related to this profession/job. The rest of the class has to guess which profession/job they are miming.

Ball game: Toss a ball to a pupil and say the name of one of the well-known people presented in Lesson 1. The pupil catches the ball and gives information about this person's job/profession, eg: T: *Columbus*; P1: *He was a sailor*. T: *Vincent Van Gogh*; P2: *He was an artist*.

1 18

- Have pupils open their books at page 17. Ask the class to identify the people in the scene (Kate and Phil). Ask, *What has Phil got in his hands?*
- Focus pupils' attention to the word 'quiz' on the mobile phone. Ask the class to predict what type of quiz Phil may be doing.
- Play track 18 non-stop. Pupils check their predictions. Ask the class if the quiz is about history or science (history).
- Play the track again. Ask the class who answers the quiz. Also, ask them if Kate thinks the quiz is difficult or easy (It's easy.) Encourage the class to repeat the line 'That is easy!'
- Write some easy and difficult mathematical operations on the board. Point to one and let pupils choose between: 'That's easy!' or 'That's difficult!' If you wish, ask some leading questions to check comprehension.

2

- Play track 18 again. Pupils follow in their books.
- Individually, pupils say if the statements are True or False. They check their answers with a partner. Then check orally.

Answers: 1 F; 2 F; 3 F; 4 T



GRAMMAR Draw pupils' attention to the words in purple. Ask them to dictate these words to you. Write them on the board. By using questions, guide pupils to infer the rule of the past simple affirmative form by themselves. Ask, *Can you see any common features? What can you see about the ending?* Do the actions refer to the present or the past? At this stage, have pupils look at the 'Look!' box, which can help them discover the rule. Invite pupils to complete the purple table (*sailed, liked*). Read the verbs in the past and pupils repeat after you. Go back to Lesson 1. Ask pupils to focus on the words in pink. Play track 19. Pupils repeat the word. Draw their attention to the pronunciation of 'invented' and 'painted'.

Compare with 'sailed' and 'loved'. Redirect pupils' attention to the quiz in Activity 1. Focus their attention on the words in red now. Copy them on the board. Ask pupils to infer the rule for the past simple negative form. Ask, *What can you see about these sentences: are they affirmative or negative? What do you notice about the verb combination: didn't + verb?* Have pupils complete the red table (*didn't live, didn't paint*). Finally, ask pupils to complete the sentences. Check as a whole class.

Answers: 1 didn't discover, discovered; 2 didn't travel, travelled

2 Great people

1 Complete the sentences with the correct form of the verbs. Then write the professions.

1 René Favaroni (work) _____ in a hospital and (help) _____ people.

2 The Wright brothers (invent) _____ the aeroplane.

3 James Cook (cross) _____ the Pacific Ocean on a ship.

4 Carolina Elena Lorenzini (travel) _____ around Argentina on a plane.

5 John Lennon (play) _____ the piano, the guitar and the bass.

6 Diego Rivera (paint) _____ fantastic murals and paintings. He (love) _____ art.

1 AB, p66

- Ask pupils to focus on the pictures and say who they can identify. Then, individually, they complete the sentences about these famous people. They then check their work with a partner. Then check orally.

Answers: 1 worked, helped; 2 invented; 3 crossed; 4 travelled; 5 played; 6 painted, loved / a doctor; b inventors; c sailor; d pilot; e musician; f artist

Extra activity Pair up pupils and give out copies of the activity in the 'Photocopiable activities' section at the Teacher's Resource Centre. Explain that they have to match people and facts. Once the pairs have finished, they check their answers with another pair. Check orally.

Lesson wrap-up

Let's have fun!

Find the verb family: Prepare slips of paper with verbs

in the past simple, affirmative and negative forms. Put them up on the classroom walls. Pupils work in mini-groups. They move around the classroom and find the affirmative and negative forms that match. Once they have matched them, encourage pupils to make sentences about people they know using the verbs.

1 Listen and read.

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Tim talks to his grandpa about the past.

Tim: Did you travel around the world?
Grandpa: Yes, I did. When I was young, I was a pilot. I travelled to a lot of countries: China, Spain, Mexico, Australia...
Tim: Did you like travelling?
Grandpa: Yes, I did. The plane is a great invention!
Tim: Did Leonardo Da Vinci invent the plane?
Grandpa: No, he didn't. He worked on some models but the Wright brothers invented it in 1903.
Tim: Did the Wright brothers travel around the world?
Grandpa: No, they didn't! Their first plane was in the air for only 12 seconds and their last plane for only two hours and 19 minutes! Oh, interesting!

2 Read again and complete the text.

Grandpa was a (1) _____ when he was (2) _____ and he travelled to a lot of (3) _____. The Wright brothers invented the (4) _____ in 1903. Their first plane was in the air for (5) _____ seconds.

GRAMMAR

Look at Activity 1 and complete the table.

Question	you/they	she/they	Short answers	Yes/No
Did you/they travel around the world?				
Did she/they invent the plane?				

Complete the questions. Then look at Activity 1 and write the answers.

1 _____ the Wright brothers _____ the plane?
2 _____ they _____ around the world?

Lesson 3

Vocabulary: around the world, models, in the air

Grammar: past simple interrogative form: regular verbs; short answers

Functions: Talking about and asking about actions in the past.

Lesson starter

Let's have fun!

Write four verbs in the past simple on the board. Pair up pupils and invite them to provide three names, three objects and places to be used to make up sentences. If necessary, pupils can consult other groups or look up information on the Internet.

Extra activity Pair up pupils and give out copies of the activity in the 'Photocopiable activities' section at the Teacher's Resource Centre. Have pairs read the words and phrases, and frame sentences either in the affirmative or negative forms. Set a time limit. The pair with the greatest number of correct sentences is the winner.

1 20

- Have pupils open their books at page 18.

Hold up your book and point to the scene and the highlighted website tab 'Interviews'. To contextualize ask, *Who can you see? (A boy and a man.) Who are they? (Tim and grandpa.) Where are they? (At home.) What do you think they are talking about?*

- Play track 20 to check pupils' predictions.
- Play the track again. Pupils follow in their books. Ask the class what Tim's grandpa was. Also, ask them which famous people are mentioned and if they know them.
- Play the track once more. Divide the class into two groups. One group will be Tim and the other group will be his grandfather. They listen and repeat.

2

- Have pupils read the text and complete the gaps individually. They then check their work with a partner. Finally, check orally.

Answers: 1 pilot; 2 young, 3 countries, 4 plane, 5 12



GRAMMAR Direct pupils' attention to the words in blue in the interview and copy them on the board. Ask the class what similarities they find among them. Pupils complete the blue table (*did, travel, invent*). Write some other exponents on the board for class discussion. Now direct pupils' attention to the answers in orange in the interview and copy them on the board. Ask pupils to compare them. Then have them complete the orange table (*did, didn't*). Finally, have them complete the sentences and answer them.

Answers: 1 Did, invent, Yes, they did. 2 Did, travel, No, they didn't.

tip

At this age, when children are 10+, it is advisable to raise awareness about language rules and patterns and how language works. Therefore, when pupils are exposed to a new grammar pattern, it is important to provide them with enough time and suitable guiding questions so that they are able to discover by themselves the new pattern and hypothesize about it.

Lesson wrap-up

- **Make up and answer:** Pair up pupils and give out copies of the activity in the 'Photocopiable activities' section at the Teacher's Resource Centre. Pupils make up four questions and generate a

fifth one with the beginning provided. Once the questions are ready, each pair asks and answers them. Walk around and monitor. Provide help when needed.

Activity 1: Listen and match. Then tick (✓) the correct answers

Person	Profession	Options
Phil's grandfather	an artist	a He painted pictures of people. b He painted pictures of ships.
Phil's grandmother	a musician	a She played the guitar. b She played the piano.
Clare's grandmother	a sailor	a He travelled to the USA. b He travelled to Australia.
Clare's grandfather	a doctor	a She worked in a small hospital. b She worked in a big hospital.

Activity 2: Look at Activity 1 and play a memory game.

Old Phil's grandfather travel to Australia?
Yes, he did.

Activity 3: Play: Put the 'Great people from history' card on the table. In turns, pick up an orange card and read out the sentences using past simple forms. Your friend says the person.

He (just lived) in England.
He (lived) in Scotland.

He didn't live in England. He lived in Scotland.
Alexander Bell.

Lesson 4

Vocabulary: Revision of professions and jobs, and regular verbs in the past simple

Grammar: past simple affirmative, negative and interrogative forms: regular verbs

Functions: Talking about people's professions in the past.

Lesson starter

- Pair up pupils and have them prepare slips of paper with questions using the past simple form of regular verbs. Pairs swap the slips and then answer them. Walk around and monitor.

Activity 2: Write the words in order. Then look at Activity 1 and write the answers.

Question	Answers
1 Berni murals Did paint	_____?
2 aeroplane Did the invent Favaloro	_____?
3 a travel Lorenzini on Did plane	_____?

2 AB, p67

- Direct pupils' attention to the scrambled questions.
- In pairs, ask pupils to the questions and then answer them. Then check orally.

Answers: 1 Did Rivera paint murals? Yes, he did. 2 Did Favaloro invent the aeroplane? No, he didn't. 3 Did Lorenzini travel on a plane? Yes, she did.

1

21

- Have pupils open their books at page 19. Ask them to say who the people in the pictures are: Phil's grandparents and Clare's grandparents.
- Ask pupils to read the four professions provided. Let them predict each grandparent's profession.
- Play track 21 non-stop. Pupils check their predictions. Then ask them, *Who was an artist/a musician/a sailor/a doctor?* They provide answers and they are able to match pictures and professions.

Audioscript

MG: Mr Green – P: Phil – C: Clare

MG: Phil, tell us about your grandfather.

P: He was a sailor.

MG: Did he travel to a lot of different countries?

P: Yes, he did. He travelled to Australia, China, Portugal and Mexico, but he didn't travel to the USA.

MG: Clare, tell us about your grandmother.

C: She was a musician.

MG: Did she play the guitar?

C: No, she didn't. She played the piano.

MG: Phil, tell us about your grandmother.

P: When she was young, she was a doctor.

MG: Did she work in a big hospital?

P: No, she didn't. She worked in a very small hospital.

MG: Clare, tell us about your grandfather.

C: He was an artist.

MG: Did he paint pictures of people?

C: No, he didn't. He painted pictures of ships.

Answers: 1 a sailor, b; 2 a musician, b; 3 a doctor, a; 4 an artist, b

2

- In pairs, pupils ask each other questions about the four grandparents. Remind them about the question pattern. Write it on the board: *Did Phil's/Clare's grandfather/grandmother...?* Walk around and monitor. Check pupils are using L2.

4 Complete Kate's notes with the correct form of the verbs. Then write about her grandfather in your folder.

My grandfather

Profession: artist
Nationality: Argentinian

• (1 work) _____ in a workshop in San Telmo
• (2 paint) _____ abstract paintings
• In January 1940: (3 cross) _____ the Atlantic Ocean on ship
• From 1940 to 1950: (4 live) _____ in France
• From 1950 to 1960: (5 travel) _____ to different countries and
(6 discover) _____ new painting styles

4 AB, p67

- Pair up pupils. Explain they have to complete the notes with the correct form of the verbs. Clarify meaning if necessary. Then check as a whole class and have pupils write the complete text in their folders.

Answers: 1 worked; 2 painted; 3 crossed; 4 lived; 5 travelled; 6 discovered

3

- Have pupils go to the cut-outs section at the back of the book and cut out the cards. Before, you may ask them to paste the cut-out page on poster board.
- Ask them to read the names of the people under each picture. Elicit general information about each person.
- Read the mini-dialogue on page 19 aloud. In pairs, pupils place the pictures on a desk. Pupil 1 picks up a mini-card and makes two sentences – an affirmative sentence and a negative one – about one of the people in the pictures. Pupil 2 says who the person is.
- Walk around and monitor. Check pupils are using the verbs in the correct form.

Lesson wrap-up

- Divide the class into four groups. Pupils in each group choose a well-known person and write two sentences, one affirmative and the other negative. Then they read out the sentences and their partners have to discover who the person is.

Lesson 5

1 Match. Then listen and check.

Photo posts Interviews Games International corner Articles Teens Online

What do you want to be? Where do you want to work?

This week's top 5 jobs!

1 I want to be a painter and have my own workshop.

2 I want to be a chef and work in a restaurant.

3 I want to be a nurse and work in a hospital.

4 I want to be a mechanic and work in a garage.

5 I want to be a scientist and work in a lab.

2 Listen and repeat the words in bold.

3 Match.

1 A painter	helps sick people	in a lab.
2 A chef	cooks food	in a garage.
3 A mechanic	does experiments	in a workshop.
4 A nurse	makes paintings	in a hospital.
5 A scientist	repairs cars	in a restaurant.

4 What do you want to be? Where do you want to work?

Lesson 5

Vocabulary: painter, chef, nurse, scientist, mechanic; garage, restaurant, workshop, hospital, lab

Grammar: Revision: *want to*

Functions: Expressing intentions for the future, wish or desire.

Lesson starter

Let's have fun!

That is correct! That is wrong! Make two signs: one with a thumb up for correct statements and one with a thumb down for wrong statements. Stick them on separate walls. Prepare some slips of paper with correct and wrong sentences about famous people (using the past simple) and put them all into a box. Call a pupil to the front. He/She takes a slip from the box, reads it aloud and the whole class moves to the corresponding wall and says, *That is correct!* or *That is wrong!* Give pupils some blank slips of paper for them to write their own statements to continue the game.

1



- Have pupils open their books at page 20. Hold up your book and point to the different sections in the Teens Online website. Read the subtitles and ask pupils what they think the lesson is about.
- Focus on the title 'This week's top 5 jobs!'. Ask the class to predict which jobs these could be.
- Ask pupils to look at the pictures and identify the professions they know. Then they match the speech bubbles with the corresponding picture.
- Play track 22. Pupils check their work. Then check as a whole class.

Answers: a 5; b 2; c 1; d 4; e 3

2



- Play track 23. Stop and encourage pupils to repeat the words in bold in the texts. Pay special attention to the pronunciation of 'scientist'.

Let's have fun!

Mime the professions: Play some background music. Pupils move around. When the music stops, they freeze and choose a profession to mime. Call the name of a pupil and the class says which profession he/she is miming.

tip

Children learn more from doing than from verbal instruction. Every time new words are introduced it is a good idea to include hands-on tasks in which pupils do things rather than repeat the new words. Miming and Total Physical Response tasks include action and pupils anchor the new words through the movement of their bodies.

3

- Draw pupils' attention to the professions in the first column. Then focus their attention on the places in the third column. Explain they have to match the profession with the corresponding action (in the second column) and with the place where the action is performed.
- Do number 1 as a whole class. Give pupils time to complete the other sentences. Then have pupils check their work with a partner. Then check as a whole class.

Answers: 1 A painter makes paintings in a workshop. 2 A chef cooks food in a restaurant. 3 A mechanic repairs cars in a garage. 4 A nurse helps sick people in a hospital. 5 A scientist does experiments in a lab.

4

- Read both questions aloud. Give pupils time to choose their profession. Write, if necessary, sentence beginnings such as *I want to be... I want to work in...*
- Give out A4 blank sheets of paper. Pupils write both sentences and draw pictures to show their place of work. Have pupils share their work with the rest of the class.

Lesson wrap-up

- **That's wrong!** Pair up pupils. Give out copies of the activity in the 'Photocopiable activities' section at the Teacher's Resource Centre. Pupils have to read the speech bubbles, look at the picture and then correct the statements. Walk around and monitor. Correct as a whole class.

Let's read!

1 Listen and read.

Leonardo da Vinci - A man of many talents

Leonardo da Vinci was an artist, a scientist and an inventor. He was born in Vinci, a small town in Italy, in 1452.

When he was a child, he didn't live with his father or his mother. He lived with his grandparents. His grandfather was very old and he didn't play with him. The little boy was alone all day. He sometimes walked in the forest with his uncle, Francesco. Leonardo loved these walks. He looked at the birds, the rivers and the mountains. He liked to make drawings of animals and moving water.

When he was a teenager, Leonardo moved to Verrocchio's workshop. Verrocchio was a great artist, and

Leonardo was his apprentice. He lived and worked in Verrocchio's workshop with lots of other students. They learned to make bronzes, paintings, statues and many other things. After the statues, they cleaned the place. The workshop was always busy and messy during the day and clean and tidy at the end of the day. Leonardo lived in Verrocchio's workshop for thirteen years.

The Mona Lisa is a painting by Leonardo da Vinci.

He learned a lot from Verrocchio, but Leonardo was more talented than his master.

Leonardo wasn't just an artist. He also studied the human body and invented machines. He designed a helicopter, a plane, a helicopter and lots of other machines. But these machines didn't work. They were only drawings on paper. Leonardo was a man of great imagination.

2 Read again and correct the mistakes in these sentences. Write the correct sentences in your folder.

- 1 Leonardo da Vinci was an artist, a scientist and a sailor.
- 2 He was born in Spain.
- 3 When he was a child, he lived with his parents.
- 4 He walked in the forest with his aunt.
- 5 When he was a teenager, he lived in a castle.
- 6 He learned to make bicycles in Verrocchio's workshop.
- 7 Verrocchio was more talented than Leonardo.
- 8 Leonardo travelled on a bicycle.

Read on fun

Lesson 6

Vocabulary: *alone, make drawings, moving water, moved, apprentice, statues, learned, talented, helicopter, human body*

Grammar: Revision: *want to* and past simple: regular verbs

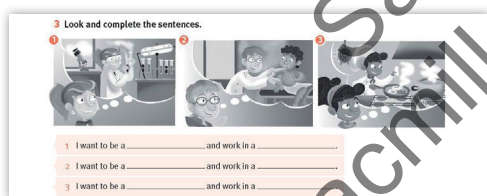
Functions: Talking about past events.

Lesson starter

Let's have fun!

New identity: Invite pupils to choose a famous person in history. Pupils have to pretend he/she came back to life and talk about his/her past life, eg: *I was a painter. I was very good. I lived in Italy. I painted 'The Mona Lisa'.* The rest of the class has to guess who he/she is.

New professions: Bring pictures of famous people and of different professions/jobs. Place the pictures in two piles, one for famous people and the other for professions/jobs. Explain that pupils are going to be some famous person and they are going to choose a new profession for them. Have a pupil pick a picture from the famous people pile and introduce himself/herself, eg: *Hello! I am Ricky Martin.* The same pupil then picks a picture from the professions/jobs pile and adds the second sentence, eg: *Hello! I am Rocky Martin. I want to be a scientist.*



3 AB, p67

- Draw pupils' attention to the pictures showing some of the characters and their wishes.
- Complete sentence 1 as a whole class. Give pupils time to complete the other sentences.
- Pupils check with a partner. Then check orally

Answers: 1 scientist, lab; 2 nurse, hospital; 3 chef, restaurant

1



- Have pupils open their books at page 21. Elicit the highlighted tab in the Teens Online website.
- Focus on the title of the article. Ask pupils to predict what they are going to read about.

- Direct their attention to the pictures in the text and ask them to describe what they see.

Pre-reading task

- Write the following statements on the board: *Leonardo da Vinci was an artist. Leonardo da Vinci was a musician. Leonardo da Vinci was an inventor. Leonardo da Vinci was a scientist.* Tell the class that three of them are true about Leonardo da Vinci.

Scanning task

- Give pupils one number or one word to find these details in the text and say what they refer to, eg: *1452* (the year when Leonardo was born), *Verrocchio* (an artist; Leonardo was his apprentice).

tip

Predictions tasks are instrumental in awakening interest in the text. They are hooks that entice pupils into action mode and increase their connection to the topic. The following prediction tasks are easy to design and can be used with a variety of texts: True or false tasks (you give info about the topic and based on their previous knowledge pupils decide if the info is T or F. Then they can compare their answers with the info in the text. Association tasks: you put together words and pictures about the topic and pupils have to say why and how they think these words and pictures are connected to the topic. Then, after reading they check their predictions with the true info in the text.

- Play track 24. Pupils listen and follow in their books. Clarify meaning when needed. If you wish, ask leading questions to check understanding.

Extra activity

Write the following question words on the board: *Who...? Where...? When...? Was...? What...? Did...?* Pair up pupils and invite them to generate questions about the text using the words given. Walk around and monitor. Then invite pupils to write their questions on the board for class discussion.

2

- Do number 1 as a whole class. Then pupils work individually to correct the other statements. They check their work with a partner. Then check as a whole class.

Answers: 1 Leonardo da Vinci was an artist, a scientist and an inventor. 2 He was born in Italy. 3 When he was a child, he lived with his grandparents. 4 He walked in the forest with his uncle. 5 When he was a teenager, he lived in Verrocchio's workshop. 6 He learned to make brushes, paintings, statues and many other things. 7 Leonardo was more talented than Verrocchio. 8 Leonardo designed a bicycle.

Let's have fun!

Leonardo's life: Pupils choose information from the text and mime a scene to the rest of the class. They can work individually or in pairs. The class has to guess what information their partners are miming. They can go back to the text to read the sentence aloud.

Lesson wrap-up

- Have pupils prepare frames about different moments in Leonardo da Vinci's life and write a caption about it. They present their work to the class. Alternatively, divide the class into groups. A group can work on his family life, another group can prepare the frames about his paintings and another group can draw and write about his designs.

Project

Create a trivia game!

Get ready!

1 Look back at the unit, complete the words and write the past simple form of the verbs.

Jobs and professions

1. He was a(n) ... scientist / inventor

2. She was born in ... Spain / Poland

3. He became ... famous / rich

4. She worked in ... a school / a lab

5. He was ... an / a ... experiment

6. She travelled to ... Paris to study

7. She worked with ... animals / X-ray machines

Work places

1. He was a(n) ... scientist / inventor

2. She was born in ... Spain / Poland

3. He became ... famous / rich

4. She worked in ... a school / a lab

5. He was ... an / a ... experiment

6. She travelled to ... Paris to study

7. She worked with ... animals / X-ray machines

Verbs

1. He was a(n) ... scientist / inventor

2. She was born in ... Spain / Poland

3. He became ... famous / rich

4. She worked in ... a school / a lab

5. He was ... an / a ... experiment

6. She travelled to ... Paris to study

7. She worked with ... animals / X-ray machines

Do it!

1 Read the clues and create your trivia.

2 Read the clues and create your trivia.

3 Get a sheet of paper and copy the table below. Write sentences 1-7 using the information you completed in step 1. Write a correct and an incorrect answer for each sentence. Use the clues given as a guide.

4 Exchange trivia games with a friend and circle the correct options. Then check your answers with your friend.

Talk!

1. He was a(n) ... scientist / inventor

2. She was born in ... Spain / Poland

3. He became ... famous / rich

4. She worked in ... a school / a lab

5. He was ... an / a ... experiment

6. She travelled to ... Paris to study

7. She worked with ... animals / X-ray machines

Project

1

- Have pupils open their books at page 22. Pair them up and focus their attention on the 'Get ready!' activity. Draw their attention to the three groups: 'Jobs and professions', 'Work places' and 'Verbs'.
- Start with 'Jobs and professions'. Elicit possible words for this category. Give pupils time to complete the words. Check the spelling by asking them to write the words on the board.
- Continue with 'Work places'. Follow the same steps as before. Then ask pupils to make sentences by combining a job/profession and the corresponding work place, eg: *A chef works in a restaurant.*
- Tell pupils to provide the past simple form of the verbs given. Have them read out the verbs, paying special attention to 'invented', 'worked' and 'painted'. Then ask pupils to make sentences using the past of the verbs on the list about some of the well-known people introduced in the unit.

2

- Focus on the picture of Marie Curie. Ask pupils if they know who she was.

- Explain that in this project the aim is to play trivia games. Ask them to look for information about Marie Curie on the Internet. Then have them read the sentences and circle the correct option.

Answers: 1 scientist; 2 Poland; 3 France; 4 a lab; 5 experiments; 6 Paris to study; 7 X-ray machines

- You can also tell pupils that Marie Curie was the first woman to win a Nobel Prize and the only woman to win a Nobel Prize twice.

Extra activity Write some words connected to Marie Curie on the board eg: *Poland, Paris, X-ray machines*, etc. In groups, pupils have to frame sentences about her using the given words.

3

- Direct pupils' attention to the yellow box with names of well-known people. Read these names aloud. Ask pupils if they know anything about these people. Invite them to share the information they know. Have pupils work in mini-groups. Each group should choose one name and find information about him/her.
- Focus their attention on step 2. Read out the list of items they need to find out about the person they have chosen. Explain that in 'Other Information' they need to find out what this person did.
- Direct pupils' attention to the table in step 3. Have them notice that for each line they have to offer two options, one with correct information and the other with incorrect information. In groups, pupils prepare their trivia card.
- Direct their attention to step 4 and tell them they have to make a card with the person's name and picture.

4

- Have pupils exchange trivia cards and choose one option in each case. They then check the information with the group that prepared the card. Have them look at the mini-exchange in the book. Walk around and monitor, providing help when needed.

Extra activity The same and different: Ask pupils to choose two famous people and list what they had in common and what was different between them, eg: Marie Curie and Albert Einstein. **The same:** Marie Curie and Albert Einstein were scientists. Marie Curie was the first woman to win a Nobel Prize (in 1903 and 1911). Einstein got the Nobel Prize in 1921. **Different:**

Marie Curie was born in Poland. Einstein was born in Germany. Marie Curie died when she was 67. Einstein died when he was 76. If pupils find the task difficult, provide help and write some information on the board for them to use.

tip

The 21st century model includes major changes to guarantee more effective teaching and, as a direct result, more effective learning. New models call for more learner-centred lessons with a clear reduction of the expository lecture-style. As to the type of language practice to use, tasks that boost the development of the critical thinking skills should be essential ingredients in nowadays' lessons. In this way, pupils practise the target language and, at the same time, acquire other skills and abilities necessary to face the challenges of today's world and of a more demanding future. A simple task such as 'The same and different' serves both purposes: pupils practise the language and, in order to find similarities and differences between two things/people/animals, they have to compare, contrast, discuss, evaluate, etc, which are all sub-categories under the umbrella term of critical thinking skills.

Let's write!

1 Read.

Alexander Bell (1847-1922)
Alexander Bell was an inventor. He was born in Scotland in 1847. When he was 12 years old, he invented his first machine. In 1870, he travelled to America and he lived in Canada and the United States. In 1876, he worked in a lab with an assistant, Thomas Watson. Bell liked experiments with sounds. He invented the telephone in 1876. He died in Canada when he was 75 years old.

2 Read again and complete Alexander Bell's timeline.

Year	Age	Event
1847		born in Scotland
1859	(12 years old)	invented his first machine
1870-1876		travelled to America and lived in Canada and the USA
1876		worked in a lab with an assistant, Thomas Watson
1876		invented the telephone
1922	(75 years old)	died in Canada

3 Look at Thomas Edison's timeline.

Year	Age	Event
1847		born in Ohio, USA
1857	(10 years old)	played in a small lab in his home
1869-1875		moved to New York and worked on experiments
1876		started a lab near New York and invented the light bulb
1879		invented the light bulb
1931	(84 years old)	died in his home

4 Write about Thomas Edison using the information in Activity 3. Use Activity 2 as a model.

Writing tip

- Use **when...** to express time in somebody's life.
When he was 12 years old, he invented his first machine.
He invented his first machine when he was 12 years old.
- Use **in** + a year.
In 1870, he travelled to America.
He travelled to America in 1870.

Let's write! AB, p68

- Direct pupils' attention to the text in Activity 1. Have them read out the name in the title and look at the man's picture. Ask pupils if they know who he was. If they have some information, have them share it with the class.
- Write on the board the years that appear in the text and ask pupils to order them chronologically. Ask pupils to predict why these years are mentioned. Pupils give their ideas.

- Ask the class to read the text in silence. Clarify meaning if required. Then they check predictions. Ask them which was Bell's big invention.
- Direct pupils' attention to the timeline presented in Activity 2. Explain to pupils what a timeline is about: it shows in a clearly visual way important moments in somebody's life.
- Ask pupils to read the years in the timeline. Then ask them to complete the information for each year.
- Do number 1 and 2 together. Then pair up pupils and have them complete the rest of the landmarks. Then check as a whole class.

Answers: 1847: Scotland; 1859: machine; 1870-1874: Canada; 1875: lab, sounds; 1876: telephone

- Ask the class if they know who Thomas Edison was. Pupils share their ideas. Then draw their attention to Edison's timeline in Activity 3. Ask pupils to read the years given. Then tell them to scan the text and find his biggest achievement. Then invite pupils to frame sentences using the information in the timeline.
- Pair up pupils. Tell them to write a text about Edison's life. Have them use the model in Activity 1. Also, draw pupils' attention to the 'Writing tip' box.
- Have pairs exchange their drafts and comment on their peers' work: they underline what they do not understand; they check the verbs used, etc. Then, they return the draft to the pair who wrote it to check and rewrite the text, if necessary. Pairs read their final version aloud.

A biography

The lady with the lamp

Florence Nightingale (1820-1910) was born in Italy, but she lived in England. When she was a child, she was very good at maths and she liked science and history.

When she was around 20 years old, she decided she wanted to be a nurse. Her parents didn't like the idea at that time. Hospitals were horrible places. A lot of sick people died in them.

But Florence insisted. In 1851, she travelled to Germany and trained to be a nurse there. She was in Germany for three months and then she travelled back to England. In England, she worked in a hospital, but she didn't get any money for her work.

In 1852, a war started in Crimea, a region of Russia. In this war, England, France and Turkey were against Russia. The conditions were very bad for the sick soldiers. They were in a hospital in Turkey. They were hungry and cold and lots of them died. In 1854, the British government asked Florence to help in the hospital. She travelled to Turkey with 38 nurses in November that year.

The hospital in Turkey was more horrible than the hospitals in England. Some soldiers were in tents, but other soldiers were on the floor. The place was very dirty and lots of rats lived near the soldiers. Florence worked 20 hours a day. With the 38 nurses, she cleaned the floors and washed the soldiers' clothes.

Check your understanding

1 Number the events in the correct order.

- a She told her parents, 'I want to be a nurse.'
- She cleaned the hospital in Turkey.
- Florence Nightingale was born in Italy.
- She travelled to Turkey with 38 nurses.
- A war started in Crimea.

2 Copy the table in your folder and complete it.

Problem in the hospital in Turkey	Florence's solution to the problem
Some soldiers were on the floor.	worked 20 hours a day, she cleaned the floor and she washed the soldiers' clothes

Think about the biography

1 Was Florence a strong woman? Why? Write 3 or 4 reasons.

- 1
- 2
- 3
- 4

2 After the war, Florence travelled back to England. Imagine her life in England and, in your folder, write a list of 5 or 6 things she did. Use words from Exercise 1.

25

Read for fun The lady with the lamp

- Ask pupils what they think a biography is, what information it includes, etc. Then invite them to look at the title and the pictures. Ask, Picture 1: *Who do you think the woman in the picture is?* Picture 2: *Where is she? Who do you think the other people are?* Picture 3: *Where is she? What*

has she got in her hand? Play track 25 to check pupils' predictions.

- Ask pupils to read the first three paragraphs and focus on the following points: place of Florence's birth, school time, profession she liked and her parents' opinion, where she studied to be a nurse. Have them share information about these points.
- Invite pupils to read the next three paragraphs and to focus on the following points: war against Russia, soldiers in Turkey, her lamp.
- Ask pupils to share the information they get. Then ask them to describe Florence's personality. Write options on the board, eg: *lazy, hard-working, brave, kind*. Pupils choose suitable adjectives and give details to support their choice. If you wish, ask leading questions to check understanding.

Check your understanding

1

- Direct pupils' attention to the list of events. Tell them to order the events in Florence's life.
- Do number 1 as a whole class. In pairs, pupils order the rest of the events. Then each pair compares their work with another pair. Check as a whole class.

Answers: 1 c; 2 a; 3 g; 4 f; 5 e; 6 d; 7 b; 8 h

NB: Number 1 should have been next to sentence c. This mistake will be corrected the first time the Pupil's Book is reprinted.

2

- Discuss the problems Florence Nightingale had and the solutions she found. Some ideas. *She wanted to become a nurse. She went to Germany to study. The food in the hospital was not good. There was a new chef. The food was good.*

Extra activity Who said what? Put up on the board slips of paper with sentences Florence herself or people around her (parents, friends, other nurses, soldiers) could have said, eg: *I want to be a nurse. That is not a good job for a woman. Germany is a good place to study to be a nurse. The hospital is dirty. I am sick and hungry. I can help. We can work hard to help the soldiers.* Pair up pupils and have them decide on who expressed those ideas. If you wish, have them write some other exponents for other pairs to discuss.

Think about the biography

1

- Read out the question in Activity 1. In mini-groups,

pupils discuss and answer it. They also list points to support their opinion and report back to the class.

2

- Tell the class that after the war Florence returned to England. In pairs, they have to write about Florence's life there. Pupils can use verbs from Lesson 1 or you can write options on the board. Then each pair shares their work with the class. Have pairs discuss the question the boy asks them.

Let's revise! AB, p69

- Ask pupils to open their books at page 69 and remind them that the activities on this page will help them revise what they have learnt in Unit 2. Have them do the activities individually and then check as a whole class. Tell them they can refer to the 'Hop into Grammar Summary' on page 98 to check any new language from the unit they don't remember.

Answers:

- 1 didn't paint; 2 didn't sing; 3 invented; 4 worked; 5 discovered; 6 didn't like; 7 loved
- 2 Did Steve Jobs paint pictures? No, he didn't. Did he invent revolutionary computers? Yes, he did. Did he like conventional rules? No, he didn't.
- 3 1 artist; 2 lived; 3 In; 4 eight; 5 painted; 6 worked; 7 invented; 8 art

- Once you have finished checking, draw pupils' attention to the top right corner of the page. Have them circle the hand corresponding to how they feel about their progress in this unit. To help pupils decide, tell them to go back to page 18 and leaf through the unit.