

# 1

# Volcanoes

## Objectives

In this unit pupils will:

- learn and give information about volcanoes
- identify personal pronouns and the present simple of the verb *to be* and other verbs
- use this knowledge to plan and write an email

## Vocabulary

- words related to volcanoes: *crater, magma, vent, ash, lava, volcanic eruption, volcanic bomb, volcanic gas*
- types of volcanoes: *active, dormant, extinct*
- verbs related to volcanoes: *erupt, explode, shake, escape, cover*
- Geography: *mountain, ground, earthquake, air, cloud, surface, plate, geyser*
- Computers: *file, edit, view, insert, tools, message, subject, attach*
- other topics: *hobbies and interests, jobs, excursions, families, legends*

## Language

- personal pronouns
- present simple of *to be*
- present simple of other verbs
- work out rules

## Reading

- understand an email from a friend about his or her interests
- put parts of an email in the correct order
- understand a story about history
- read a poem
- spot and correct mistakes in a text
- understand a factual text
- read and understand a legend

## Listening

- listen to a story about history and match it to pictures
- listen to a description and draw
- understand a conversation with a tour guide and find the people
- listen for key facts and special information
- listen and complete notes

## Speaking

- tell a story in groups
- read a poem
- speak about different types of volcano
- speak about everyday activities
- give a mini presentation about volcanoes

## Writing

- write short notes about a topic
- write a different ending to a story
- use notes to write an email to a friend

# 1 Volcanoes

In this unit you will

- learn and give information about volcanoes
- identify personal pronouns and the present simple of the verb to be and other verbs
- use this knowledge to plan and write an email


**1 Listen and read**

Volcanoes

From: Paola  
To: My new friends  
Subject: Volcanoes

Dear friends,  
My name is Paola. I am 12 years old. I live in Naples in Italy. Naples is a city near the volcano Mount Vesuvius. I am interested in volcanoes. I think that they are fascinating. Are there any volcanoes in your country? I know about Vesuvius but I want to know more about volcanoes in general because I need to do a presentation at school. Can you help me?  
Thank you very much.  
Paola

PS I am attaching two pictures: Mount Vesuvius and Naples. I hope you like them.



Mount Vesuvius is an active volcano. The last big eruption was in March 1944.

Today about three million people live near Mount Vesuvius.

# 1 Volcanoes

**1 Read and circle**

1 Who is Paola?  
a A Swiss girl.  
b An Italian girl.  
c An English girl.  
d A Japanese girl.

2 Paola is ...  
a 13 years old.  
b 20 years old.  
c 11 years old.  
d 12 years old.

3 Paola lives in ...  
a London.  
b Rome.  
c Naples.  
d Zurich.

4 Naples is in ...  
a Japan.  
b England.  
c China.  
d Italy.

5 Mount Vesuvius is in ...  
a Italy.  
b England.  
c China.  
d Japan.

6 Naples is near the volcano ...  
a Popocatepetl.  
b Vesuvius.  
c Fuji.  
d Krakatau.

7 Paola wants to know more about ...  
a volcanoes.  
b Vesuvius.  
c Fuji.  
d Krakatau.

8 Paola needs to do ...  
a a talk about volcanoes in general.  
b a talk about Naples.  
c a talk about Mount Vesuvius.  
d a talk about school.

**Super Task 1**

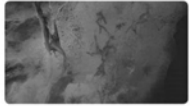
- 1 Read the full sentences in activity 1 above to a classmate.
- 2 Read Paola's email on page 5 of your pupil's book to a classmate.
- 3 Use sentences 1-8 above to write a summary of Paola's email.

# Unit 1

**2 Write in order**

Paola wants to know more about volcanoes.

Paola is an Italian girl.  
She lives in Naples.  
She is 12 years old.  
Naples is near the volcano Mount Vesuvius.



1 Paola is an Italian girl.  
2  
3  
4  
5

**3 What do you know about volcanoes? Write notes**

1 Names of volcanoes: \_\_\_\_\_

2 Countries where there are volcanoes: \_\_\_\_\_

3 Words related to volcanoes: \_\_\_\_\_

4 Facts about volcanoes: \_\_\_\_\_

5 Other information: \_\_\_\_\_

**Super Task 2**

Use what you know about volcanoes to write a text about them. Look at your notes and write full sentences.

## INTRODUCTION

### Materials overview

Picture of a volcano



## STEP 1, Warm up guessing game

- 1 Find and cover an illustration of a volcano and show just a very small part of it to the pupils while keeping the rest covered.  
Ask the class: *What's this?* Encourage the pupils to give their answers in English.
- 2 Show a little more of the volcano and continue to elicit answers. For example: P1: *(It's) a mountain.* T: Yes, *it's a mountain. A special type of mountain. Any ideas?* If a pupil says 'volcano' in L1, provide the word in English (/vɒl'keɪnəs/). Write the word on the board. T: Yes, *it is a volcano.*
- 3 Show a small part of the crater (/ˈkreɪtə/) and follow the same process. Write the word 'crater' on the board.
- 4 Continue by uncovering the eruption (/ɪ'ɹʌpʃn/) of the volcano following the same steps as in 2 and 3.
- 5 Repeat this for lava (/lɑ:və/) and ash (/æʃ/).
- 6 Ask the pupils if they can guess what the unit will be about.
- 7 Point to the words on the board and encourage the pupils to say them in chorus, paying attention to pronunciation: *volcano, crater, eruption, lava, ash.*

**O** Instead of using the volcano picture, you can draw the small parts of the volcano on the board as described: first a little part of the slope, then the complete mountain, the crater, etc.

- 8 At the end of the activity, ask a pupil to draw one small part of a volcano on the board. The pupil asks the class: *What's this?* The pupil who guesses correctly draws the next word and asks the question. Repeat the process two or three more times.

## STEP 2, Pupil's book page 5

### 1 Listen and read


**R** Encourage pupils to use the Learning to learn strategy R1, listed both on page 5 of their pupil's book and here for your reference. Also refer them to page 66 of their activity book where they can find detailed explanations of the icons. On page 68, they can find an activity which specifically trains R1.

### 2 Read and answer / Listen and answer

- 1 Ask the pupils to just look at the page without reading the text. Point to the message and ask: *What's this? Is it a letter? An email? A text message?*
- 2 **R** Then ask questions so that the pupils have to quickly read the text for gist in order to get the information required: T: *Who is sending the message? Who is she writing to?*
- 3 **L** Ask the pupils to close their book. Explain that you want them to listen to the message and find answers to the following questions: *How old is Paola? Where does she live? What does she want to know about?* Play CD 1 Track 01. Check the pupils' answers.
- 4 Play CD 1 Track 01 again. Ask some more questions about the text, e.g. *What is Vesuvius? Is Naples near the volcano or far away? How many people live near Mount Vesuvius today?*, etc.
- 5 Play CD 1 Track 01 again and ask the pupils to listen to it while following the written text in their pupil's book. Then ask them to identify any words or expressions that need clarification.
- 6 Tell the pupils to work in pairs and take turns to read Paola's message out loud to each other.

### 2 Listen for gist / Listen for detail

- 1 Point to the message and ask the pupils: *What's this? Is this a letter? Is it an email message? Is it a text message?* Ask: *Who is the message from?* Do not encourage the pupils to read the message at this stage.



- 2  Ask the pupils to close their book. Write the following three sentences on the board and check that the pupils understand them:
- a Paola wants to know more about Mount Vesuvius.
  - b Paola wants to know more about volcanoes.
  - c Paola is going on a school trip to Mount Vesuvius.
- 3 Explain that the pupils are going to listen to the message and find out which of the sentences is correct (b). Make sure that pupils' books are still closed and play CD 1 Track 01.
- 4 Ask the pupils which is the correct sentence. If there is lots of variation in their answers, write the number of votes alongside each one.
- 5 Ask some more comprehension questions, e.g. *How old is Paola? Where does she live? What is Vesuvius? Is Naples near the volcano or far away? How many people live near Mount Vesuvius today?*, etc.
- 6 Play CD 1 Track 01 again. This time the pupils read the text in their book as they listen. Check their answers to the question on the board and to the other comprehension questions you asked. Clarify any other vocabulary that they do not understand.


 **Transcript**

Dear friends,  
 My name is Paola. I am 12 years old. I live in Naples in Italy. Naples is a city near the volcano Mount Vesuvius. I am interested in volcanoes. I think that they are fascinating. Are there any volcanoes in your country? I know about Vesuvius but I want to know more about volcanoes in general because I need to do a presentation at school. Can you help me?  
 Thank you very much.  
 Paola  
 PS I am attaching two pictures: Mount Vesuvius and Naples. I hope you like them.  
 Mount Vesuvius is an active volcano. The last big eruption was in March 1944.  
 Today about three million people live near Mount Vesuvius.

**STEP 3, Activity book page 2**


**1 Read and circle**


- 1 Ask the pupils to read the sentences on their own. Point out that this activity is linked to pupil's book page 5, activity 1. If necessary, ask them to read the text in that activity again.
- 2 Check that the pupils understand what they have to do to complete the activity. Refer to the example given.
- 3  Ask the class to complete the activity by working individually.
-  Slower learners can check the pupil's book if they need to.
- 4 Tell the pupils to check answers with a partner.
- 5 Correct the activity with the whole class.
- 6 Ask early finishers to do the Super Tour activity 1. Check their summaries and encourage them to read them out loud to another early finisher in the class.

 1b, 2d, 3c, 4d, 5a, 6b, 7a, 8a

**STEP 4, Activity book page 3**


**2 Write in order**

- 1 Tell pupils to look at the written sentences and read them in silence.
- 2 Ask different pupils to read the sentences out loud to the class.
- 3 Tell the pupils to work individually to put the information into a logical order. They must number the sentences from 1 to 5.
- 4 Ask pupils to compare their work with a partner.
- 5 Ask different pupils to read their responses out loud and give reasons for their choice.
- 6 Confirm the correct order and ask the pupils to write the final text on the lines provided.
- 7  Make pupils aware of the importance of sequencing information in a written text in an appropriate way so that it shows cohesion. Demonstrate this by writing the sentences on the board and eliciting the reasons for one to follow another, e.g. all the personal details about Paola together. She refers to details about Paola. One sentence ends with Naples and another begins with Naples, so this marks the transition from information about Paola to that about Naples. Naples links to Vesuvius.
- 8 Finally, ask the pupils to say what Paola wants and why.



 1 Paola is an Italian girl. 2 She is 12 years old. 3 She lives in Naples. 4 Naples is near the volcano Mount Vesuvius. 5 Paola wants to know more about volcanoes.

**STEP 5, Activity book page 3**

**3 What do you know about volcanoes? Write notes**

- 1 With books closed, brainstorm what the pupils already know about volcanoes, using the list in exercise 3 as a prompt.
- 2  Ask the pupils to open their book and read the items in the list. Check their understanding of the items and encourage them to write notes alongside each prompt. Help them with vocabulary, if necessary.
- 3 Explain to the pupils that they will learn more about volcanoes in the unit and encourage them to name other resources where they can find the names of volcanoes: websites, geography books, etc.

**STEP 6, Project task**

- 1 To finish the introduction section, remind pupils that Paola asks questions in her email on page 5 of the pupil's book. At the end of the unit, they will be asked to write an answer to these questions.
- 2   Hand out worksheet 1.1. Pupils use this sheet to take notes throughout the unit. At the end of the unit, they will use their notes to answer Paola's email.

**1 Story**

## The last day of Pompeii

**2 Look, listen and read**

Pompeii is a commercial Roman city. There are many rich people in Pompeii. Trading is very important. Today is 26th August AD 79. It is early in the morning and the sun is shining.

Marcus Cornelius is a rich man. He lives in a very big house with his wife and daughter. He produces olive oil and exports it. Today he is going to the harbour.

Goodbye, Cornelia. I'm taking some oil to the harbour. One of my boats is ready to leave tomorrow. Goodbye, Marcia. She is a good girl.

Yes, Dad. See you this evening.

Marcus Cornelius and his servants start the journey to the harbour.

Suddenly, the ground shakes and there is a big explosion. A high column of smoke appears in the sky. It is coming from the top of Mount Vesuvius.

Marcus Cornelius is very scared. He calls his wife and daughter.

Cornelia! Marcia! Let's go! Hurry up! The mountain has exploded!

We must get back home! Come on!

**Unit 1**

Quick! We must pack the gold and take some water and clothes.

There's no time to take anything! We must escape! Come on! Let's get out of here.

The mountain? But the ground is shaking. It's an earthquake!

No, it's the mountain. You can see it from the road. Look at the ash and smoke!

Come on, Cornelia. Stay close to me.

Let's go to the harbour. We can escape by boat and go far away.

Far away? But where?

We can go south to Surinam or northwest to Miletum. Don't be afraid, Marcia. It's going to be OK.

The harbour is about two kilometres away. The situation is getting very bad. It is raining ash and stones. One stone hits Marcus Cornelius on his head.

Take these cushions and cover your heads with them.

**1 Story**

There is chaos in the streets. My son! Where's my son?

It's the end of the world!

The air is thick. It is very hot and it is very difficult to breathe.

I can't breathe.

Cover your mouth with your cloak.

It's impossible to get to the harbour! It's too far away.

Let's hurry up. We're almost at the harbour. The wind is blowing south. It's taking the ash to Surinam. So we must go north-west.

It is 11 am but it is dark. A cloud of ash and stones covers the sun. The air smells of sulphur. It is almost impossible to breathe. Big rivers of lava run down the slopes of Mount Vesuvius.

The family must escape to Miletum to survive. On the boat, Marcia looks back at the terrible scene. She is sad and afraid.

What's happening to our beautiful city? Why are the gods angry with the people of Pompeii?

How can we sail? The sea is really rough!

We must try. It's our only hope. Look! There's our boat!

## STORY PRESENTATION:

## The last day of Pompeii

## Materials overview

Storycards

## STEP 1, Pupil's book pages 6–8

**2** Look, listen and read

**R<sub>2</sub>** Refer pupils to page 66 of their activity book where they can find detailed explanations of the icons. On page 68, they can find an activity which specifically trains R2.

- With books closed, focus the pupils' attention on Mount Vesuvius.  
T: *Where's Mount Vesuvius? Is it in the United States? In Switzerland? In Italy? Is Mount Vesuvius a volcano? Volcanoes can be very dangerous. Are you ready for a story about Vesuvius?*
- Tell the pupils that they are going to hear a story. Explain that you want them to listen and answer the following questions: *What's the name of the city in the story? What year is it? What's the weather like? Is the city important? Does the city exist now? What was it like to be there on the day?*

Ask only some of the questions depending on the ability of the class.

- Play CD 1 Track 02, or tell the story yourself, and show the storycards while the pupils listen. Then discuss the answers to the questions you asked.
- R<sub>2</sub>** Ask some more general comprehension questions and point to the appropriate storycard to give hints when eliciting answers, for example: *Who is Marcus Cornelius? Who is Cornelia? Who is Marcia? Where do they live? What does Marcus Cornelius do? What happened? Is it true that Vesuvius erupted in AD 79?, etc.*
- Play the track again. The pupils listen and follow the text in their book. Check their answers to the comprehension questions.

## Storycard listening

- Spread the storycards out in jumbled order where all the class can see them. Remove Frame 10 (the map). Divide the class into two teams and ask them to choose a name for themselves, e.g. relating to volcanoes or the story. Write the team names on the board. Explain that the pupils will hear the story text in jumbled order and each team will have to identify the card that matches the text they hear.
- Play the first frame of the story from the beginning of CD 1 Track 03. Pause the CD and invite a volunteer from the first team to come to the board and identify the corresponding storycard. If the pupil chooses the correct card, they take it back to their team. Give the team a point. Repeat for the other team. Continue like this until all the cards have been claimed. Allow the members of each team to confer, if necessary. If the pupil chooses the wrong card, they cannot take it, and their team is not given a point. The team with the most points is the winner.

See bracketed numbers in the transcript for CD1 Track 03.

**Note** Tell the pupils that Pompeii was completely buried by the eruption of Mount Vesuvius in AD 79. In 1534 and then in 1689 workmen found some remains of Roman buildings but did not know what they were. It was not until 1861 that the excavations were taken seriously. Today the rediscovered city can be visited.

## Reading

Give out worksheet 1.2 and explain that the pupils should read the speech bubbles and match them to the correct picture frames from the story by writing the letter of the bubble in the correct frame. Pupils then check their answers against the pupil's book.

**1.02 Transcript**

N = narrator, MC = Marcus Cornelius, C = Cornelia, M = Marcia, PP = different people in the streets.

N: Pompeii is a commercial Roman city. There are many rich people in Pompeii. Trading is very important. Today is 24th August AD 79. It is early in the morning and the sun is shining.

Marcus Cornelius is a rich man. He lives in a very big house with his wife and daughter. He produces olive oil and exports it. Today he is going to the harbour.

MC: Goodbye, Cornelia. I'm taking some oil to the harbour. One of my boats is ready to leave tomorrow. Goodbye, Marcia. Be a good girl.

M: Yes, Dad. See you this evening.

N: Marcus Cornelius and his servants start the journey to the harbour.

Suddenly, the ground shakes and there is a big explosion. A high column of smoke appears in the sky. It is coming from the top of Mount Vesuvius.

MC: We must go back home! Come on!

N: Marcus Cornelius is very scared. He calls his wife and his daughter.

MC: Cornelia! Marcia! Let's go! Hurry up! The mountain has exploded!

C: The mountain? But the ground is shaking. It's an earthquake!

MC: No, it's the mountain. You can see it from the road. Look at the ash and smoke!

C: Quick! We must pack the gold and take some water and clothes.

MC: There's no time to take anything! We must escape! Come on! Let's get out of here!

MC: Come on, Cornelia. Stay close to me.

MC: Let's go to the harbour. We can escape by boat and go far away.

M: Far away? But where?

C: We can go south to Surrentum or north-west to Misenum. Don't be afraid, Marcia. It's going to be OK.

N: The harbour is about two kilometres away. The situation is getting very bad. It is raining ash and stones. One stone hits Marcus Cornelius on his head.

C: Take these cushions and cover your heads with them.

N: There is chaos in the streets.

PP1: My son! Where's my son?

PP2: It's the end of the world!

PP3: Help!

N: The air is thick. It is very hot and it is very difficult to breathe.

M: I can't breathe.

MC: Cover your mouth with your cloak.

C: It's impossible to get to the harbour. It's too far away!

N: It is 11 am but it is dark. A cloud of ash and stones covers the sun. The air smells of sulphur. It is almost impossible to breathe. Big rivers of lava run down the slopes of Mount Vesuvius.

MC: Let's hurry up. We're almost at the harbour. The wind is blowing south. It's taking the ash to Surrentum. So we must go north-west.

C: How can we sail? The sea is really rough!

MC: We must try. It's our only hope. Look! There's our boat!

N: The family must escape to Misenum to survive. On the boat, Marcia looks back at the terrible scene. She is sad and afraid.

M: What's happening to our beautiful city? Why are the gods angry with the people of Pompeii?

**1.03 Transcript**

(5)

N: Marcus Cornelius is very scared. He calls his wife and his daughter.

MC: Cornelia! Marcia! Let's go! Hurry up! The mountain has exploded!

(1)

N: Pompeii is a commercial Roman city. There are many rich people in Pompeii. Trading is very important. Today is 24th August AD 79. It is early in the morning and the sun is shining.

(9)

MC: Let's go to the harbour. We can escape by boat and go far away.

M: Far away? But where?

C: We can go south to Surrentum or north-west to Misenum. Don't be afraid, Marcia. It's going to be OK.

(2)

N: Marcus Cornelius is a rich man. He lives in a very big house with his wife and daughter. He produces olive oil and exports it. Today he is going to the harbour.

MC: Goodbye, Cornelia. I'm taking some oil to the harbour. One of my boats is ready to leave tomorrow. Goodbye, Marcia. Be a good girl.

M: Yes, Dad. See you this evening.

(6)

C: The mountain? But the ground is shaking. It's an earthquake!

MC: No, it's the mountain. You can see it from the road. Look at the ash and smoke!

(12)

N: There is chaos in the streets.

PP1: My son! Where's my son?

PP2: It's the end of the world!

PP3: Help!

(7)

C: Quick! We must pack the gold and take some water and clothes.

MC: There's no time to take anything! We must escape! Come on! Let's get out of here!

(11)

N: *The harbour is about two kilometres away. The situation is getting very bad. It is raining ash and stones. One stone hits Marcus Cornelius on his head.*

C: *Take these cushions and cover your heads with them.*

(15)

MC: *Let's hurry up. We're almost at the harbour. The wind is blowing south. It's taking the ash to Surrentum. So we must go north-west.*

(3)

N: *Marcus Cornelius and his servants start the journey to the harbour.*

(13)

N: *The air is thick. It is very hot and it is very difficult to breathe.*

M: *I can't breathe.*

MC: *Cover your mouth with your cloak.*

C: *It's impossible to get to the harbour. It's too far away!*

(4)

N: *Suddenly, the ground shakes and there is a big explosion. A high column of smoke appears in the sky. It is coming from the top of Mount Vesuvius.*

MC: *We must go back home! Come on!*

(8)

MC: *Come on, Cornelia. Stay close to me.*

(17)

N: *The family must escape to Misenum to survive. On the boat, Marcia looks back at the terrible scene. She is sad and afraid.*

M: *What's happening to our beautiful city? Why are the gods angry with the people of Pompeii?*

(14)

N: *It is 11 am but it is dark. A cloud of ash and stones covers the sun. The air smells of sulphur. It is almost impossible to breathe. Big rivers of lava run down the slopes of Mount Vesuvius.*

(16)

C: *How can we sail? The sea is really rough!*

MC: *We must try. It's our only hope. Look! There's our boat!*

The logo for Macmillan Education, featuring a stylized 'M' icon to the left of the text 'MACMILLAN EDUCATION' in a serif font. The background is a red-to-pink gradient with abstract circular patterns.

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**1 Story**

**4 Find and correct seven mistakes**

1 Pompeii is a commercial **Roman** city. Trading is **very** important.  
*Pompeii is a commercial Roman city. Trading is very important.*

2 Everything is quiet. A high column of smoke appears in the chimney.

3 Let's go to the city. We can find some food and go far away.

4 It is 11 am but it is light. A cloud of ash and stones covers the sun. It is easy to breathe. Big rivers of lava run down the slopes of Pompeii.

**Super Tour 3**  
Choose a picture from the story on pages 6-8 of your pupil's book and write a sentence with two mistakes in it. Give your sentence to a classmate to correct.

**Unit 1**

**5 Listen and match the pictures to the sentences.**

a Area of water for boats and ships to load and unload.      b Take air in and out of your body through your nose or mouth.

b Violent burst with a very loud noise.      c Sell things to another country.

c Make quick movements.      d Not calm. Stormy and violent.

d Grey powder that remains after a fire.      e Frightened or worried.

**6 Find seven of the words in activity 5. Which word is missing?**

ash	breath	export	rough	scared	shake	storm
E X P L E	E S F P Z M E H	H E M E N J X A O A	A D U X S C A R E D	B A C P H G C T P R	B H E O A S H J K E	O J O K K Q V S W U
U K A T E W B A X G	B B R E A T H E A T H E A T					

The missing word is \_\_\_\_\_

**Unit 1**

**3 Tell the story in groups**

**Super Tour 1**

1 Write a different end to the story. Did the family escape? Did they go to a different town?  
2 Think of ten things that happened to the Cornelius family when they arrived in Misenum. Who did they meet? Where did they sleep? etc. Tell your classmates.

**4 Read the poem**

What do you do when the ground shakes, shakes, shakes, shakes?  
What do you do when the mountain shakes, shakes, shakes, shakes?  
What do you do when the house shakes, shakes, shakes, shakes?  
You escape, escape, escape!  
You escape when the ground shakes.  
Escape from your room!  
Escape from your house!  
Escape from your school!  
Escape from your town!  
You escape, escape, escape!  
You escape when the ground shakes.

**STORY FOLLOW UP:**

**The last day of Pompeii**

Materials overview

1.04 1.05 1.3 1.4 1.5 Scissors 1.06 1.11

**STEP 1, Activity book page 4**

**4 Find and correct seven mistakes**

- Tell the pupils to look at the pictures in the activity. Make sure that they recognize that these pictures are part of the story in the pupil's book.
- Explain that there are nine mistakes in the texts, two of which have already been corrected in the example. So there are seven mistakes they must spot and circle.
- R<sub>3</sub>** Ask the pupils to work in pairs. Encourage them to check the pupil's book as much as they need to. Support pupils while they are working as some pupils may find this activity demanding.
  - Challenge faster learners to complete the activity without using their pupil's book.
- Correct this part of the activity orally with the whole class and then ask the class to write a correct version of each text on the line provided. Allow them to check the pupil's book as much as they need to.
- Correct the activity by asking different pupils to read out their answers.

**Key**

- Pompeii is a commercial **Roman** city. Trading is very important.
- There is a **big** explosion. A high column of smoke appears in the **sky**.
- Let's go to the **harbour**. We can **escape** by boat and go far away.
- It is 11 am but it is **dark**. A cloud of ash and stones covers the sun. It is **almost impossible** to breathe. Big rivers of lava run down the slopes of **Mount Vesuvius**.

**STEP 2, Activity book page 5**

**5 Listen and match the pictures to the sentences**

- R<sub>2</sub>** Ask the pupils to look at the pictures in the activity in silence.
- Play the words on CD 1 Track 04. Pause the CD after each word to allow the pupils to find the frame which illustrates the word.
- Say a word and ask the pupils to give you the number. Repeat with other words.
- Say a number and ask the class to say the word that corresponds to that number. Repeat with other numbers.
- Ask a pupil to give you a number. You or another pupil answer by giving the word.
- Do not read the definitions of the words in the activity to the class. Ask the pupils to read the texts in silence and find which text corresponds to each word.
- Correct the activity with the whole class. Read the first definition out loud and ask the pupils to provide the word for it. Do the same for the remaining definitions.
- R<sub>5</sub>** Draw the pupils' attention to the similarity of some of the words in this activity in English and in their own L1, in terms of spelling and/or sound. You can do this, for example, by reading one word and eliciting that word in L1.

**Key** a5 harbour, b3 explosion, c8 shake, d1 ash, e2 breathe, f4 export, g6 rough, h7 scared

**1.04 Transcript**  
explosion harbour ash breathe export shake rough scared

**1 Read and scan**

**R<sub>3</sub>** Ask the pupils to look at the story in their pupil's book. Say the first word in the activity book exercise above, *ash*, and ask them to find the frame in which it appears. Continue with the other words.

## 2 Read and complete

**R**<sup>1.3</sup> Give out worksheet 1.3. Ask the pupils to use the words in the activity book exercise above to complete the texts. Ask them to check their answers by referring back to the story in their pupil's book.

## 3 1.05 Listen and complete

- 1 Explain that the pupils will hear some lines of dialogue from the story but the words used in the exercise above have been replaced by a beep. If necessary, allow the pupils to listen to and read the story again before doing this (CD 1 Track 02).
- 2 **L**<sub>6</sub> With pupil's books closed, play CD 1 Track 05 for the pupils to listen to all the sentences. Then play the track again, pausing after each sentence for the pupils to say the missing word. Alternatively, ask them to write each word in their notebook. Check the answers by playing the track, pausing after each line for the pupils to find the correct sentence in their pupil's book.

## 1.05 Transcript

[Beeped out words are bracketed below.]


- N: Marcus Cornelius is a rich man. He lives in a very big house with his wife and daughter. He produces olive oil and [exports] it.
- N: Suddenly, the ground [shakes] and there is a big [explosion].
- N: Marcus Cornelius is very [scared]. He calls his wife and daughter.
- MC: You can see it from the road. Look at the [ash] and smoke!
- C: It's impossible to get to the [harbour]. It's too far away.
- N: The air smells of sulphur. It is almost impossible to [breathe].
- C: How can we sail? The sea is really [rough]!

## STEP 3, Activity book page 5

### 6 Find seven of the words. Which word is missing?

- 1 Ask the pupils to read the rubric of the activity in silence. Then ask a pupil to read out loud the list of words.
- 2 Ask the pupils:  
T: How many words are there in the list? How many are there in the wordsearch?  
OK, so there are eight words in the list but only seven in the wordsearch. There is one word in the list that is not in the wordsearch.
- 3 **R**<sub>3</sub> Give the pupils a fixed amount of time to complete the activity. Those who finish before time is over should not share their answers with the class yet. Ask the pupils to show the result to you only.

- 4 Make a list of early finishers who complete the task correctly. You may wish to use this information for assessing pupils.
- 5 Correct the activity with the whole class.

 Tell the pupils to close their book and elicit the words that appear in the activity from memory. Encourage the pupils to say the meaning of the words they remember with your support.

## Key

E	X	P	L	O	S	I	O	N	S
T	Q	E	S	F	P	Z	M	E	H
H	R	M	E	N	I	X	A	O	A
A	O	U	X	S	C	A	R	E	D
R	A	C	P	H	G	C	T	P	R
B	H	E	O	A	S	H	J	K	E
O	J	O	R	K	Q	V	S	W	U
U	K	A	T	E	W	B	A	X	G
R	B	R	E	A	T	H	E	A	T

The missing word is *rough*.

## 1.4 Write a summary from notes

Give out worksheet 1.4. Explain that the pupils should use the words in the box to write a summary of the story. Let the pupils look back to the story in their pupil's book, if necessary.

Provide the beginning of sentences on the board or on sheets of paper, e.g.:


It is 24th August AD 79. Marcus Cornelius exports ...  
He goes ...  
There is ...  
Marcus is ...

## STEP 4, Pupil's book page 9

### 3 Tell the story in groups




#### Read the story

- 1 Organize the class into groups of five. Give a role to each of the pupils in the group or let them choose: 1 narrator, 2 Marcus Cornelius, 3 Cornelia, 4 Marcia, 5 prompter.  
 It is advisable to assign more difficult and longer roles (prompter, narrator, Marcus Cornelius) to faster learners.
- 2 Tell each group to arrange their desks in a circle. Ask each pupil to produce a simple name card by folding an A4 sheet of blank paper. Tell the pupils to write their role on the name card and place it in front of them.
- 3 Tell the class that each person will read the story according to their role.
  - The role of the prompter in each group is to follow the written text, check that the reading is done





accurately and remind the other pupils in the group what text to read if they do not remember at some point during the reading.

- The pupil acting as the narrator should present the story and introduce the different characters, e.g. *This is the story of The Last Day of Pompeii. This is Marcus Cornelius*, etc.
  - All pupils in the group can take the role of the people in Frame 12.
- 4 If necessary, play CD 1 Track 02 so that each pupil can focus their attention on their texts.
  - 5 Solve any pronunciation issues that the pupils may have. Encourage the pupils to use the right tone of voice and varied intonation as well as gestures and mime according to what they are reading.
  - 6 While the pupils are doing the task, walk around the classroom checking their performances and giving your support to the groups.

 After the first reading, pupils change roles within each group. Ask volunteer groups to perform in front of the class.





### Tell the story with prompts

- 1   Organize the class into groups as described in stages 1–3 above. Give each group a copy of worksheet 1.5 and ask them to cut out the prompt sentences, read them and distribute them to the characters in the story who say them. Instead of reading the story from their pupil's book, the characters use the prompts to produce the texts. Only the pupil playing the role of the prompter should have a copy of the pupil's book open to follow the story and prompt the others as necessary.
- 2 Follow stages 4–6 and the option above.



### Tell the story from memory

- 1  Follow Route 2 above but remove some of the prompts so that the pupils have to create more of the story from memory.


 Invite volunteer groups to perform from memory.

## STEP 5, Pupil's book page 9

### 4 Read the poem

- 1 With books closed, write the words *shake* and *escape* on the board and elicit the meanings.
- 2 Play CD 1 Track 06 and let the pupils listen to it.
- 3 Play the track again. This time the pupils must write down any words or chunks of language they understand in the poem.
- 4 Tell pupils to sit in groups of three and compare the notes they have written.
- 5 With books open, encourage pupils to check how many words they understood.

- 6 Play the track again and encourage pupils to join in.
- 7 Split the class in two groups. Group A says the questions in the first verse. Group B says the 'shakes, shakes, shakes' parts. Then everyone joins to say the rest of the poem.
- 8 Swap roles and encourage the class to read the poem again.
- 9 Encourage volunteer pupils to 'lead' the poem while the rest of the class join in the chorus.

 Ask all pupils to stand in a circle and say the poem, moving to the rhythm of the words.

### Transcript


*What do you do when the ground shakes,  
shakes, shakes, shakes?  
What do you do when the mountain shakes,  
shakes, shakes, shakes?  
What do you do when the house shakes,  
shakes, shakes, shakes?*

*You escape, escape, escape!  
You escape when the ground shakes.*

*Escape from your room!  
Escape from your house!  
Escape from your school!  
Escape from your town!*

*You escape, escape, escape!  
You escape when the ground shakes.*

## STEP 6, Project task

- 1  Give the pupils time to look at worksheet 1.1 and see if they can add to their notes and find more information for their emails to Paola. Allow them time to look back through the pupil's book and activity book and make notes on their worksheet. Alternatively, let them do this at home.

**1 About volcanoes**

**1 Read and listen**

### Why volcanoes erupt

This is a pressure cooker. Steam escapes through a valve. A volcano is a pressure valve of the Earth. When a volcano erupts, excess energy inside the Earth comes to the surface. It pushes out through the crater of the volcano.

A cross section of a volcano

Magma is the hot molten (liquid) rock and gas inside the Earth. Lava is the magma that comes out of the Earth in a volcanic eruption. Lava can be over 1,200°C. Ash is pieces of lava or rock smaller than two millimetres in diameter. An ash cloud is a cloud of ash formed by volcanic explosions. A volcanic vent is the channel for magma to travel up towards the surface. A crater is the mouth of a volcano around a volcanic vent. It is usually circular. Volcanic bombs are rocks bigger than 64 millimetres in diameter. Volcanic gas is the gas that goes into the atmosphere when there is volcanic activity. Some gases are toxic and can kill people.

**Unit 1**

**2 Listen and speak**  
There are three different types of volcano:

Active	Dormant	Extinct
<p>Mount St Helens</p> <p>The volcano is 'alive'. Eruptions are frequent.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>Mount St Helens in the USA</li> <li>Popocatepetl in Mexico</li> <li>Mount Vesuvius in Italy</li> </ul>	<p>Mauna Kea</p> <p>The volcano is 'asleep'. The last eruption was a very long time ago, but it may erupt again.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>Mauna Kea in Hawaii</li> </ul>	<p>Alaska</p> <p>The volcano was 'alive' many years ago, but after many thousands of years there are no signs of activity at all.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>Alaska in New Zealand</li> <li>Puy de Dôme in France</li> </ul>

**Super Tour 2**

1 Mark the different volcanoes in the examples on a map of the world.  
2 Find some more volcanoes in the world and say whether they are active, dormant or extinct. Mark them on your map.  
3 Find out which is the closest active, dormant and extinct volcano to where you live.

**3 Listen and read**

When the plates under the Earth's surface move, they sometimes crash. There is a lot of pressure under the surface. There are more than 500 active volcanoes in the world. Many of these volcanoes are in the 'Ring of Fire' in the Pacific Ocean.

About 80% of the Earth's surface is volcanic in origin, including the sea bed and many mountains. Geysers and fumaroles are also signs of volcanic activity.

Ring of Fire      Geyser      Fumarole

**1 About volcanoes**

**1 Write the parts of the volcano**

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_

5 \_\_\_\_\_  
6 \_\_\_\_\_  
7 \_\_\_\_\_  
8 \_\_\_\_\_

**Super Tour 4**

Draw a more complete cross section of a volcano by adding features that you research, for example, side vent.

**2 Write, listen and draw**

**From my window**

The little column of yellow \_\_\_\_\_  
at the top of the \_\_\_\_\_ reminds me  
that it is not just a mountain. It is a  
\_\_\_\_\_. This morning the sun is  
shining and the \_\_\_\_\_ is bright blue.  
At the bottom of the mountain, only eight  
kilometres away, the city \_\_\_\_\_  
up. A group of \_\_\_\_\_  
are getting on a bus to visit the volcano. A new day ahead!

## ABOUT VOLCANOES

### Materials overview

1.07 1.6 1.8 1.08 1.09 1.10 1.11

### STEP 1, Pupil's book page 10

#### 1 1.07 Read and listen

#### 1 Listen and answer

- Ask the pupils to look at the title and the first two pictures. Ask them to read the accompanying text individually and find answers to the following questions: *What escapes from a pressure cooker? What escapes from a volcano?*  
After faster learners have identified *steam* and *excess energy*, ask: *How does steam/excess energy escape?*
- Play the first part of CD 1 Track 07. Pupils listen and follow the text in their book.
- Focus attention on the illustration of the cross section of the volcano. Say: *There is a lot of energy beneath the Earth that escapes in the form of volcanoes. Look at the volcano! Read the words in the illustration to the class: magma, lava, ash, an ash cloud, a volcanic vent, a crater, volcanic bombs, volcanic gas.*
- Encourage pupils to think about words they already understand. Then ask them to focus on new words and think about the meaning. Firstly, they can look at the picture and try to guess the meanings. They could then think about similar words in their own language and try and work out the meaning in this way. If they are still not sure, encourage them to guess the meaning from the context.
- Play the second part of the track and ask the pupils to follow the written text while listening.
- Play the track a second time and ask the pupils to raise their hands when they find a word or expression

- that they do not understand. Pause the CD and encourage volunteer pupils to provide the meaning in L1. Support the class at all stages: by pointing to the illustrations, by paraphrasing, etc.
- Ask different pupils to read a sentence at a time. Then play the corresponding part of the track so that pupils can compare.

It will be enough for slower learners to recognize the key words and relate them to the picture.

#### 2 Read and match

- Follow stages 1–3 of Route 1.
- Then divide the class into pairs with one pupil's book per pair. Ask them to cover the text below the pictures with a notebook or a sheet of paper.
- Give out a photocopy of worksheet 1.6 to each pair. Ask them to read the definitions and look for the missing words. They write their chosen words in pencil in the gaps.
- When the pupils have all completed the sentences, ask them to close their pupil's book and check the answers as a class by playing CD 1 Track 07. Pause after each sentence and ask the pupils to put their hands up if they completed it with the correct word. Then ask those who got the wrong answer to put their hands up. This will enable you to see which sentences were the most challenging for the class.
- Finally, the pairs check their answers against the text in their pupil's book. Ask which words helped them to find the correct answer and which words made it more difficult.

#### 1.07 Transcript

[First listening] **Why volcanoes erupt**

*This is a pressure cooker. Steam escapes through a valve. A volcano is a pressure valve of the Earth. When a volcano erupts, excess energy inside the Earth comes to the surface. It pushes out through the crater of a volcano.*

[Second listening]

Magma is the hot molten (liquid) rock and gas inside the Earth.

Lava is the magma that comes out of the Earth in a volcanic eruption. Lava can be over 1,200° C!

Ash is pieces of lava or rock smaller than two millimetres in diameter.

An ash cloud is a cloud of ash formed by volcanic explosions.

A volcanic vent is the channel for magma to travel up towards the surface.

A crater is the mouth of a volcano around a volcanic vent. It is usually circular.

Volcanic bombs are rocks bigger than 64 millimetres in diameter.

Volcanic gas is the gas that goes into the atmosphere when there is volcanic activity. Some gases are toxic and can kill people.

## STEP 2, Activity book page 6

### 1 Write the parts of the volcano

- 1 Ask pupils to look again at the cross section of the volcano and read the text below it on pupil's book page 10 before starting this activity.
- 2 Organize the class into pairs (A and B). Tell pupils to look at the cross section of the volcano in the illustration on activity book page 6. They do not have to write anything at this stage. Ask pairs to take turns and say the words that correspond to each arrow in the picture while pointing to it in the picture.  
For example:  
Pupil A (pointing to magma): *Number 8 is magma.*  
Pupil B (pointing to lava): *Number 6 is lava.*
- 3 Ask pairs to say all the names together while pointing to the appropriate part of the picture. For example:  
PA + PB (pointing to magma): *Number 8 is magma.*
- 4 Ask pupil A to point to each part of the illustration and say the corresponding words. Pupil B listens and supports A. Then they swap roles.
- 5 **W** Finally, ask pupils to write the corresponding words below the picture.
- 6 Encourage pupils to check the spelling of the words in the pupil's book.
- 7 Correct the activity with the whole class.

**Key** 1 volcanic gas, 2 ash, 3 ash cloud, 4 crater, 5 volcanic bombs, 6 lava, 7 volcanic vent, 8 magma

**Ask:** Which of these things do not come out of a volcano? (Key: magma, crater and volcanic vent)

### Super Tour 4, Activity book page 6

Discuss with the pupils where they might look to find more information about features of volcanoes, e.g. the Internet, geology and geography books.

## STEP 3, Activity book page 6

### 2 Write, listen and draw

**L** Refer pupils to the Learning to learn section of their activity book, page 71, where they can find an activity which specifically trains L5.

- 1 Ask the pupils to read the text and think about which words should go in the gaps.
- 2 Ask: *Who wrote this text? A boy? A girl? Do we know? Where is the person who wrote the text? What is he/she looking at?*
- 3 **L** Ask the pupils to read the text again and complete the gaps in pencil.
- 4 When they have completed the text, ask pupils to work in pairs to compare their answers. Pupil A asks a question and B gives the answer, e.g.  
A: *What's number 1?*  
B: *I think number 1 is 'smoke'. What do you think?, etc.*
- 5 Play CD 1 Track 08 for the pupils to check their answers. Play it again if necessary and write the missing words on the board for the pupils to check their spellings.
- 6 Tell the pupils to draw a picture to illustrate the text as accurately as possible.
- 7 Walk around the class while the pupils are working and ask them questions about their drawing. For example:  
*Is this a volcano? Where's the column of smoke? What colour is the smoke? What's the weather like this morning?, etc.*

**Key** 1 smoke, 2 mountain, 3 volcano, 4 sky, 5 wakes, 6 tourists

**Ask:** Ask individual pupils to read the text out loud to you. Allow those pupils to listen to the track if they wish before reading the text to you.

### Transcript

#### From my window


*The little column of yellow smoke at the top of the mountain reminds me that it is not just a mountain. It is a volcano. This morning the sun is shining and the sky is bright blue. At the bottom of the mountain, only eight kilometres away, the city wakes up. A group of tourists are getting on a bus to visit the volcano. A new day ahead!*

## STEP 4, Pupil's book page 11

### 2 Listen and speak

#### Finish the sentences

- 1 Play CD 1 Track 09 and tell the pupils to listen and follow the text in their book.
- 2 Say the words *active, dormant, extinct* and elicit the words in L1 from the class.

- 3 Ask comprehension questions to the class. For example: *How many types of volcano are there? What is an active/dormant/extinct volcano? Is Vesuvius an active volcano? What's Akaroa? Where is Akaroa?*, etc.
- 4  Organize the class into groups of three. Ask the pupils to take turns to give the name of a volcano: the others say what kind it is.


 **Transcript**

There are three different types of volcano:

<p><b>1 Active</b> The volcano is 'alive'. Eruptions are frequent.</p>	<p>Examples</p> <ul style="list-style-type: none"> <li>• Mount Saint Helens in the USA</li> <li>• Popocatepetl in Mexico</li> <li>• Vesuvius in Italy</li> </ul>
<p><b>2 Dormant</b> The volcano is 'asleep'. The last eruption was a very long time ago, but it may erupt again.</p>	<p>Examples</p> <ul style="list-style-type: none"> <li>• Teide in Spain</li> <li>• Mauna Kea in Hawaii</li> </ul>
<p><b>3 Extinct</b> The volcano was 'alive' many years ago, but after many thousands of years there are no signs of activity at all.</p>	<p>Examples</p> <ul style="list-style-type: none"> <li>• Akaroa in New Zealand</li> <li>• Puy de Dôme in France</li> </ul>



**Ask about volcanoes**

- 1 Tell the class that you are going to think some more about volcanoes. Say: *There are three different types of volcano. Draw three volcano shapes on the board. Show the first one erupting. Draw a question mark over the crater of the second one. Mark a cross over the crater of the third one. Use the drawings to elicit the concepts of active, dormant and extinct volcanoes by asking pupils to guess what each picture represents. To confirm their guesses, or if they need more help, point to the volcanoes in turn and say: This is an active volcano. This is a dormant volcano. This is an extinct volcano.*
- 2 Say: *Let's listen and read about active, dormant and extinct volcanoes.* Tell the pupils to open their pupil's book. Play CD 1 Track 09. The pupils listen and follow the text in their book. See Route 1 for the transcript.
- 3 Check comprehension of the main concepts, e.g. *Which type of volcano is 'asleep'? Which type of volcano erupts? Which type of volcano doesn't erupt?*, etc.
- 4 Explain that the pupils are going to hear two pupils asking each other about the volcanoes on the page. Say: *Let's listen to the dialogue.* Play CD 1 Track 10.
- 5  Ask the pupils questions based on those in the dialogue, e.g. T: *Is Akaroa an extinct volcano?* PP: *Yes, it is.* T: *Where is it?* PP: *It's in New Zealand.* Practise some questions where the answer is No, e.g. T: *Is Teide*

*an extinct volcano?* PP: *No, it isn't. It's dormant.* T: *Is it in Italy?* PP: *No, it isn't. It's in Spain.* Write examples with both 'yes' and 'no' answers on the board.


- 6 Divide the class into pairs and encourage them to practise the dialogues based on the information in their pupil's book. Go around helping as needed. If necessary, play the dialogue again.


 **Transcript**

Child A: *Is Mount Saint Helens an active volcano?*  
Child B: *Yes, it is.*  
Child A: *Where is it?*  
Child B: *It's in the USA.*


**STEP 5, Pupil's book page 11**

3  **Listen and read**

 Refer pupils to the Learning to learn section of their activity book, page 71, where they can find an activity which specifically trains L4.

- 1  Tell pupils to read the text in silence. Then ask questions or provide opportunities to show that they understand the texts. For example: T: *How many active volcanoes are there? Where's the 'Ring of Fire'? How much of the Earth's surface is volcanic in origin? Do you know what a geyser (/ˈgiːzə/ or /ˈɡaɪzə/) is? Have you ever seen a geyser? And a fumarole (/ˈfjuːmə,rəʊl/)?*

**Note** Geysers are hot springs that intermittently throw up tall columns of water. Fumaroles are openings in the ground in or near volcanoes through which hot vapours escape.


- 2  Play CD 1 Track 11. The pupils listen and follow the text in their book.
- 3 Give the class a sentence that contains information which is incorrect according to the text and ask the pupils to correct you. For example: T: *What's wrong in this sentence? Listen: There are more than 5,000 active volcanoes in the world.*  
PP: *There are more than 500 active volcanoes in the world.*
- 4 If you, or a pupil in the class, have visited a volcanic area, explain the experience.
- 5 Play the track again. Encourage pupils to read along with the track.

 **Transcript**

*When the plates under the Earth's surface move, they sometimes crash. There is a lot of pressure under the surface.*  
*There are more than 500 active volcanoes in the world. Many of these volcanoes are in the 'Ring of Fire' in the Pacific Ocean.*  
*About 80% of the Earth's surface is volcanic in origin, including the sea bed and many mountains.*  
*Geysers and fumaroles are also signs of volcanic activity.*

**1 Language stop**

**1 Listen and find the people**  
Sandra Helen Richard Laura Mr Barnes Peter Joanna Mr Smith



**2 Read and answer**  
1 I read the book.  
You teach geography.  
He drives the bus.  
She helps on the trip.  
It takes people to the volcano.  
We like adventure.  
You go to Greendale School.  
They study geography.

1 Do you remember what happens to the verb when the pronoun is 'he/she/it'?


2 Can you explain the rule in English?

3 Is there a rule in your language too?

**Super Tour 2**  
Say what you and your classmates do. Make sentences with help, like, go, study, play, watch etc.

**1 Language stop**

**1 Match the pictures to the sentences. Write the full form of the verb to be**



1 I'm the group leader.  
2 Hello. You're the geography teacher.  
3 He's the bus driver.  
4 She's my assistant.  
5 It's our bus.  
6 We're Helen and Richard Jones.  
7 You're from Greendale School.  
8 They're late.

**2 Choose five verbs from the box. Complete the chart**  
some, say, do, drive, eat, go, help, find, like, play, read, say, take, write

I				
You				
We				
They				
Mr, She, It, R				

**Super Tour 4**  
1 Say the seven personal pronouns to a classmate.  
2 Find eight sentences in this unit that have the greatest amount of the verb to be.  
3 Write the sentences with the full form and five sentences with the short form of the present tense of the verb to be. They can't see you, your friends or your family.

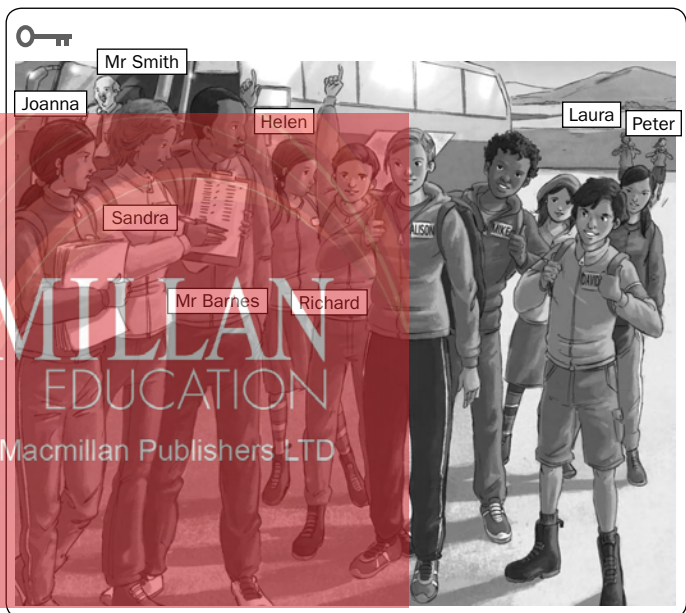
**LANGUAGE STOP**

**Materials overview**

1.12 1.1

**STEP 1, Pupil's book page 12**

- 1 Listen and find the people**
- Ask the pupils to read the rubric and look at the illustration. Ask the class:  
T: *What are these children doing? What is happening in the picture? Are they going on an excursion? Where do you think they are going?* PP: *To see a volcano.*
  - Read the names at the top of the activity out loud. Tell the pupils that these are the names of some of the people in the illustration. Say: *But who is who?* Draw their attention to the name badges that some of the children are wearing.
  - Explain that the pupils are going to listen to a dialogue and they should listen to see if they can identify some of the people. Play CD 1 Track 12. The pupils listen and look at the picture. After listening, ask the pupils to raise their hands if they already know some of the names, but do not ask them which.
  - Play the track a second time. Ask the pupils to raise their hands if they now know who is who, or who some of the characters are. If necessary, play the recording for a third time.
  - Hold your pupil's book open so that the class can see it. Point to one of the characters, or a pair of characters, and say, e.g. *She is Sandra.* Ask the class if they agree: *Do you agree? (Yes/No)* Invite individual volunteers to come out and continue identifying characters: *He is ... / She is ... / It is ... / They are ...* Check that the other pupils can see clearly and ask if they agree.



**1.12 Transcript**

Mr B = Mr Barnes, RJ = Richard Jones, HJ = Helen Jones

Sandra: *Hello, Mr Barnes. You're the geography teacher, aren't you? Pleased to meet you. My name's Sandra. I'm the group leader.*

Mr B: *Pleased to meet you. We're all very excited about visiting the volcano.*

Sandra: *Good. Let me introduce the others ... This is Joanna. She's my assistant. She's going to help on the trip.*

Joanna: *Hello, everybody.*

Sandra: *That is Mr Smith. He's the bus driver. And this is our bus. It's new! You're the first group to travel in it. Now, before we go, let me check the names on my list. So ... you're from Greendale School.*

Children: *Yes, that's right.*


Sandra: *Let's see ... You're David.*

David: *Yes.*

Sandra: You're Mike.  
 Mike: Right.  
 Sandra: And you're Alison.  
 Alison: That's me.  
 Sandra: OK. ... Helen Jones and Richard Jones?  
 HJ+RJ: We're Helen and Richard Jones!  
 Sandra: Right. You're Helen and Richard. Good. ... And Laura Moore and Peter Turner? Are they here?  
 RJ: They're late.  
 HJ: Look! There they are! They're coming.  
 Sandra: Great. OK, everybody. Are you ready for an adventure?  
 Children: Yes! Great!

## STEP 2, Pupil's book page 12

### 2 Read and answer

- 1 Ask the pupils to focus on the sentences and read them individually. Then ask for volunteers to read them out loud.
- 2 Write the personal pronouns *I, You, He, She, It, We, You, They* on the board and ask the pupils: *What kind of words are these?* PP: *Personal pronouns.* Ask the pupils to focus on the words in blue. Ask: *What kind of words are these?* PP: *Verbs.*
- 3  Ask the pupils to look at the questions in the speech bubble. Read them one by one and invite pupils to answer. Check that the pupils are clear that the verb finishes in -s or -es with the third person pronouns *He/She/It*. Finally, discuss how this present simple third person form compares to that in their own language.


**Grammar stop Unit 1 (Activity book page 74)** You may wish to look at the Grammar stop with the pupils, or refer them to it, for help with this activity or those in the activity book below. In any case, show the pupils the Grammar stop and explain that it contains notes for the main grammar points of each unit.

### Super Tour 3, Pupil's book page 12

Ask volunteers to make sentences about themselves and their classmates and say them aloud in class. For example, *Stefanie plays tennis. Paul and Matthias watch football. We live in (name of town). I like maths.* Ask their classmates to check that they are using the correct forms of the verbs.

## STEP 3, Activity book page 7

### 1 Match the pictures to the sentences. Write the full form of the verb to be

- 1  Ask the pupils to match the sentences to the pictures. Show them the example and tell them to continue writing the sentence numbers in the boxes. The pupils will need to identify which personal pronoun fits the illustration.
- 2 Pupils write the sentences using the full form of the verb *to be*. They refer to the Grammar stop (activity book page 74) to check their answers. Then check the answers as a whole-class activity.

### Key

- a7, b3, c5, d6, e2, f8, g4, h1
- 1 I am the group leader.
  - 2 Hello. You are the geography teacher.
  - 3 He is the bus driver.
  - 4 She is my assistant.
  - 5 It is our bus.
  - 6 We are Helen and Richard Jones.
  - 7 You are from Greendale School.
  - 8 They are late.

## STEP 4, Activity book page 7

### 2 Choose five verbs from the box. Complete the chart

- 1 Ask the pupils to look at the chart and choose five of the verbs from the box above it to complete the spaces. Tell them to refer to the table in the Grammar stop (activity book page 74) to check that they are using the correct forms of the verbs.
- 2 Check the answers and deal with any queries as a whole class.

### Key

All the forms are the same as those in the box, except for the he/she/it forms which are: *comes, cries, does, drives, eats, goes, helps, leads, likes, plays, reads, says, takes, writes.*

## STEP 5, Project task

Give the pupils time to look at worksheet 1.1 and see if they can add to their notes and find more information for their email to Paola. Allow them time to look back through the pupil's book and activity book and make notes on their worksheet. Alternatively, let them do this at home.

**Do you know that ...?**

**1 Listen and read**

1 The word volcano comes from the name of Vulcan, the god of fire in Roman mythology.

2 There are volcanoes on land and under the sea. About 80 volcanoes under the sea are erupting now or will erupt in the next few years.

3 The Hawaiian islands, in the Pacific Ocean, are volcanic. Mauna Loa, on the island of Hawaii, is the largest and most active volcano on Earth. The last time it erupted was in March 1984. The Hawaiian name Mauna Loa means long mountain.

4 Most European volcanoes are on the Mediterranean coast. Santorini, on the island of Thira, erupted in 1476 BC and destroyed the civilization of Crete. Vesuvius, in Italy, erupted in AD 79 burying the towns of Pompeii and Herculaneum. Mount Etna, on the island of Sicily, is the largest active volcano in Europe and one of the most active in the world. The last eruption was in May 2008.

5 Eolic is the name of a group of small Italian islands to the north of Sicily. All the Eolic islands are volcanic. The eruptions of Stromboli and Vulcano created the two beautiful islands with the same names. Jules Verne is the author of the famous novel *Journey to the Centre of the Earth*. The journey begins at the volcano Snæfellsjökull in Iceland and ends at Stromboli.

6 There are 35 active volcanoes in Iceland, an island in the Atlantic Ocean. Eyjafjallajökull is one of these volcanoes. It erupted in April 2010. A large ash cloud went into the air above Europe and planes could not fly over Britain, France, Germany, Switzerland and many other countries for about six days. There was chaos at many airports!

**Super Task 4**

1 Make a mind map with the word Volcano in the middle. Write the headings: Under the sea, Hawaii, The Mediterranean coast, Iceland and use the information on this page.

2 In groups, find out more about one of the volcanoes on this page and create your own story about when it erupted.

**Do you know that ...?**

**1 Write the missing words**

- The Hawaiian islands are in the \_\_\_\_\_ Ocean.
- Santorini is on the island of \_\_\_\_\_.
- The origin of the word 'volcano' is \_\_\_\_\_.
- The largest active volcano in Europe is \_\_\_\_\_.
- There are volcanoes on land and \_\_\_\_\_.
- Vulcan is the name of the mythological Roman god of \_\_\_\_\_.
- The Icelandic volcano Eyjafjallajökull erupted in \_\_\_\_\_.
- In the book *Journey to the Centre of the Earth*, the journey finishes at \_\_\_\_\_.
- Stromboli is the name of a volcano and an \_\_\_\_\_.
- Mauna Loa means \_\_\_\_\_.

**2 Speak about the volcanoes**

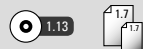
Look at the map and tell your partner about one of the volcanoes.

Say:

- which country it is in
- if it is near other volcanoes (near / north of / south of / to the east of)
- what you know about the volcano (history / last eruption)
- any other information you can find out!

**DO YOU KNOW THAT ...?**

**Materials overview**



**STEP 1, Pupil's book page 13**

**1 Listen and read**

**1 Listen and count**

- With books closed, ask the pupils what they know about volcanoes. Ask them, for example: *What do you already know about volcanoes? Do you remember the name of any volcanoes? Where is that volcano?*, etc.
- Play CD 1 Track 13 and tell the pupils to count the number of volcanoes mentioned in it. Then ask them, for example: *How many volcanoes did you hear about on the CD? Good, eight! Do you remember the names of those volcanoes?* Encourage the class to say the names. Then ask: *What do you know about Vesuvius? What do you know about any of the other volcanoes?*
- Tell the pupils to open their book and look at the pictures there.
- Play CD 1 Track 13 again, pausing after each section. Ask the pupils to follow the text in their book and to look at the corresponding pictures.
- Encourage the pupils to ask for the meaning of the words they do not know. Before paraphrasing the meaning of unknown words, e.g. *AD means Anno Domini or after the birth of Christ. BC means before the birth of Christ*, ask the rest of the class what they think the specific word means by looking at the context.

**2 Listen and decide – true or false**

- With books closed, give a copy of worksheet 1.7 to each pupil. Focus their attention on the list of statements. Read them together to check understanding. Explain that they should listen and mark whether the statements are true or false.

- Play CD 1 Track 13. The pupils begin to mark whether the statements are true or false as they listen. If necessary, play the track again in sections, pausing after each one for them to complete their worksheet.

- Ask the pupils to open their pupil's book. Play the CD for the pupils to listen as they read the text. Then ask them to check the answers they gave on the worksheet against the text in their book.
- Check the answers as a class.
- Follow stage 5 in Route 1.

**1.13 Transcript**

- The word volcano comes from the name of Vulcan, the god of fire in Roman mythology.
- There are volcanoes on land and under the sea. About 80 volcanoes under the sea are erupting now or will erupt in the next few years.
- The Hawaiian islands, in the Pacific Ocean, are volcanic. Mauna Loa, on the island of Hawaii, is the largest and most active volcano on Earth. The last time it erupted was in 1984. The Hawaiian name Mauna Loa means long mountain.
- Most European volcanoes are on the Mediterranean coast. Santorini, on the island of Thira, erupted in 1476 BC and destroyed the civilization of Crete. Vesuvius, in Italy, erupted in AD 79 burying the towns of Pompeii and Herculaneum. Mount Etna, on the island of Sicily, is the largest active volcano in Europe and one of the most active in the world. The last eruption was in May 2008.
- Eolic is the name of a group of small Italian islands to the north of Sicily. All the Eolic islands are volcanic. The eruptions of Stromboli and Vulcano created the two beautiful islands with the same names. Jules Verne is the author of the famous novel *Journey to the Centre of the Earth*. The journey begins at the volcano Snæfellsjökull in Iceland and ends at Stromboli.
- There are 35 active volcanoes in Iceland, an island in the Atlantic Ocean. Eyjafjallajökull is one of those

volcanoes. It erupted in April 2010. A large ash cloud went into the sky above Europe and planes could not fly over Britain, France, Germany, Switzerland and many other countries for about six days. There was chaos at many airports!

### Super Tour 4, Pupil's book page 13

**Activity 1:** Remind the pupils what a mind map is by drawing an example on the board.

**Activity 2:** This could be done in stages, e.g.

- 1 Groups research and decide which volcano to focus on.
- 2 Groups meet to think about their story. They can decide if they want to make a picture story like the one in the unit or simply use text.
- 3 If they decide to create a picture story, they may want to select one or more pupils to be the artist. Alternatively, they may allocate a number of frames for each member of the group. Then they begin to make a story board.
- 4 They mount the story on card. They may wish to add any additional pieces of information or pictures they have found.
- 5 They record the story and/or perform it to the class.


### STEP 2, Activity book page 8

#### 1 Write the missing words

- 1 Ask the pupils to look at the pictures and read the texts on pupil's book, page 13. Then ask them to close their pupil's book.



If necessary, play CD 1 Track 13 once more.

- 2 Ask the pupils to look at the sentences in their activity book and read them in silence. Then encourage them to write as many missing words as they can without looking at their pupil's book. Ask them how many missing words they remembered. While the pupils are working, walk around and support them.
- 3  Tell the pupils to find the words they do not remember in their pupil's book.
- 4 Correct the activity with the whole class.

**Key** 1 Pacific, 2 Thira, 3 Vulcan, 4 Mount Etna, 5 under the sea, 6 fire, 7 April 2010, 8 Stromboli, 9 island, 10 long mountain

#### Listen and read

- 1 Arrange the class into groups of three or four pupils. Ask each group to take a piece of paper and write numbers 1 to 10 in a column. Then ask them to choose a reporter for each group. Tell them that they have to find some specific information in the pupil's book text and the reporter has to write it next to the corresponding number. Give them no more than fifteen seconds to find and write each answer. If necessary, give them an example of what to do.

#### 2 Say: Find and write ...

- 1 the name of the Roman god of fire (Vulcan)
- 2 the number of volcanoes under the sea (about 80)
- 3 the name of three active volcanoes (Mauna Loa, Mount Etna, Eyjafjallajökull)
- 4 the name of Jules Verne's famous novel (Journey to the Centre of the Earth)
- 5 the name of the volcano that erupted in 1470 BC (Santorini)
- 6 the date of Mount Etna's last eruption (May 2008)
- 7 what was in the sky over Europe in April 2010 (a large ash cloud)
- 8 the country where the volcano erupted in Europe in April 2010 (Iceland)
- 9 where most European volcanoes are (on the Mediterranean coast)
- 10 what the name Mauna Loa means (long mountain)



- 3 Ask the groups at random to read their answers – one answer per group. Ask the groups to write ✓ if their answer is correct or ✗ if it is not correct.

- 4 Ask each group to say how many answers they have. Congratulate them.

### STEP 3, Activity book page 8

#### 2 Speak about the volcanoes

Refer pupils to the Learning to learn section of their activity book, page 72, where they can find a checklist to use for this activity, which specifically trains S1.

- 1 Ask the pupils to look at the map and the list of points below it. Read them to the class or invite (a) volunteer(s) to read them. Check understanding.
- 2 Focus the pupils' attention on the example in the first speech bubble. Read it aloud or ask a volunteer to read it. Ask for ideas as to how to complete the gap. If pupils need help, suggest that they look at the speech bubble below it as an example. Explain that by looking at the second speech bubble it will help them to know which information to include in the first sentence and vice versa.
- 3 Divide the class into pairs. Ask Pupil A to say the first sentence and Pupil B to do the second, and so on, for one of the volcanoes on the map. Tell the pupils that they may need to look again at page 13 in their pupil's book to find the missing information.
- 4  Ask pupils to each choose another volcano and to prepare a mini presentation about it which covers all the points listed. They then do the presentation to their partner, who checks the information.
  -  Encourage more able pupils to research more information and include it in their presentation to their partner.
- 5 Invite some pupils to do their presentation to the class.



**SKILLS TICKET**

**1 Read**

**The legend of Popocatépetl and the princess**

This legend comes from Mexico in the time when the Aztecs lived in the valley where Mexico City is today.

The Aztec Emperor Tizoc, his wife and their daughter, Princess Itzacchuatl, lived in a beautiful palace in the city of Tenochtitlan. Itza was in love with Popocatépetl, one of her father's soldiers.

One day Popocatépetl asked Tizoc for permission to marry the princess, but the emperor did not want Popocatépetl to marry his daughter. Then the emperor had an idea. He sent Popocatépetl to war with the promise of marrying Itza if he returned victorious.

Some months later, some soldiers returned to Tenochtitlan. They said that Popocatépetl was dead and that he died in battle. Itza was so sad that she died of grief.

It was not true that Popocatépetl was dead. When he returned victorious to Tenochtitlan, he was very happy. He went straight to the emperor's palace. There the emperor told him that Itza was dead. Popocatépetl went to Itza's grave and knelt at her side. The gods covered them with snow and changed them into mountains.

If someday you visit Mexico City, you will see the two beautiful volcanoes, one next to the other: Popocatépetl with Itzacchuatl lying at his side and always covered with snow.

**2 Read and answer – true or false?**

- Mexico City is now in the valley where the Aztecs once lived.
- Tizoc wanted his daughter to marry Popocatépetl.
- Tizoc promised that Popocatépetl could marry Itza if he was a good soldier in the war.
- Itza was very sad when she heard that Popocatépetl was dead and she also died.
- Popocatépetl never returned victorious.
- The emperor turned the soldier into a mountain.

**3 Super Tour 6**

- Read the text again and find the words beginning with a capital letter.
- Why are these words written with a capital letter? Write who/what they are, for example, Mexico is a country.

**SKILLS TICKET**

**1 Listen and write**

- Name: Popocatépetl
- The volcano is  active  extinct.
- Náhuatl meaning: \_\_\_\_\_
- Other information: \_\_\_\_\_
- Name: Itzacchuatl
- The volcano is  active  extinct.
- Náhuatl meaning: \_\_\_\_\_
- Other information: \_\_\_\_\_

**2 Super Tour 6**

- Use your notes from activity 1 above to write about one of the volcanoes.
- Read your information from activity 1 above to a classmate. If possible, record it and play the recording in class and at home.

**2 Use notes to answer Paola's email**

From: \_\_\_\_\_  
 Sent: \_\_\_\_\_  
 Subject: Hi there!  
 Dear Paola,  
 My name is \_\_\_\_\_

Stick photo here

**SKILLS TICKET**

**Materials overview**

1.14 1.15

**STEP 1, Activity book page 9**

**1 1.14 Listen and write**

Refer pupils to the Learning to learn section of their activity book, page 70, where they can find an activity which specifically trains L2.

- With activity books closed, explain to the pupils that they are going to read a story in their pupil's book called *The legend of Popocatépetl and the princess*, but before doing so, they are going to listen to some background information. Then ask the pupils what they think Popocatépetl is, for example: *Is Popocatépetl the name of a place? What kind of place? Is it the name of a man or a woman? Or is it the name of an object? Why?* Encourage the pupils to make guesses.
- Play CD 1 Track 14, which is about two volcanoes, and ask the pupils again: *What's Popocatépetl? Good! It's a volcano! Where's Popocatépetl? And what's Itzacchuatl?*
- Tell the pupils to open their activity book and look at the map there. Ask them to find Mexico City, both volcanoes and the oceans on each side of Mexico.
- Ask them to listen again and complete the information for each volcano.

**Key** 1 *Popocatépetl*, 2 active, 3 Smoking mountain, 4 second highest peak in Mexico, covered in snow all year round, 5 *Itzacchuatl*, 6 extinct, 7 White mountain, 8 covered in snow all year round

**1.14 Transcript**

*Popocatépetl, or Popo, is an active volcano and the second highest peak in Mexico. Popocatépetl is near Mexico City, next to the extinct volcano Itzacchuatl. Popocatépetl and Itzacchuatl are Náhuatl words meaning 'Smoking mountain' and 'White mountain'. Náhuatl is an Aztec language that some native Mexicans still speak. Both peaks, Popocatépetl and Itzacchuatl, are covered with snow the whole year round.*

**Super Tour 6, Activity book page 9**

Activity 2: You may like to use this as an activity for oral assessment.

**STEP 2, Pupil's book page 14**

**1 1.15 Read**

- With books closed, explain the meaning of the word *legend* and tell the pupils that they are going to read *The legend of Popocatépetl and the princess* and say, for example: *Now you know that Popocatépetl is the name of a volcano, but what or who do you think Popocatépetl is in the legend? Where do you think the legend takes place? What do you think is the legend about? Make a note of any suggestions on the board.*
- Say: *Let's read and find out.* Ask the pupils to open their book on page 14. Play CD 1 Track 15 while the pupils follow the text in their book. Then ask the questions in stage 1 again and refer to any of the answers on the board that the pupils gave before listening.
- Tell the pupils to read the legend in silence and find out the name of the emperor, the princess, the soldier, and the city in which they live.
- The pupils read the legend again looking for words they may not understand. Encourage them to use the context and their knowledge of L1 to work out the meaning.
- Tell the pupils to read the text again and find the parts of the text that correspond to the following: *introduction, legend and volcanoes today.*

### 1.15 Transcript

#### The legend of Popocatépetl and the princess



*This legend comes from Mexico in the time when the Aztecs lived in the valley where Mexico City is today. The Aztec Emperor Tizoc, his wife and their daughter, Princess Iztaccíhuatl, lived in a beautiful palace in the city of Tenochtitlan. Izta was in love with Popocatépetl, one of her father's soldiers.*

*One day Popocatépetl asked Tizoc for permission to marry the princess, but the emperor did not want Popocatépetl to marry his daughter. Then the emperor had an idea. He sent Popocatépetl to war with the promise of marrying Izta if he returned victorious.*

*Some months later, some soldiers returned to Tenochtitlan. They said that Popocatépetl was dead and that he died in battle. Izta was so sad that she died of grief.*


*It was not true that Popocatépetl was dead. When he returned victorious to Tenochtitlan, he was very happy. He went straight to the emperor's palace. There the emperor told him that Izta was dead. Popocatépetl went to Izta's grave and knelt at her side. The gods covered them with snow and changed them into mountains.*


*If someday you visit Mexico City, you will see the two beautiful volcanoes, one next to the other: Popocatépetl with Iztaccíhuatl lying at his side and always covered with snow.*


- 2 Ask the pupils if they remember Paola's email. Then ask them: *Who is Paola? Where does she live?*, etc.
- 3 Tell the pupils to open their pupil's book on page 5 and read Paola's email again. Give them a short time to read it and then say: *Let's write Paola an email to answer her questions.*
- 4 Ask the pupils to open their activity book and look at activity 2. Elicit some suggestions as to what the pupils could write: *What are you going to say to Paola?* Write the following prompts on the board:  
Write:
  - about you (age/hometown)
  - the answer to her first question, *Are there any volcanoes in your country?* Give information.
  - what you know about volcanoes in general
  - about the photo
  - finish the email in a friendly way.
- 5   Ask pupils to use worksheet 1.1 with their notes from the unit to help them. Then let the pupils work on their own while you walk around the class looking at what they are doing.
- 6 Finally, tell the pupils to include a picture or drawing of the place where they live. If possible, let them find the picture on the Internet, print it and stick it in their books.

### STEP 3, Pupil's book page 14

#### 2 Read and answer – true or false?


 Refer pupils to the Learning to learn section of their activity book, page 68, where they can find an activity which specifically trains R3.

- 1  Ask pupils to read the statements alongside the story and decide whether they are true or false. Let them read the story again if necessary, scanning the text quickly to find the relevant information.
- 2 Either invite volunteers to call out the answers as you read each statement, or ask the pupils to write them in their notebook and then check them as a whole class.

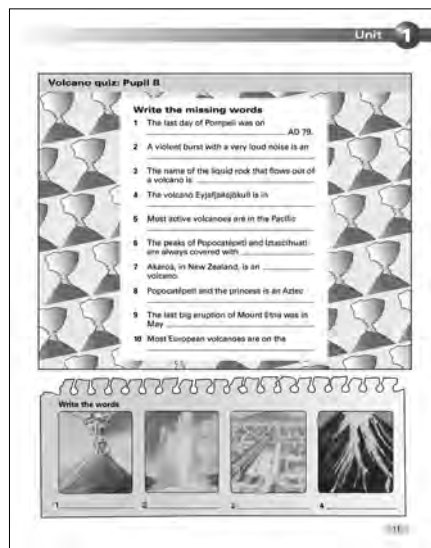
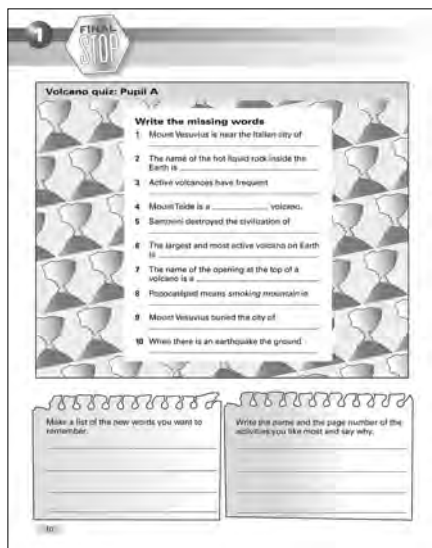
 1 true, 2 false, 3 true, 4 true, 5 false, 6 false

### STEP 4, Project task, Activity book page 9

#### 2 Use notes to answer Paola's email

 Refer pupils to the Learning to learn section of their activity book, page 73, where they can find an activity which specifically trains W1.

- 1 With books closed, ask the pupils about what they have learnt in the unit. Ask them, for example: *What do you remember about the story of the last day of Pompeii? What have you learnt about volcanoes? Did you like the legend at the end of the unit? What's the name of the legend? Which two volcanoes does it describe?*, etc. Encourage the pupils to say as much as they can.



**FINAL STOP**

**Materials overview**



**STEP 1, Activity book pages 10–11**

**Volcano quiz: Pupils A and B**

- 1 With books closed, ask some questions about the volcano facts that appear in the book. Then tell pupils to revise the story and the facts about volcanoes that appear in their pupil's book. Give them a time limit.
- 2 Tell the pupils to open their activity book on page 10. Check that pupils understand all of the sentences on pages 10 and 11. Before asking the pupils to work individually, give them an example of what to do by writing a pair of similar sentences on the board.
- 3 Arrange the class into pairs and ask them to work individually. Pupil A in each pair reads the sentences on page 10 and writes the missing words. Pupil B does the same with the sentences on page 11. Tell them that they can't look at their pupil's book to find the answers.
  - Slower learners could skim through their pupil's book if they have problems.
- 4 Give the pupils a fixed length of time and when the time is over, hand out worksheet 1.8.
- 5 Ask Pupil A in each pair to read their completed sentences. Pupil B listens and says if their partner is correct or not by looking at the answers on the worksheet. They swap roles and this time Pupil B reads their sentences and Pupil A says if they are correct or not.
- 6 Finally, ask the pupils for their results and if they found the activity easy or a bit difficult.



- A** 1 Naples, 2 magma, 3 eruptions, 4 dormant, 5 Crete, 6 Mauna Loa, 7 crater, 8 Náhuatl, 9 Pompeii, 10 shakes
- B** 1 24th August, 2 explosion, 3 lava, 4 Iceland, 5 Ocean, 6 snow, 7 extinct, 8 legend, 9 2008, 10 Mediterranean coast

**STEP 2, Activity book pages 10–11**

**Notepad round up**

- 1 Tell the pupils to look at the notepads at the bottom of pages 10 and 11 in silence. The idea of these is to make pupils reflect on what they have learnt and their learning experience.
- 2 Let each pupil write their answers and then arrange the class into pairs. Ask each pair to talk together about what they have written. They may then want to compare their notes with another pair.
- 3 Finally, ask several pupils about their answers.