Key learning outcomes: learn vocabulary for different types of communication; ask and answer about how we communicate

Key competences: learn, identify and say different types of communication; do speaking practice

Target vocabulary: advert, brochure, code, email, letter, note, postcard, radio programme, sign, text, TV programme, video call

Extension vocabulary: sign language, webcam **Print materials:** Pupil's Book p36, p71, Class

audio CD2, Workbook p28

Extra materials: a sign language alphabet poster, a real webcam or a photo of a webcam



It is a fact that, of all the words we teach in each vocabulary section, students are likely to memorize just a few. When a student has some learning difficulty, this number may be reduced. To help them, you should use pictures and labels. In this particular activity, students have to match words and pictures, which they usually do by writing the number next to each word in the box provided. However, this may not be clear enough. Ideally, you should have students label each picture, or at least, the ones corresponding to the words you want to focus on.

Warmer

Review the past continuous by asking Yes/No questions, e.g. Were you having breakfast at 6.30 this morning? Encourage students to ask questions to you and other students.

Pupil's Book



- Ask students what they remember about their recent blog projects. Read the Heroes Connect blog post as a class.
- Students work in pairs to brainsform different ways people can communicate and write them in their notebooks.
- Invite pairs to read their lists aloud to the class.

Pupil's Book



- Students read the words and phrases in the box and match each one to a photo.
- Play the audio (script on p178). Students listen and check.
- Play the audio again for the class to repeat.
 Elicit which types of communication they prefer and why.

Answers

advert, 12; brochure, 4; code, 11; email, 3; letter, 2; note, 10; postcard, 6; radio programme, 7; sign, 8; text, 1; TV programme, 9; video call, 5

3 2:35

 Play the audio (script on p178) pausing after each description. Students say the type of communication and report the key language that helped them identify it.

Answers

a 10 b 7 c 2 d 11 e 8 f 1 g 9 h 3



- Ask two students to read the speech bubbles aloud.
- Invite volunteers to use the verbs in the box to ask and answer questions using the speech bubbles as a model.
- Then have the class continue in pairs.

Support

Remind students that they can include adverbs of frequency in their answers, e.g. always, usually, often, sometimes. Say Remember to place the adverb of frequency before the verb.



 Ask the big question and give students time to think. Invite them to give their opinions and prompt the rest of the class to say whether they agree or disagree.

Extend

Go to TB p129 and PB p71 to show students how to use a PMI chart to answer this question. If you prefer, you could do this when they have finished this unit. Note that a Thinking Skills worksheet is necessary to do this activity.

Extend

Introduce the extension vocabulary (sign language, webcam) by using a sign language alphabet poster and a real webcam or photo. Show the sign language alphabet poster and ask students if they know someone who speaks using these signs. To introduce the word webcam, stick a photo of it or show a real one and ask Have you got a webcam? When do you use it?

Workbook



 Students complete the picture dictionary individually or in pairs. Play the audio (script on p178) for them to listen and check their answers.

Answers

1 postcard 2 sign 3 TV programme 4 advert 5 code 6 letter 7 radio programme 8 text 9 video call 10 brochure 11 email 12 note

 Ask What other types of programmes do you know? Invite them to talk about the things they enjoy watching online or on TV.

2

 In pairs, students take turns to choose a word/phrase from Activity 1 for their partner to spell.



 Students work individually to complete the first four definitions. They then choose two more types of communication and write definitions.

Answers

Students' own answers



 Students order the words and write the questions. Then they answer about themselves. Check as a class.

Answers

1 How often do you send emails? 2 How often do you watch TV? 3 How often do you send postcards?

Then students answer the questions about themselves

Answers

Students' own answers

Finished?

Students write four sentences saying how they usually communicate with their friends and family.

Cooler

Students work in pairs to put the types of communication in the order they use them, starting with the one they use the most.

Key learning outcomes: read about types of communication in the past; talk about the past using regular and irregular verbs

Key competences: at alk about the past using regular and irregular verbs; read and understand the blog

Target language: I/You/He/She/We/They listened to the radio/wrote letters. I/You/He/She/We/They didn't listen to the radio. Did I/you/he/she/we/they write letters? Yes, I/you/he/she/we/they did. No, I/you/he/she/we/they didn't.

Print materials: Pupil's Book p37, Class audio CD2, Workbook p29

Warmer

Divide the class into small groups. Assign one type of communication from the previous lesson to each group for them to create a word card and think of a clue for the other groups to guess. Then they come to the front and a group member reads the clue aloud, e.g. You can see it on a shop window. The rest of the class guess. (An advert.) Repeat with all the target vocabulary from Lesson 1.

Pupil's Book



- Ask the class to recall the Heroes Connect blog topic for this unit. Read the blog post from The Lucky Shamrocks aloud. Elicit what students know about Ireland.
- Play the audio (script on p178). Students listen and follow.
- Students answer the question in pairs.

Answer

11 (mobile phones, texts, letters, postcards, computers, email, Internet, video calls, phone, radio, TV)

Culture Tip

In the UK, post boxes are all red. In Ireland, they are green. The northern corner of the island is called Northern Ireland and is part of the UK. Belfast is its capital. The rest of the island is the Republic of Ireland, which is where The Lucky Shamrocks are from. The capital city is Dublin.



- Students read the sentences and find the missing words using the text in Activity 1 to help them. Remind them that the answers may be affirmative or negative. Then they compare answers with a partner.
- Students decide which verbs are regular and which are irregular. Then they underline the regular verbs in the text and circle the irregular ones. Remind students that verbs are not irregular in the negative form.

Answers

1 listened to (regular) 2 wrote (irregular)
3 played (regular); regular verbs: use, play,
want, listen, watch; irregular verbs: send, have,
write, go, make, come, be

SEN 🛟

We have explained how important it is to use colours to aid multisensory learning. In fact, teaching students to highlight specific information is a way of teaching them study techniques. You may have the class read the first text and highlight two actions Sarah's parents used to do, and proceed likewise with the other two texts. After checking their answers orally and writing the verbs on the board in two columns (regular and irregular verbs), you should practise these affirmative forms. Then have students use a different colour to highlight what the parents didn't do and proceed as above. In this way, you are working orally and helping everybody organize their learning.



 Play the audio (script on p178). Students listen and follow the sentences in the grammar tables and repeat.

- Use the grammar tables to make more sentences and questions, e.g. We didn't make video calls. Did you send letters?
- Students create their own sentences and questions in pairs.
- 4
- Students read the text again and answer the question. Explain that we only use the past simple form of the main verb in affirmative sentences. In negative sentences and questions, we use the past form of do (did) as an auxiliary.

Answer

We use the past form of *do* in the interrogative and negative forms (because it works as an auxiliary).

- 5
- Demonstrate the activity by saying a past sentence about someone in your family, e.g.
 My dad didn't send emails. Students work in pairs to talk about someone in their family.

Workbook

GRAMMVAR CONNECT

 Read the sentences. Students complete them and circle the correct option.

Answers

(first bullet) -ed, watched; (second bullet) wrote, sent, made; (third bullet) negative

- 0
- Students work individually to complete them text with the verbs in the past simple, looking back at the Pupil's Book if necessary.

Answers

1 didn't have 2 didn't write 3 wanted 4 went 5 wasn't 6 walked 7 didn't have 8 didn't make 9 sent 10 lived

- 2 2:30
- Play the audio (script on pp178-179) for students to listen and circle the correct words about Clare's grandma. Then play the audio again to check answers.

Answers

1 had 2 didn't use 3 loved 4 didn't watch 5 liked 6 writes

- 3
- Ask two students to read the speech bubbles aloud. Students work individually to write the questions. Then they ask and answer the questions in groups of three.

Answers

1 Did you send a text to a friend yesterday? 2 Did you write a letter yesterday? 3 Did you watch an advert yesterday? 4 Did you make a video call yesterday? 5 Did you send an email yesterday?; Students' own answers

Support

Students who need more support can refer to the grammar tables on p37 of the Pupil's Book as they do the activity.

- 4
- Students write sentences based on the answers in Activity 3. They read some of them aloud to the class.

Answers

Students' own answers

Finished?

 Students write five sentences about what they did yesterday.

Cooler

Ask students to create a 3x2 grid template and complete each box with a type of communication. Then, play *Bingo*.



Key learning outcome: read, discuss and think about a historical story

Key competences: discuss and give a personal response to the story; learn about communication in the past; predict story content; listen, read and understand the story story vocabulary: broke, cable, company, connected, electricity, heavy, invent, inventor, Morse code, radio waves, sounds, success, telegraph

Story language: made their homes, took more than ten days, it sent sounds, each letter had ..., one ship went to Ireland, the cable broke, put the message on a ship

Print materials: Pupil's Book pp38-39, Class

audio CD2, Workbook p30

Digital materials: Pupil's Book eBook

Warmer

Write yesterday, last weekend, this morning on the board. Ask students to think of three sentences about themselves with those time references. Give an example, e.g. Yesterday I played basketball. Students share their information with a partner. Invite some students to share what they did with the class.

Pupil's Book



- Read the blog posts as a class. Then read the first question and ask the class to answer.
 Encourage them to say why.
- Repeat the procedure with the other two questions. Don't confirm anything at this point.

Answers

1 Students' own answers 2 a historical story 3 Students could choose Samuel Morse or Cyrus Field.

Support

It is worth finding out how much work students have done on this topic in their science class. Some students may know about electricity running down cables and the Morse code already. If so, they can help explain the story.

Pupil's Book eBook

 You may wish to present the story by using the Pupil's Book eBook.

Pupil's Book



- Play the story audio (script on p179). Ask the class to look at the story frames and follow the story.
- At the end of the story, ask the class the questions in Activity 1 again. Check the meaning of 'historical story'.



- Students read the questions and work in pairs to find the answers. They can do this orally or write the answers in their notebooks.
- Check the answers as a class.

Answers

I They sent messages on a ship. 2 Samuel Morse invented the telegraph. 3 Cyrus Field wanted people to communicate by telegraph between Europe and North America. 4 The cable connected Canada and Ireland. 5 Text messages travel through radio waves, not cables.

SEN 🛟

Some students may find this page rather full of information. You should help them discover strategies to cope with inputs like this. One of them is to train them to focus on one part at a time. In the SEN accommodation provided, there is a reading comprehension activity that involves cutting out the different sentences and laying them next to/below the corresponding part of the text so as to choose the correct option. Once they have done this, you should correct the answers orally and have students glue the sentences in their notebooks.

By allowing the class to work both with the Pupil's Book and the sentences, we are helping them avoid the effort it requires to look up, down, to the right and to the left once and again, which often leads to inattentiveness.

Answers

1 the telegraph 2 to communicate between Europe and North America 3 two ships to connect the cables 4 sent the first messages between Europe and North America



 Read and discuss the questions as a class.
 Encourage students to explain the reasons for their answers.

Answers

Students' own answers



 Draw students' attention to the Morse code key. Play the audio (script on p179). Check the answer.

Answer

Hello

 Students take turns to make words using Morse code for their partner to guess.

Workbook



- Invite different students to read the questions aloud. Then have students work individually or in pairs to write the answers.
- Check the answers as a class.

Suggested answers

1 They use mobile phones and computers. 2 It was a machine which sent and received messages using electricity. 3 The letter o is three long sounds in Morse code. 4 It took 14 hours. 5-6 Students' own answers



• Read the first sentence aloud. Ask students which verb in the box completes the sentence. Students work individually to complete the remaining sentences with the verbs in the past simple. Then they check their answers with a partner.

Answers

1 invented 2 made 3 broke 4 arrived 5 sent

Extend

Divide the class into groups of four or five. Ask them to act out the story of the race to send messages. Encourage them to be creative and original as they do their role-play.



- Read the prompts in the story review aloud and invite different students to provide the missing information.
- Students work individually to complete the story review. Then they read it aloud to a partner or to the class.
- Encourage students to tell people at home the main events of the story.

Suggested answers

The race to send messages; Samuel Morse and Cyrus Field; the USA and the Atlantic Ocean; communication between Europe and the USA many years ago; Students' own answers

Finished?

 Students choose four words from the story and write simple definitions in their notebooks.

Cooler

Ask students to prepare some English words in Morse code. Ask some of them to sound them out by knocking on the desk or by making 'beep' sounds. Encourage students to use words from the story.



Grammar and pronunciation

Key learning outcomes: read a dialogue and identify questions in the past; ask and answer using question words in the past simple **Key competences:** ask and answer using question words in the past simple; imple; im and understand the dialogue, sing the song Target language: Where did you go? When did you go? What did you see? Why did you go? Who did you go with? How did you get there? **Pronunciation:** intonation: When did you go?

Did you go by train?

Print materials: Pupil's Book p40, p79, Class

audio CD2, Workbook p31

Warmer

In pairs, students write down ten important words from the story in Lesson 3. Elicit some of the words and the reasons why they are important in the story.

Pupil's Book



- Ask the class to describe the photos. Ask Why is Sophie surprised by the photo?
- Play the audio (script on p179) for students to listen and follow. Elicit the answer.

Answer

The computer is very big but it is called The Baby.



Students underline the Wh-questions in Activity 1. They answer the question as a class.

Answers

When, Who, What, Why

SEN 2

Pair work offers students the chance to share and learn from their partners. However, those with special needs may only take advantage of this if they are allowed to work with a partner they choose, one they get along with and one that understands their strengths and weaknesses. Some others may prefer to work individually although they may need more time to do an activity.

In practical terms, you may allow for both strategies. Some students may work in pairs while others may work individually. What is important is that all the class should have the opportunity to work on the meaning of the Wh-words. Ask them to highlight or underline the key words that answer the Wh-questions, e.g. When ...? Last summer. Writing on the page gives students the sense that the book is actually theirs. Besides, we have already mentioned how important colours are as part of the development of study strategies. This tip puts both things together.



- Play the audio (script on p179). Students follow the questions in the grammar table and repeat.
- Use the table to ask one student a question, e.g. Where did you go at the weekend? Then ask the class the same question about the student, e.g. Where did (Jaime) go at the weekend? Ask a student to answer.
- Students then ask and answer similar questions about themselves in pairs.



Read the question as a class. Encourage students to circle the correct option.

Answer

We use the past form of do (or did).



- Look at the questions and arrows with the class. Explain that they are going to practise their intonation. Ask **What do you think the** arrows show?
- Play the audio (script on p179). Students listen and repeat each stage.

Answer

The arrows show intonation going up or down.



- Ask two students to read the text in the speech bubbles aloud.
- In pairs, students ask and answer questions about an interesting place they visited. They then swap roles.

 When they have finished, have different students ask third person questions to one pair, e.g. Where did (Jaime) go? You can do this as a class activity or in groups of four.



- Go to the Song Bank on Pupil's Book p79.
 Play the song (script on p179) for students to listen and follow.
- Play it again. Students read and sing along.
 Once students are familiar with the song, you may wish to use the karaoke version.
- Ask the class In the song, what does 'Communication is a two-way street' mean? Why is it important to listen carefully to other people?

Workbook

GRAMMVAR CONNECT

• Students read and complete with the missing information.

Answers

(first bullet, in any order) Who, When, What, Why, Where, How; (second bullet) did



 Students write the questions using the prompts. Check as a class. Students look at the conversation on Pupil's Book p40 and write the answers.

Answers

1 Where did Jack go? He went to the Museum of Science and Industry in Manchester. 2 Who did Jack go with? He went with his grandad and his sister. 3 What did Jack see? He saw one of the first computers. 4 When did Jack go? He went last summer.



 Play the audio (script on p179) for students to listen, read and look at the arrows in the example. Check understanding of the intonation. Play the audio again for students to draw the remaining arrows.

Answers

1 How did you get there?

I went by train.

2 Why did you go?

I went because my grandma lives there.

3 Did you go to the beach? No, I didn't.

4 What did you do? I had an ice cream.

5 Did you go with your brother? Yes, I did.



 Students write questions about last Saturday using the prompts. They write the answers about themselves and then ask and answer the questions in pairs.

Answers

1 Where did you go? 2 What did you do? 3 How did you get there? 4 Who did you go with?; Students' own answers

Finished?

 Students think of the messages people used to send when the telegraph was invented and write two example messages.

Cooler

Play a chain question game. One student says a past simple question for the next student to answer. Repeat around the class.

Critical thinking: thinking about different points of view

Key learning outcomes: learn to think about other points of view; act out what other people think or feel

Key competences: ■ learn to think about other points of view; □ act out what other people think or feel

Useful language: I think the best (film) is ... because ... For me, the best (book) is ... What about you? I love .../I like ... What do you like/think?

Print materials: Pupil's Book p41, Class audio

CD3, Workbook p32

Digital materials: Pupil's Book eBook

Extra materials: cards labelled as the hats in

Activity 3 (SEN tip)

Warmer

Practise the language from the previous lesson. Mime sitting in a cinema watching a film, eating popcorn. Ask **Where did I go yesterday?** Students answer. (You went to the cinema.) Then they ask more past simple questions, e.g. What did you see/watch? Students continue the activity in pairs.

Pupil's Book



 Ask the class the questions. Discuss with the class if it is a good thing that people like and do different things. Ask students if they know anyone who likes the same things they do.

Pupil's Book eBook

 You may wish to present the life skills story by using the Pupil's Book eBook.

Pupil's Book



- Play the audio (script on pp179–180).
 Students listen and follow the photo story.
- Prompt the class to say who Sophie and Charlie imagine they are.
- Ask students if they can say what the message of the story is (thinking about different points of view).

Read the tips with the class, explaining any
if necessary. Encourage the class to think of
other tips for thinking about different points of
view. Remember you may need to allow some
use of the students' own language.

Answer

Sophie imagines she is a 4-year-old. Charlie imagines he is a grandparent.



- Read the instruction aloud. Invite volunteers to read aloud the four categories and the four headings in the hats. Focus students' attention on the Useful language box and model the phrases.
- Use the first category as an example and say Imagine you are a 4-year-old. What's the best film for you? Do another example with the class if you feel students need more support.
- Students work in small groups and talk to each other about their choices.
- Invite some groups to have their discussions in front of the class. Encourage them to use the useful language where possible.

SEN 🛟

Some students may find it hard to work in groups, others may not feel comfortable speaking in front of their partners and some may find it difficult to deal with abstract or imaginary situations. In this particular activity, the idea is to discuss different options considering the age factor. To avoid exposing students with particular needs, you may:

- Allow those who don't want to talk to just watch, bearing in mind that some students learn just from watching and listening, without taking a very active role.
- Invite them to just take the *I'm me*. hat, which would make the task easier.
- Give out the hat cards for students with specific needs to coordinate the task and say, e.g. Imagine you are ..., what is your best breakfast? In this way, they would feel proud of their role and more in control, but not forced to think of ideas they would need more time for.

Life skills Tip 🛟



Critical thinking: thinking about different points of view

Encourage the class to think about how to put this skill into practice. Ask **Do you have to use** this skill? When do you have to think about different points of view? Can you think of some examples?



Read and answer the questions as a class.

Answers

Students' own answers

Extend

Ask students to keep a page in their notebooks to make notes about this skill. Say When you realize you have to think of another person's views and opinions, make a note in your notebook. Students can then share their experiences after a week.

Workbook



- Look at the table as a class. Ask Who thinks the best game is chess?
- Play the audio (script on p180). Students listen and write the answers. Play the audio again to check the answers.

Answers

The best game (left to right): football, chess, tennis, football The best place in town (left to right): park, ice cream shop, sports centre, café



Students complete the sentences with their own ideas. Make sure they understand they need to give reasons, too.

Answers

Students' own answers

 Look at the table as a class. In groups of four, students take turns to say which they think is the best sport and food, and complete the table. When they have finished, the groups compare their ideas.

Answers

Students' own answers

Finished?

Students think of the perfect holiday for the four different people and say how different they are. Students can work individually or in pairs.

Coole

To finish the lesson, ask students to think of different categories that haven't been covered in the lesson. Take a vote on the most popular one and ask students to think what their partner may say about it. Then ask students to share their thoughts and see if their predictions were right or wrong.



Integrated skills Reading and listening

Key learning outcomes: read a news article; learn six phrases about computers; listen and identify information

Key competences: identify and say phrases about computers; learn about computers and coding; investigate Ireland; listen and identify information; read a news article

Target vocabulary: connect to the wifi, design a game, log on, open a file, search the Internet, write code

Extension vocabulary: *log out, scroll down* **Print materials:** Pupil's Book p42, Class audio CD3, Workbook p33

Warmer

Ask the class **Do you know how computer** games are made? What do you need to write them? Encourage the class to discuss and share information. Then invite a student to read the blog post from The Lucky Shamrocks aloud.

Pupil's Book

Stage 1 Reading

- Read the questions as a class.
- Students look at the photos and the text quickly to answer the questions. Then they report the answers.

Answers

1 The article is about coding clubs in Ireland and the person who started them, James Whelton, 2 on the Internet

SEN 🟥

Although most students are well aware of coding and its meaning, it would be great to make this lesson more practical. You may first read some easy introduction to coding yourself (the practice of writing computer programs) and then try some of the activities in https://childhood101.com/coding-for-kids/ (retrieved in November 2019).

This will be fun and memorable. It will also become a meaningful introduction to the text as it will be interactive, and students with learning difficulties usually find technology very useful. Specifically, students on the autism spectrum may be willing to give a special class on the matter as they are often keen on such topics.

2 (1)

- Read the Reading tip as a class before playing the audio (script on p180). Students listen and follow.
- Check understanding. Then ask different students if they are interested in joining a coding club. Encourage students to justify their answers.

3 (1)

- Focus students' attention on the first picture.
 Explain that the missing verb in each phrase is in the text. Ask students to find the correct verb from the yellow words in the text (connect).
 Then students work in pairs to find the other five missing verbs.
- Play the audio (script on p180) for students to listen and check their answers.
- Play the audio again. Students listen and repeat the words.

Answers

1 connect 2 design 3 write 4 open 5 search 6 log

4 Stage 2 Listening 3:05

- Look at the table as a class. Ask What activity
 do they do at 11.00? Explain that students
 are going to hear information about all the
 activities and they will have to complete
 the table with the requested information.
- Play the audio (script on p180). Students listen and complete the table with the missing information.
- Play the audio again to check answers.

Answers

1 football 2 red room 3 blue room 4 £2 5 computer coding 6 14:00 7 dancing 8 free

Extend

Introduce the extension vocabulary by giving definitions (log out: to finish using a computer system; scroll down: to move down the screen, e.g. when using a smartphone) Ask What do you usually log out from? What do you use to scroll down in a computer? (a mouse) And in a mobile? (no devices, just our fingers)

Workbook



 Invite a confident student to read aloud and complete the information for the first instruction. Then students work individually or in pairs to complete the rest of the sentences.

Answers

1 log 2 connect 3 open 4 design 5 write 6 search



 Read the first question aloud. Highlight the word that is necessary to make a question is the past (did). Then students work individually to write the other questions.

Answers

1 Where did he start the coding club? 2 How old was he? 3 Why did he start a coding club? 4 Who did he meet? 5 What did they do? 6 What did they call the clubs?

Support

You may need to support students with these past simple questions. Note that question 2 is a common question but it is different because it uses the verb be.



Read the instructions/questions about Ireland aloud and focus students' attention on the Digital tip. If you prefer to do the activity in the classroom, visit a geography website like www.nationalgeographic.org/education (retrieved in October 2019) to bring national geographic resources to the classroom. Work as a class to find the answers.

Answers

1 three vertical stripes: green, white and orange 2 It's a green clover plant with three leaves. It's a symbol of Ireland. 3 Possible answers: Bono (rock singer), Oscar Wilde (writer), Pierce Brosnan (actor) 4 Possible answers: hurling, Gaelic football, rugby

Finished?

 Students read the news article again and write the three most interesting facts in their notebooks.

Cooler

Brainstorm what students know about coding. Ask **What did you know before the lesson? What do you know now after the lesson?**Write students' ideas on the board.



Integrated skills Writing and speaking

Key learning outcomes: read and write a news article for a school newsletter; present your news article to the class

Key competences: \square write a news article;

do a presentation

Language: champion, receive a prize, trophy,

past simple questions

Print materials: Pupil's Book p43, Class audio

CD3, Workbook p34

Extra materials: a school newsletter

Warmer

Write the six verb phrases from Lesson 6 on the board and invite volunteers to make sentences about themselves using these verbs, e.g. I connect to the wifi when I'm at home.

Pupil's Book

5 Stage 3 Writing 3:06

- Invite a student to read the blog post from Heroes Connect aloud. Look at the heading of the article and elicit the meaning of 'champion'. Students think why Jack could be a champion and give ideas.
- Play the audio (script on p180) for students to listen and follow.
- Invite the class to identify what is happening in the photo and ask What did Jack do?

Answer

Jack won a trophy for designing a computer game called *Wonder Words*.

- 6
- Explain that news articles give important information about an event. Read the questions with the class. Students work individually or in pairs to find where the answers to the questions are.
- Check the answers with the class.

Answers

1 paragraph 1 2 paragraph 1 3 paragraph 1 4 paragraph 2 5 paragraph 2 6 paragraph 5



- Read the Writing tip as a class. Ask students
 to give example questions with these question
 words. Encourage students to continue to ask
 themselves Wh- questions as they write the
 article.
- Students plan and write a news article following the steps in the Workbook p34.

SEN 🛟

Written production is a challenge in itself, especially when dealing with SEN students. Those who find it hard to concentrate, as well as those with language disorders will certainly find this activity too hard. You may help them by monitoring their work closely, focusing on the writing process, which is clearly not easy in large classes. Alternatively, you may use the SEN accommodation provided, which contains an article about a music event for them to complete. In this way, you can scaffold their work.

Answers

Students' own answers

8 Stage 4 Speaking

- Invite a student to read the speech bubble and the Presentation tip aloud.
- Pairs of students then take turns to present their article to the class. Encourage some of them to follow the idea in the tip and present it as a TV news programme.

Extend

Turn the activity into a joint class project. Students could put together a whole news magazine with real news information about the school. Alternatively, they could put together their articles into a TV programme which you could record and play back to them.

Workbook



 Read the instructions and prompts as a class. Students work in pairs to brainstorm ideas about the things they can write about for a school newsletter.

Support

If students need more support, bring in an example of a school newsletter. Ask **What kinds of articles can you find in it?**

2

 Students work together to write questions that they would like to answer in their article. They make notes for the answers. Let students know that they don't need to write full sentences.

3

- Read the Writing tip and the WOW! idea as a class.
- Students write their news articles in class or at home. They can keep the Pupil's Book open on p43 as they work. The article on this page is a model for their writing.

Tip

If students are going to present their news article as a TV programme to the class, ask them to think about how to do this.

Ask **Would you do it as an interview?**

4

 Organize the class into pairs. Each student reads their partner's article. Then they ask each other the three questions in order to receive feedback on their work.

Finished?

 Students answer the questions for their partner's news article.

Cooler

Ask the class to work in pairs and think of three things they have learnt in today's lesson. Invite them to share this information with the rest of the class.

Extend

You could now do the following lessons from the Workbook: Grammar Reinforcement and Extension on pp66–67, Extra Reading 2 on pp74–75, Study Skills 4 on p83, Exam Practice activities on pp86–91.



Key learning outcome: review the vocabulary

and grammar from the unit

Key competences: review, assess and plan students' own learning

Print materials: Pupil's Book p44, Class audio CD3, Workbook p35

Pupil's Book



 Play the audio (script on p180). Students look, listen and number the type of communication each time. Then ask Which ones aren't mentioned?

Answers

1 d 2 h 3 e 4 g 5 b postcard 6 c 7 f 8 l; not mentioned: a, i, j, k

- 2
- In pairs, students take turns to describe a photo from Activity 1 and play a definitions game using the prompts.
- 3
- Read the speech bubbles aloud. Students look at the notes for 30 seconds. Then they take turns to ask questions and to close their books and answer.

SEN 🛟

Students with attention issues find it hard to remember information, especially if it is not meaningful to them. One way of solving this is by asking them to make cards with information that is more generic, e.g.

John – a farm – photos of animals – family Anna – sports centre – football – friends

4 3:08

- Students read the dialogue and predict the missing words.
- Play the audio (script on p180) for students to listen and check before practising the dialogue in pairs.

Answers

1 did 2 made 3 did 4 sent 5 wrote 6 didn't

Workbook



• Students match the words in the box to make phrases from Unit 4.

Answers

(in any order) 1 design a game 2 open a file 3 search the Internet 4 connect to the wifi 5 log on 6 write code

- 2
- Students look at the photo and write questions and answers.

Answers

Students' own answers

- 3
- Students read the answers and write questions about Sarah. Focus their attention on the underlined parts of the sentences.

Answers

1 Where did Sarah go? 2 What did she see? 3 Who did she go with? 4 How did she get there? 5 Why did she go there?

- 4 (1)) 3:09
- Play the audio (script on p180) pausing after each question for students to discuss and circle the correct answers.
- 5 (1) 3:10
- Play the audio (script on p180) to check.

Answers

1 a 2 b 3 a 4 c 5 c 6 b

- 6
- Students reflect about their learning individually and complete the sentences before sharing their thoughts with a partner.

Tell people at home about your favourite activity in Unit 4.

 Encourage students to show their work to people at home. **Key learning outcomes:** watch and understand a video about a film studio; practise describing animals

Key competences: practise describing animals; watch and understand a video

Language: bright space, cameraman, film maker, record a voiceover, top tips, TV studio, voiceovers; Here is an (unusual) animal. It's a very (scary) animal. Now it's (climbing through the trees). Can you see (the colour of its tail)?

Print materials: Pupil's Book p45 **Digital materials:** Pupil's Book eBook

Pupil's Book and Pupil's Book eBook



- Read the questions as a class. Students look at the photos in pairs and work together to answer the questions.
- Ask students to share their ideas with the class but don't confirm anything at this point.

Answers

1 A mobile, a camera, a tablet and a computer. The Heroes Connect use smartphones, tablets and webcams to make their vlogs. 2 The vlog is about how to make films.

2

 Go to the Pupil's Book eBook and play the video (script on p181). Stop before the children go to the film studio. Check answers.

3

- Read the sentences and the verbs in the box as a class. Play the whole video for students to complete the sentences with the past simple.
- Check answers as a class.

Answers

1 arrived 2 went 3 met 4 filmed 5 found out 6 asked

Tip

Talk about different ways of making a film.
Ask **Do you know what a green screen is and how it works?** Tell students there are
many apps they can use to record themselves
in front of different backgrounds.



 Read the sentences as a class. Students then work individually or in pairs to decide which sentences are true and which are false. They correct the false sentences.

Answers

1 false (Michael gives four top tips.) 2 false (The window should be behind the camera) 3 true 4 false (The most important thing is to have fun.) 5 false (Michael watched a lot of TV.)



- Explain that students are going to imagine that they are doing the voiceover for a nature programme, just like Charlie does in the vlog.
- Focus students' attention on the Talk time box. Then ask a student to do an example with you.
- Students work in pairs to describe different animals.

SEN

Students on the autism spectrum usually speak in a monotone, without expressive tones. They should not be exposed to an activity like this one unless you are sure they can cope with it. If that is not the case, give them a few minutes to write what they would like to say and have somebody else read it to the class. Alternatively, give the whole class a few minutes to write the answer to the task and have different students read somebody else's production. In this way, students with specific needs will have time to think and write before speaking. However, it is advisable to monitor this activity in a more personalized way as they may be subject to bullying when they read aloud or speak in public.

6

 Students discuss the question in pairs explaining what their favourite part of the vlog is.