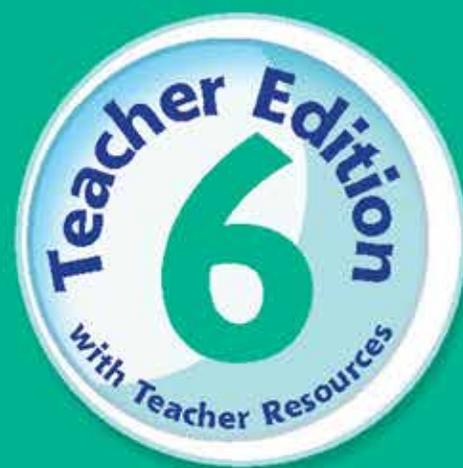


Story Central PLUS



 macmillan
education

Viv Lambert
Mo Choy



The children will:

- use critical thinking skills to identify technology and Internet vocabulary.
- talk about and focus on past events using the past passive.
- read and understand a modern detective story about a stolen painting.
- talk about how to use the Internet.
- ask and answer questions using the past passive.
- identify and use vocabulary for socializing online.
- find out about online safety.
- write a text poem or micro story.

Key Vocabulary

Technology and the Internet: click, connect, key in, network, password, settings, smartphone, social networking, website

Socializing online: blog, logged in, go viral, post, search online, share, socializing, upload, video

Key Grammar

Past passive

- The video was watched at 9:00 a.m.
- The pictures were taken by people all over the world.

Past passive questions

- Who were they written by?
- Who was it stolen by?
- Was it changed?
- Were they saved?

Reading Skills

Story: *The Stolen Painting*

Genre: modern detective story

Literacy Development

- use reading skills to understand and predict content
- relate story theme to personal experience
- use abbreviated text language

Functional Language

- That's a cool picture!
- Thanks! It was taken on vacation last year.
- Who took it?
- Oh, I took it myself!

Spelling

Words with *sh* sound
(*sh, ti, ci*)

**CLIL: Social sciences—
Online safety**

The children find out how to be safe when using cell phones, email, and the Internet.



Competency Focus

The children will:



use critical thinking skills to deduce the meaning of new vocabulary. (Lesson 1)

predict the content of a story. (Lesson 3)



activate new vocabulary and apply new grammar knowledge. (Lesson 2)

apply new grammar rules in a familiar context. (Lesson 5)



work in pairs to talk about their pictures. (Lesson 3)

work in pairs to talk about how they use the Internet. (Lesson 6)



relate the story and story theme to their personal experience. (Lesson 4)

invent and write a poem or a micro story. (Lesson 8)

evaluate their own progress in the



chapter. (Review) develop an understanding of online safety by carrying out research. (Lesson 7)

Digital Overview

Teacher Presentation

Student eBook and Digital Activity Book

- Music Video 8.1 (8.2): *Text Poetry*
- Interactive versions of AB activities
- Integrated audio and answer key for all activities

Teacher resources for planning, lesson delivery, and homework

Teacher Resource Center

- Class Planner Chapter 8
- Worksheets to print out (including notes and answers):
 - Grammar Worksheet 8A: Past passive
 - Grammar Worksheet 8B: Past passive questions
 - Phonics Worksheet 8
 - CLIL Graphic Organizer 8
 - Writing Template 8
 - Test Chapter 8
- Test Generator
- Literacy Handbook

Watch the Music Video



Children's resources for consolidation and practice at home

Student eBook

- Music Video 8.1 (8.2): *Text Poetry*

The Inks Student's App

Vocabulary games: Technology/the Internet and Socializing online

Vocabulary

Lesson objectives: identify and use technology and Internet vocabulary

Key vocabulary: click, connect, key in, network, password, settings, smartphone, social networking, website

Materials: Track 8.1

1 Listen and number the screens in order.

2 Listen again and write the words next to the clues.

1 A phone you use like a computer
 2 To get on the Internet
 3 The controls and options for your phone
 4 To touch quickly with your finger

5 Your phone uses this to communicate with the Internet
 6 To type the letters
 7 This is your secret word
 8 It's a page on the Internet
 9 That's how I chat to my friends online

smartphone connect network
 key in password social networking
 website click settings

Girl 2: OK, turn it on. That's the blue button at the right of the screen. Now you're on your Networks screen. Choose a network—look, these names on the list here. Your phone uses this to communicate with the Internet. When you've chosen your network, key in the password. Yes, type the letters for your secret word here. That's it! Now you can look at the Internet. Which website are you looking for? Which page on the Internet do you want?

Girl 1: My social networking site. That's how I chat to my classmates online. Look, I can send you a message.

Girl 2: But I'm sitting here. You can chat to me now!

Answers

SafeFriendNet social networking site 6, Password 5, Wifi 3, Settings 2, Home screen (with icons) 1, Networks 4

2 Listen again and write the words next to the clues.

- Play Track 8.1 again. The children listen and write the word described in each clue, using the words supplied.
- Elicit answers.

Answers

1 smartphone 2 connect 3 settings 4 click 5 network 6 key in 7 password 8 website 9 social networking

Optional activity: One long sentence

Have the children work in pairs to write one sentence which includes as many of the vocabulary items from the Activity 2 box as possible. Remind the children that they need to use conjunctions like *and*, *but*, *so*, *because*, etc. Have pairs read their sentences out.

Warmer: Brainstorm technology

Have the children work with a friend to remember all the things they use regularly that can be called technology. They write a list. Elicit answers, asking children to write each item on the board. When all answers have been given, ask which pair found the most items.

1 Listen and number the screens in order.

- Have the children look at the pictures. Ask *What can you see on each screen?*
- Play Track 8.1 and have the children number the screens in the order they hear them.
- Elicit answers.

Audioscript

Girl 1: I have this new cell phone, but I don't know how to use it.

Girl 2: Oh, it's a smartphone! You can use it like a computer and connect to the Internet. Look on your Home screen first. Go to Settings—these are like the controls and options for your phone. This is where you can turn things on and off. It's this symbol here. When you go into Settings, click on Wifi—just touch it quickly with your finger.

Girl 1: OK. It says "off" on the Wifi screen.

Cooler: Play "Disappearing Words"

Play the game with words from the lesson (see Games Bank p. 19).

Competency Focus

Think! Critical Thinking

The children use critical thinking skills to understand the new vocabulary by using visual clues and processing the written and spoken forms.

1 Complete the puzzle. Then write the hidden word.

network smartphone social password networking connect click

1 and 3 2 4
 3 5 6 7
 Hidden word:

2 Circle.

Hi Matt,
 I've just got a new **1** smartphone / password for my birthday. I can **2** connect to / key in the Internet faster now. First, I go to **3** settings / social networking where there are a lot of different options and then I **4** network / click on Wi-Fi. My favorite places to visit are the social networking **5** passwords / websites.

Any

3 What great things can you do on a smartphone? Talk to a friend.

I listen to music on my smartphone. I download apps from the internet.

4 Choose a way to categorize the new words in your notebook.

1 Complete the puzzle. Then write the hidden word.

The children complete the puzzle using the picture prompts. They identify and write the hidden word shown on the colored squares. Elicit answers.

Answers

1 & 3 social networking 2 connect 4 smartphone 5 click 6 network 7 password
 Hidden word: settings

2 Circle.

The children complete the text by circling the correct option from the two given each time. Elicit answers.

Answers

1 smartphone 2 connect to 3 settings 4 click 5 websites

3 What great things can you do on a smartphone? Talk to a friend.

The children discuss in pairs the different things you can do on a smartphone. Elicit ideas.

4 Choose a way to categorize the new words in your notebook.

Brainstorm appropriate categories, e.g. *nouns/verbs, I do/I don't do, do at home/do in class*. The children choose the best categories for them and list the words in their notebook.

Answers

Children's own answers.

Digital Resources

Student eBook • Have children use *Highlighter* to identify the nouns and *Pen* to circle the verbs in the word bank in SB Activity 2.

Grammar

Lesson objectives: talk about events using the past passive

Key grammar: past passive

Secondary language: review, upload

Materials: Grammar Worksheet 8A [TRC printout] (optional)

Lesson 2

1 Read. What is SafeFriendNet?

Great Clicks Website Reviews

This week, the social networking site, SafeFriendNet, was reviewed by our testers. Let's see what they found ...

SafeFriendNet was created by four moms who wanted somewhere safe online for their children to connect with friends and share information. The website was started three years ago. It already has more than 5,000 members, or "friends." It was designed to be colorful and fun, and easy to use. SafeFriendNet was voted the world's best social networking site for kids last year.

782 photos were uploaded in the past two days. The website was viewed on smartphones by 963 people.

• **Interesting network facts!**
The top video wasn't played by anyone in Italy. The website wasn't viewed on smartphones by 272 people — they used their laptops.

• **Last week's network numbers:**
The top video was played by 987 people in the USA. 4,562 new connections were made between friends. 324 new passwords were created. The top post was liked by 549 people.

2 Find the answers to the questions in the text.

1 Did the website start a long time ago? *The website was started three years ago.*

2 Did people vote for the website?

3 Did people in Italy play the top video?

4 Did people view the website on smartphones?

5 Did people upload photos on the website?

6 Did people play the top video?

3 Make sentences about SafeFriendNet.

liked created made
uploaded viewed played

A: Tell me about the number of passwords.
B: 324 new passwords were created.

Grammar Central

Past passive
The video watched at 9:00 a.m.
The pictures taken by people all over the world.

Grammar Booster on page 116

Warmer: What happened?

Elicit a variety of different things, verbs, and people and write these on the board, e.g. *walk, write, movie, song, doctor, actor*, etc. Then ask the children to think of sentences using this information and the present passive. They do not have to be true sentences, e.g. *Songs are written by doctors!*

1 Read. What is SafeFriendNet?

- Have the children look at the image. Ask what they think it shows.
- Have the children read the text and find the answer to the question.
- Ask *What is SafeFriendNet? (a social networking site)*

2 Find the answers to the questions in the text.

- Have the children scan the text and find the location of the information that gives the first two answers. (*lines 6–7, 10–11*)
- The children write answers to the questions using the past passive.
- Elicit answers.

Answers

1 The website was started three years ago. 2 It was voted the world's best social networking site for kids (last year). 3 The top video wasn't played by anyone in Italy. 4 The website was viewed on smartphones by 963 people. 5 782 photos were uploaded in the past two days. 6 The top video was played by 987 people in the USA.

Grammar Central

Past passive

Have the children complete the grammar examples. Elicit answers. Elicit why the past passive is used. (*to focus on a past action and not on who did the action*) The children write further examples in their notebook. For extra practice, try the **Grammar Booster** section in the Student Book (p. 116).

Grammar Central Answers: was, were

Answers: p. 116

Activity 1: 1 was written 2 wasn't designed 3 were made 4 was stolen

Activity 2: 1 was asked to design the costumes 2 were made by a team of people. 3 was finished on Thursday. 4 was invited to go rock climbing (by her friends). 5 were explained very carefully (by the instructor). 6 was taken at four o'clock.

3 Make sentences about SafeFriendNet.

- Have two children read out the example. Then the children work in pairs using the prompts supplied.
- Have children make questions for the class and challenge the class to answer with their books closed.

Optional activity: Listen and write

Choose three key sentences from the text which use a past passive. Say them aloud twice. Have the children close their eyes and listen. Say the sentences again for the children to note down key words only. Then have them rewrite the sentences in small groups. Dictate the sentences and have different children write them, a word at a time, on the board. The groups check their answers.

Lesson 2

1 Unscramble the sentences. Then say something else about the website using the past passive.

1 adults / / for / It / designed / wasn't

2 of / photos / shared / were / website / the / / A lot / on

3 the / kids / / loved / jokes / were / funny / The / by

4 was / countries / / website / other / in / copied / The

2 Complete.

1 The movie watch by nine million people.

2 Her new songs not review in the music magazine.

3 The girl and her dog vote the winners in the talent contest.

4 The first smartphone not make until 1992.

5 The password use by a thief.

3 Write your review of the new website "Fizz!"

Fizz! — connecting you to friends! For Kids Only!

Who created Fizz!? School kids ... like you!

Who designed it? Art students.

What's good about it? The videos. Fizz! friends loved them!

Who reviewed it? Adults, of course. They had to check it was OK.

Fizz! was by school kids.

It by kids. It by adults.

The website

The home videos

What information do people want in a review?

1 Unscramble the sentences. Then say something else about the website using the past passive.

The children write out the sentences correctly. Elicit answers. Then they make up more statements about the website described in the sentences using the past passive. Elicit ideas.

Answers

1 It wasn't designed for adults. 2 A lot of photos were shared on the website. 3 The funny jokes were loved by the kids. 4 The website was copied in other countries.

2 Complete.

The children complete the sentences by writing the past passive form of the verb prompts given. Elicit answers.

Answers

1 was watched 2 weren't reviewed 3 were voted 4 wasn't made 5 was used

3 Write your review of the new website "Fizz!"

The children write a review of the new website "Fizz!" using the prompts supplied. Then they compare with a friend. Elicit responses. Ask *What information do people want in a review? (clear, concise, factual information that answers questions such as "Who made it?" and "Who is it for?"; personal opinion)*

Answers

Children's own answers.

Cooler: Play "Back to the Board"

Play the game with key vocabulary: *smartphone, connect, network, key in, password, social networking, website, click, settings* (see Games Bank p. 19).

Ask the children to bring in a picture of themselves. This can be a photograph or on their cell phone, if you do not mind them bringing phones to class.

Competency Focus

Learn

The children integrate previously acquired vocabulary into new grammar and structure, and adapt the language to show an understanding of the topic.

Digital Resources

Student eBook • When you are focusing on the new structure in SB Grammar Central, have children use *Highlighter* to identify the past passive in SB Activity 1.

• **TIP** As you monitor the children's progress, use *Add personal note* to keep a note of weaknesses in vocabulary, grammar, or pronunciation so you can review in later lessons.

Teacher Resource Center • For extra grammar practice, print out Grammar Worksheet 8A.

Reading: Story Extract

Lesson objectives: talk about photos; use the title and pictures to predict story content; read the extract from the modern detective story *The Stolen Painting* (beginning)

Functional language: *That's a cool picture! Thanks! It was taken ... Who took it? Oh, I took it myself!*

Secondary language: a joke

Materials: Tracks 8.2 and 8.3; children's own photos

Lesson 3

1 Listen and read.

That's a cool picture, Scarlett!

Thanks, Rufus! It was taken on vacation last year.

Who took it?

Oh, um, I took it myself! It's a selfie.

2 Talk to a friend. Show a picture of you and say where and when it was taken.

at home
on vacation
at my friend's house
at the beach

A: That's a cool picture.
B: Thanks! It was taken at home on my birthday.

3 Look at the story. Who do you think the painting was stolen by?

4 Read the story extract and answer.

- Where does Mr. de Santa work?
- Who do you think sent the email to Mr. de Santa?
- Why doesn't the email tell us why the painting was stolen?

The Stolen Painting

Dear Mr. de Santa,
I know why the *Beatles* and *Chad* painting was stolen. I want to help you find it. Go to the café on Via Martimari at 11 a.m. tomorrow. This isn't a hoax, she has really stolen it!

Antonio Polvani.

PAINTING STOLEN

Reader Read the story in your Reader on pages 36–45.

Warmer: Play "Sentence Builders"

Play the game with past passive sentences: *It was stolen by a person. It was hidden by someone.* (see Games Bank p. 19).

- The children practice in pairs, using photos or pictures on their phone (if allowed). If the children do not have photos to show, they can imagine ones they have taken. Have pairs perform a dialogue for the class.

Before reading

3 Look at the story. Who do you think the painting was stolen by?

- Have the children study the story title and pictures to try to figure out who the email was sent by. Ask *Who do you think the painting was stolen by?* Elicit ideas.

Answers

Children's own answers.

4 Read the story extract and answer.

- Play Track 8.3. The children listen and read along. Have them answer question 1. Elicit the answer.
- Play Track 8.3 again so they can write their ideas for questions 2 and 3. Encourage them to use reading skills (e.g. using the title, pictures, and context) to infer meaning and make predictions.

- Elicit answers, but do not confirm predictions: explain that they will have to read the story to find out.

Answers

1 At the Museum of Art (in Perugia, Italy) **2** Children's own answers. **3** Children's own answers.

Lesson 3

1 Write another correct phrase. Then choose, complete, and act out.
by Shakespeare / a long time ago / by my friend /

Is that a good book/poem/play?
Yes, it is. It was written

2 Read the story in your Student Book. Check (✓) the features of the story.

- We know all the information at the beginning.
- Some of the information is shown in emails and websites.
- There's a mystery to be solved.
- It's set in a fantasy land.
- It's written for the stage.

3 Match.

1 The email is sent to	a Antonio Polvani.
2 The painting was stolen	b in 1930.
3 It was painted by	c the Museum of Art in Perugia.
4 It was painted	d by 'a friend.'
5 The email is written	e in 1955.

4 What's in the envelope? Think and write what happens next.

1 Write another correct phrase. Then choose, complete, and act out.

Elicit other phrases that could follow *It was written ...* The children choose a phrase and complete the dialogue. They then act it out in pairs. Encourage the children to use what they know to adapt and extend the dialogue. Have pairs act out their dialogue for the class.

2 Read the story in your Student Book. Check (✓) the features of the story.

The children read the Student Book story extract again, then check the sentences that describe the story. Elicit answers.

Answers

✓ by: 2, 3

3 Match.

The children match the sentence halves. Elicit answers.

Answers

1 c 2 e 3 a 4 b 5 d

4 What's in the envelope? Think and write what happens next.

Elicit suggestions on what is in the envelope. The children write their own ideas, then compare with a friend. Elicit ideas.

Answers

Children's own answers.

Cooler: Play "Text Bingo"

8.3

Have the children close their books. Write on the board 12 words (*museum, stolen, website, café, hoax, friend, written, valuable, taken, remember, important, where*). Ask the children to choose the six words that they think they will hear first in the story and write them in a 3 x 2 grid. Play Track 8.3. When the children hear the words they chose, they cross them out. The first child to cross out all six shouts *Bingo!*

Competency Focus

Collaborate and Communicate

The children work together to practice, perform, and adapt the new functional language learned.

Think

The children use critical thinking skills to identify the setting of the story by looking at the text and story artwork.

Digital Resources

Student eBook • Before doing SB Activity 3, have children use *Pen* to circle in the story extract the three different ways Mr. de Santa obtains information about the painting (*email, Internet/website, envelope*).

Student eBook, Digital Activity Book • TIP Give children the opportunity to be your assistant! Select a child to be responsible for choosing the relevant buttons (e.g. to go to the next activity).

The Stolen Painting



- 2 To: Museum of Art, Perugia, Italy
From: Unknown
Subject: Stolen painting
Dear Mr. de Santa,
Look at this website: www.newsarchiveperugia.com
I know why the Mother and Child painting was stolen. I want to help you find it. Go to the café on Via Montebello at 3:00 p.m. tomorrow. This isn't a hoax. Do not reply.
A friend
- 3 **Mr. de Santa:** Hm. I don't know who this was written by.
- 5 www.newsarchiveperugia.com
November 5th, 1955
PAINTING STOLEN
A valuable painting called Mother and Child was taken from the Museum of Art in Perugia last night. It was painted by Antonio Polvani in 1930.
- 6 **de S:** I remember this story. This is important. I have to go to the café tomorrow.
- 7 The next day ...
de S: Where are they?
- 8 Password: the artist
- 9 Enter Password: POLVANI
- 10 Keep this smartphone. Follow instructions.
Go 2 airport tonight.
- 11 **de S:** Ha! You have to be joking!
- 12 **Sender:** Do u want the painting?
- 14 **de S:** What do u want?
Sender: Nothing. I'm not thief. Painting belongs 2 museum. But if u go 2 police, I will destroy it ...
de S: OK. I'll go
- 15 Passenger Mr. Carlo de Santa
From: Perugia
To: Verona
Your next flight VRN 2784
Departure time 8:50 p.m.
- 16 **de S:** Giulia, I need to tell you something ...
- 17 **Giulia:** Who was it sent by?
de S: I don't know, but I think I believe them.
Giulia: It might not be safe. You don't know if it's the real painting.
- 18 **de S:** I have to find out.



- Giulia:** Text me to tell me what happens. Let me know you're OK. Take care of yourself.
- 19 That evening ...
- 20 Rent Car. Registration number: VR 993RA. Parking lot C. Blue car.
- 22 **Sat nav:** You've arrived at your destination.
de S: Hm. It looks like I'm staying here tonight.
- 23 **de S:** I'd like a room please. My name is ...
Receptionist: Mr. de Santa! We've been expecting you. Your room was booked yesterday. Room 17.
- 24 **Receptionist:** Find the Palazzo network and then key in the password Palazzo1 to connect to the WiFi. Access is free.
de S: Thanks.
- 25 @Hotel Palazzo. Tired + going 2 bed.
- 26 The next morning ...
TEXT MESSAGE: UNKNOWN
- 27 Take bus 2 Via Vitruvio.
- 28 Turn left + walk along river.
Find package under bridge.
Don't open til U R @ hotel.
- 30 I know painting in safe hands. Now throw phone into river.
de S: What?
- 33 The woman in the painting is my mother. The child is me. She died soon after I was born. I didn't want to be a thief—I wanted to keep my mother close to me. The museum wouldn't sell the painting, so I had to steal it. This is the only picture I have of her. I don't need it anymore. Please forgive me.
- 34 Found painting!!! It had been left under bridge + was wrapped in old cloth. Letter was hidden inside. Coming back now.
- 35 Later, in Perugia ...
News anchor: A missing painting was returned to the Perugia Museum of Art today. The picture was painted by Antonio Polvani, and is of an unknown woman and her baby.
- 36 **News anchor:** In other news, the billionaire Giovanni Rocca died this afternoon. He was taken to the hospital last night after a long illness. Rocca was born in 1930 ...
- 37 Back in Verona ...
Man: Goodbye, Grandpa. Everything was done just as you wanted.

Lesson objective: read and understand the modern detective story *The Stolen Painting* in the Reader
Materials: Track 8.4; Reader



Warmer: The stolen painting

Elicit what the children remember about the stolen painting. Ask *Who is in the painting? What do they look like? What's their hair like?*, etc. Have the children take turns describing it to a friend and sketching what they describe. They compare to see if their paintings are similar. They then compare with the version in the Reader.

Story Summary

Mr. de Santa, a museum curator, is sent a mysterious email about a stolen painting. He follows the clues and finds the painting. The boy in the painting had stolen it many years ago, but then wanted to return it because he was dying, so he instructed his grandson to carry out his wishes.

Theme: it is never too late to do the right thing.

))) 8.4 While reading

- Have the children look at the pictures in the Reader. Ask *How does Mr. de Santa get clues about where the painting is? (on a cell phone)*
- Play Track 8.4. The children listen and read along. Ask *Who was sending the messages and instructions? (Giovanni Rocca's grandson)*
- Ask questions to check comprehension, e.g. *Where was the painting taken from? (the Museum of Art) How did Mr. de Santa get the cell phone? (from the waiter)*
- Have the class read the story aloud, with the children acting out the roles of Mr. de Santa, Giulia, grandson, receptionist, news anchor, and narrator.

After reading: Reflect

Ask questions to give the children the opportunity to think about the issues raised by the story, e.g. *Was it right to steal the painting? Why?/Why not? Did the man do the right thing by returning the painting?*

Optional activity: Who said it?

Say lines of dialogue from the story to elicit who said or wrote it. The children continue the activity in pairs.

Story Time

In their shoes

In a story like this, there are many points where you can ask *What would you do? What should he do?*, or give multiple choice options. Encouraging the children to think carefully about choices and motivations helps them become more involved in the story.

Reading Strategy

Making Inferences

Making inferences is essential in understanding the plot and what role each character plays. It is particularly useful when trying to solve a mystery. It requires readers to use their own knowledge and apply critical and visual reading skills.

For additional explanation and activities, see the Literacy Handbook on the Teacher Resource Center.

Cooler: Mime time

Put the class into groups. The children mime an action from the story for the rest of the group to guess, e.g. *He's reading the email. He's arriving at the hotel,* etc.

Digital Resources

Reader eBook • Display the Reader story on the board. Review the story extract. Then elicit predictions on what will happen before the children read the rest of the story.

Reading Comprehension and Critical Literacy

Lesson objectives: understand and evaluate the story; relate story theme to personal experience; focus on the use of key words and symbols

Materials: Track 8.4; Reader; small slips of paper, box for paper text messages (Cooler)

Lesson 4 Time to Think

1 Read the story in your Reader on pages 36–45 again.
What was Mr. de Santa looking for?

2 Comprehension

- 1 What was the painter's name?
- 2 Where was the hotel?
- 3 Who were the people in the painting?
- 4 Who stole the painting?

3 Critical Literacy

- 1 Why did the man steal the painting?
- 2 Why do you think the grandson communicated with Mr. de Santa by text?

Writing Workshop Writing reported speech.

4 Find examples of text messages in the story. Write your own messages and full sentences.
Go 2 airport zine
Go to the airport tonight.

Writing Tools
Text messages use key words and symbols:
They don't always include articles and pronouns.
@ + 2 U 4 UR

5 Text Connections
Do you know any other stories that use modern technology?

Note: Please ensure that your class has read the Reader story before you do this lesson.

Warmer: Talk about texting

Write on the board *How many texts do you send a day/week? What do you text about? Do you use abbreviations (e.g. "u" for "you")? Do you think people should call instead of texting?* Have the children discuss their answers in pairs. Elicit answers and opinions.

1))) 8.4 Read the story in your Reader.

- Have the children read the story. (Alternatively, play Track 8.4 and have them read along.)
- Elicit whether the children were correct in their predictions in Lesson 3 Activity 4. Ask *What was Mr. de Santa looking for? (the missing painting)*

2 Comprehension

- The children write answers to the first three questions. Elicit answers.
- Discuss question 4. Ask the children to justify their answers.

Answers

1 Antonio Polvani 2 In Verona. 3 The baby was Giovanni Rocca and the woman was his mother. 4 Giovanni Rocca

3 Critical Literacy

- Have the children discuss the answers to the questions with a friend.
- Elicit ideas, inviting discussion by the class. Encourage the children to consider the reasoning behind the actions of the characters and to decide if they agree with the behavior. Engaging with broader issues like this helps children engage constructively with the story.

Answers

1 Children's own answers. / Giovanni Rocca stole the painting because it was the only picture he had of his mother.
2 Children's own answers. / Because he didn't want Mr. de Santa to know who he was / he wanted to protect his grandfather.

Writing Workshop

Using key words and symbols to use less space

4 Find examples of text messages in the story. Write your own messages and full sentences.

Have a child read the messages. Elicit other ways to use less space, using symbols, letters, and numbers from the **Writing Tools** box. Ask *Can you find any text messages in the story?* The children write their own messages and sentences in their notebook, then compare with a friend. Elicit responses.

Answers

Children's own answers.

5 Text Connections

- Ask *Do you know any other stories that use modern technology?* Elicit ideas and discuss as a class.

Answers

Children's own answers.

Optional activity: Abbreviations

Write *2day I saw u ...* on the board and ask if the children know what it means (*Today I saw you ...*). Have the children work in pairs to write a very short story in 150 characters. Elicit examples.

Lesson 4 Time to Think

1 Read the sentences and write the numbers in the correct characters.

Antonio Polvani Giovanni's mother Mr. de Santa Giovanni Rocca

- 1 She died after her baby was born.
- 2 He received mystery messages.
- 3 He was an artist.
- 4 She's in the painting with her baby.
- 5 He painted Mother and Child.
- 6 He's in the painting with his mother.
- 7 He worked in the museum.
- 8 He stole the painting.

2 Write the text messages in full.

- 1 will wait 4 U @ cafe . . . I'll wait for you at the café . . .
- 2 Don't go 2 police B4 U C me . . .
- 3 When R U coming 2 C us? . . .
- 4 go 2 museum + wait 4 me . . .

3 Imagine something was stolen. Write the start of a story in your notebook. Use the Story Creator.

Story Creator

A diamond ring/statue was stolen . . .	It said: Go 2 café/Meet me @ . . .
It was made/bought by . . .	The police asked/went . . .
It was lost in/taken from . . .	They found/saw . . .
The thief . . .	No one knows/can . . .
An email/A text message was sent . . .	

4 Connect to Me

Have you ever lost something special to you? How did you feel?

Once, I lost . . . and . . .

I felt . . . and . . .

1 Read the sentences and write the numbers in the correct characters.

The children write the number of each sentence in the picture of the correct character. Elicit answers.

Answers

Antonio Polvani: 3, 5; Giovanni's mother: 1, 4; Mr. de Santa: 2, 7; Giovanni Rocca: 6, 8

2 Write the text messages in full.

The children write out the text messages in full. Elicit answers.

Answers

1 I'll wait for you at the café. 2 Don't go to the police before you see me. 3 When are you coming to see us? 4 Go to the museum and wait for me.

3 Imagine something was stolen. Write the start of a story in your notebook. Use the Story Creator.

Use the **Story Creator** prompts to elicit ideas. The children write the beginning of a story in their notebook about something that was stolen, then compare with a friend. Have children read out their texts for the class.

4 Connect to Me

Elicit examples of things that the children have lost that were special to them (e.g. a souvenir from a special vacation) and how it made them feel. The children write their own response, then compare with a friend. Elicit responses.

Cooler: Paper text messages

Give the children a small piece of paper. Have them write a message at the top (an invitation or a request). Then they put the paper back in a box and take another. They continue adding to the conversations by answering or adding a new question. After a few minutes, ask some children to read out their message conversations.

Competency Focus

Me: Critical Literacy

The children use critical literacy skills to reflect on the story and relate it to their own experiences.

Digital Resources

Reader eBook • Have the children work in pairs to discuss the events of the story in the order they happened.

Student eBook, Digital Activity Book • **TIP** With the answer key, you can show the answers all at once or one by one to customize feedback.

Grammar and Reading

Lesson objectives: ask and answer questions using the past passive

Key grammar: past passive questions

Secondary language: *change a password*

Materials: Track 8.5; Grammar Worksheet 8B [TRC printout] (optional) ; Phonics Worksheet 8 [TRC printout] (optional)

Lesson 5

1 Listen and read. What is the clue to the password?



Angelo: So, was the painting stolen by Giovanni Rocca?
Yasmin: Yes, it was.
Angelo: And who were the texts sent by?
Yasmin: They were sent by his grandson.
Angelo: It was a good story. When was it written?
Scarlett: I don't know but it can't be very old, because people didn't use to have smartphones.
Yasmin: I'll look it up. Oh, no! What's the password on this computer?
Scarlett: I can't remember. The password was changed last week.
Yasmin: Really? Why was it changed?
Angelo: Because Rufus thought it wasn't safe.
Yasmin: And what was it changed to?
Scarlett: I don't know, but look ... there's a note here. It says Password: the dog.
Angelo: Oh, yes! Rufus changed the password to Hamish.

2 Write the questions with the same meanings.

1 Did Giovanni Rocca steal the painting?
Was the painting stolen by Giovanni Rocca?

2 Who sent the texts?
.....

3 When did somebody write that story?
.....

4 Why did somebody change the password?
.....

5 What did somebody change it to?
.....

3 Talk to a friend. Ask and answer the questions in Activity 2.

A: Was the painting stolen by Giovanni Rocca?
B: Yes, it was stolen by him.

Grammar Central

Past passive questions

Who they written by?
Who if stolen by?
Was changed?
Were saved?

Grammar Booster
on page 117

Warmer: Missing vowels

Write on the board some of the key sentences from the Reader story, omitting the vowels. The children write the complete sentences. Then invite children to write in the missing vowels on the board.

1))) 8.5 Listen and read. What is the clue to the password?

- Play Track 8.5. The children listen and read along. Elicit who changed the password. (*Rufus*)
- Play Track 8.5 again and have the children listen and read. Ask *What is the clue to the password? (the dog)*

2 Write the questions with the same meanings.

- Draw the children's attention to the example question and elicit why it is correct. (*It asks about the same action, but asks what happened to the painting, rather than what Giovanni did.*)
- Children rewrite the questions using the past passive, then compare with a friend.
- Elicit answers.

Answers

1 Was the painting stolen by Giovanni Rocca? 2 Who were the texts sent by? 3 When was that story written? 4 Why was the password changed? 5 What was it changed to?

Grammar Central

Past passive questions

Have the children complete the grammar examples. Elicit answers. The children write further examples in their notebook. For extra practice, try the **Grammar Booster** section in the Student Book (p. 117–119).

Grammar Central Answers: were, was, it, they

Answers: p. 117

Activity 1: 1 was, taken 2 Was, written 3 were sold 4 Were, made 5 was, invented

Activity 2: 1 Who was the website created by? 2 When were the computers stolen? 3 Was that text sent yesterday? 4 How many times was the video played? 5 Where was your smartphone made? 6 Were the photos shared online?

p. 118

Activity 1: 1 was designed 2 was 3 taught 4 was downloaded 5 wasn't downloaded 6 made 7 was 8 were written

Activity 2: 1 was, designed, It was designed by Alice Sherman and Sam Jones. 2 were, helped, They were helped by a team of designers. 3 was, downloaded, It was downloaded three million times. 4 was, finished, It was finished in September.

p. 119

Activity 1: 1 herself 2 has been painting 3 were found 4 to post 5 more quickly 6 was viewed 7 was seen 8 himself 9 was invited 10 was introduced 11 was visited 12 were used 13 herself

Activity 2: Children's own answers.

3 Talk to a friend. Ask and answer the questions in Activity 2.

- Have two children read out the example question and answer.
- Have the children take turns asking and answering the questions in Activity 2.
- Invite pairs to ask and answer for the class.

Optional activity: More passive questions

Elicit previous topics in Story Central 6, e.g. *Tutankhamun's tomb, the Titanic, yarn bombing, plastic*, etc. Elicit past passive questions about one of the topics, e.g. *Who was the elephant rescued by?* Have the children make similar questions to ask and answer with a friend.

Lesson 5

1 Circle.

1 Were / Who were the letters sent by?
2 Was / Were the secret message found?
3 Was / Who was the painting found by?
4 Was / Who was the painting damaged?
5 Were / Who were the pictures taken by?

2 Write the questions Scarlett asks Rufus about the newspaper article.

Mother Hides Paintings in Oven

1 they / steal Where they stolen?

2 When / they / take ?

3 Who / they / steal / by ?

4 they / hide / in her house ?

5 When / the crime / discover ?

3 Write questions. Then ask and answer.

1 Was your bag at the market?

2 Who your shoes by?

3 your homework by the teacher?

4 Who your hair by?

Was your bag bought at the market? I don't know. It was given to me.

1 Circle.

The children complete the questions by circling the correct option from the two given each time. Elicit answers.

Answers

1 Who were 2 Was 3 Who was 4 Was 5 Who were

2 Write the questions Scarlett asks Rufus about the newspaper article.

The children write the questions using the prompts supplied. Elicit the questions.

Answers

1 Were they stolen? 2 When were they taken? 3 Who were they stolen by? 4 Were they hidden in her house? 5 When was the crime discovered?

3 Write questions. Then ask and answer.

The children write questions using the past passive and their own ideas. Elicit answers. Then they ask and answer in pairs. Have pairs perform for the class.

Answers

1 Was + children's own answers 2 were + children's own answers 3 Was + children's own answers 4 was + children's own answers

Cooler: Play "Tic-Tac-Toe"



Play the game with children asking or answering a past passive question to win a square (see Games Bank p. 19).

Competency Focus

Learn

The children demonstrate their understanding of the new language by reading the dialogue and completing the activity.

Digital Resources

Student eBook • Have children use *Highlighter* to identify the past passive questions in SB Activity 1 (don't forget the one from Hamish in the picture!).

Digital Activity Book • Have children do the AB interactive digital activities, or set them for homework.

Teacher Resource Center • For extra grammar practice, print out Grammar Worksheet 8B.

- For phonics practice, print out Phonics Worksheet 8.

Vocabulary, Song, and Spelling

Lesson objectives: identify and use vocabulary to talk about socializing online; practice spelling words with a *sh* sound

Key vocabulary: *blog, logged in, go viral, post, search online, share, socializing, upload, video*

Secondary language: *chat, download, password*

Materials: Track 8.6

Lesson 6

1 Listen and unscramble. Then write the correct words. When was the last time they logged in?
blog upload search-online post share

Search online — Shacer Nelson for information.
Find out more about conservation.
Want to help an endangered animal?
—racks the video, make it go viral.
Socializing with friends online.
Done my homework, now it's free time.
Chat about shopping, soccer, and books I've read.
Five more minutes, then it's time for bed.
—upload a photo, download a musician's song.
Want to log a special message but I don't have long.
Haven't logged in since last November.
What was the password? I can't remember!
History homework, geography, and math.
So many clip posts but I want facts.
When was it posted, who wrote the text?
How do I know if it's correct?

Text Poetry

Spelling Central

Circle the words with a *sh* sound in the poem.
Write the words in the chart. Can you add more words?

sh	ti	ci
share		

Warmer: Pre-teach vocabulary

Pre-teach vocabulary by saying the words in context, e.g. *I like to spend time talking to my friends—I like to socialize with them.* Then write the words on the board. Give definitions and ask children to circle the correct word on the board.

1))) 8.6 Listen and unscramble. Then write the correct words. When was the last time they logged in?

- Play Track 8.6 and have the children listen. Explain that *Want to help* in the third line sounds like *Wanna help* because this how it is pronounced in informal American English. Ask *When was the last time they logged in?* (*last November*)
- The children unscramble the words. Elicit answers.
- Play Track 8.6 again for the children to sing along.

Answers

1 Search online 2 share 3 upload 4 post 5 blog

2 Talk to a friend about how you use the Internet. Use the words in the poem.

- Have two children read the example to the class. Then divide the class into pairs and have them talk about how they use the Internet.

Spelling Central

Words with *sh* sound

Write *vacation, shadow, special* on the board. Ask *What sound is in all the words? (sh)* Underline the letters *ti, sh,* and *ci* and point out that these combinations often have the sound *sh*. Have the children find words with *sh, ti, ci* pronounced *sh* on the page and complete the chart. They then add other words in each category. (e.g. *shark, she, action, instruction; sociable, delicious*)

Answers

sh: share, shopping

ti: information, conservation

ci: socializing, musician, special

Optional activity: Test each other

Write on the board: *Yesterday I took a great picture of my cat and I _____ it to my page.* Ask the children what the missing word is. (*uploaded*) Have the children write five more sentences with gaps in their notebook, then swap with a friend to complete.

Cooler: Spelling Bee

Have a spelling bee with the words from **Spelling Central**. Call out a word and have a child spell it out. Ask the class to decide if it is correct. Continue with other children and other words.

Competency Focus

Collaborate and Communicate

The children work together to share their ideas on the topic, incorporating the new vocabulary.

Lesson 6

1 Circle.

Who AM I?

My name's Olivia, and I love photography and social networking. That's why I've started this 1 **blog** video. I usually write something every day and 2 **search / upload** a few photos. I don't take pictures of people. They're always of the countryside or buildings. At first, only my friends at school knew about it. We used to 3 **video / share** ideas for buying cameras or taking pictures. Soon, other people 4 **logged in / blog** and began to leave comments. It's a great way to make friends 5 **search / online** with the same interests. I've just made my first 6 **video / share**. It's 7 **search / post** it later today, but I don't think it will 8 **go viral / log in!**

2 Write answers. Then ask and answer.

1 What type of information do you search for online?
.....

2 If you had a blog, what would you write about?
.....

3 How often do you upload your photos?
.....

4 Why do some videos go viral?
.....

What type of information do you search for online? I search for information about sports.

Spelling Central

sh sounds

3 Circle the word in each group which doesn't have a *sh* sound.

1	2	3	4	5
share	patient	information	special	vacation
facts	wish	shipwreck	voice	skirt
action	exist	musician	ocean	T-shirt
sociable	population	technology	mustache	dishes

1 Circle.

The children complete the text by circling the correct option from the two given each time. Elicit answers.

Answers

1 blog 2 upload 3 share 4 logged in 5 online 6 video
7 post 8 go viral

2 Write answers. Then ask and answer.

The children write their own answers to the questions. Then they ask and answer the questions in pairs. Invite pairs to ask and answer for the class.

Answers

Children's own answers.

3 Circle the word in each group which doesn't have a *sh* sound.

To practice the **Spelling Central** feature, the children read the words aloud and circle the one in each group that does not have a *sh* sound. Elicit answers.

Answers

1 facts 2 exist 3 technology 4 voice 5 skirt

Digital Resources

Student eBook • For SB Activity 1, choose Music Video 8.1 (8.2) and encourage the children to sing along, using the graphic lyrics on screen. Pause the video for the children to continue singing. Monitor to check they are participating and identify any who are struggling.

- Remind the children they can access Music Video 8.1 (8.2) at home to show their family and practice the song.

CLIL: Social sciences—Online safety

Lesson objective: find out about how to be safe when using cell phones, email, and the Internet

Materials: CLIL Graphic Organizer 8 [TRC printout] (optional)

Online Safety CLIL: Social Sciences Lesson 7

1 Read. Check (✓) the tips you already know.

Tips for Using Digital Devices

- 1 Don't open messages or files from addresses, names, or numbers you don't recognize.
- 2 If someone online makes you feel uncomfortable, tell an adult.
- 3 Don't accept friend invitations from people you don't know.
- 4 Talk quietly on your cell phone and keep the music down.
- 5 If you take a picture of a friend and want to post it online, always ask them first.
- 6 Be careful making calls and sending texts when you're on vacation. It might cost more if you're in a different country.
- 7 Don't share personal information. Your address, phone number, email address, and the name of your school are all personal.
- 8 If you log in to a site with a password, always log out afterwards.
- 9 Change your password often, and never share it.
- 10 Everything you post online is there forever, so don't upload or share anything you might be embarrassed about later.

The Internet can be a great place for you to learn and to socialize but if you aren't sure about something, ask your mom, dad, or a teacher. There's no reason why you shouldn't have fun online if you are careful.

2 Write the tip numbers in the chart. They might go in more than one column.

Cell phone	Email	Internet / social networking

3 Find Out More! Find out more about computer viruses. What do they do? How can you protect your computer?

Search Engine
Make your searches clear. Virus could be an illness, so for the computer version use computer + virus.

4 Discuss. Is socializing online good or bad?

Warmer: Using the Internet

Write two headings on the board: *GOOD* and *BAD*. Have the children decide with a friend on three good and three bad aspects of the Internet. Ask for suggestions from the class.

1 Read. Check (✓) the tips you already knew.

- Have the children read quickly through the article and count how many of their ideas from the Warmer are included in the article. Ask *Which tips did you already know?* Elicit answers by a show of hands for each one.

2 Write the tip numbers in the chart. They might go in more than one column.

- Elicit from the children where the first two tips belong.
- Have the children write the numbers in the correct column. Point out that there might be more than one answer for each statement. Draw a similar chart on the board and invite children to come and write each number in the right place.
- Elicit answers.

Answers (suggested)

Cell phone: 4, 5, 6, 7, 9

Email: 1, 7

Internet / social networking: 2, 3, 5, 7, 8, 9, 10

3 Discuss.

- Have a child read out the discussion questions.
- Have the children talk about their ideas in small groups, then share ideas as a class.

4 Find Out More!

- The children research computer viruses and how you can protect your computer from them. The **Search Engine** feature gives support on where to look. The children will need to complete this research before doing the follow-up activity in the Activity Book. (It could be set as homework.)

Optional activity: Ranking advice

Have the children choose the five most important pieces of advice. They compare with a friend and try to cut down their two lists into one list of five. Finally, have each pair compare with another pair to try to arrive at a final decision on the top five pieces of advice. Elicit answers.

Lesson 7 CLIL

1 Read and answer.

The Love Bug

On May 5, 2000, millions of people received an email with an attachment called LOVE LETTER FOR YOU. When they opened the file, they had a surprise. It wasn't a love letter at all. It was a dangerous virus. Many people lost all the images on their computers and their music files were destroyed. The "Love Bug" as they called it, also used people's email addresses to send a copy of itself to more and more people. The virus started in the Philippines and traveled across the world from east to west. People saw the email as they woke up in Hong Kong, then Europe, and finally the USA. Over 45 million computers were affected. It was one of the worst computer disasters in the world.

- 1 Why did they call it the "Love Bug"?
- 2 Why were people surprised when they opened the file?
- 3 How did the virus damage their computers?
- 4 How did the virus reach so many people?

2 Use your Student Book research to make an Info Card. Write about computer viruses and how you can protect yourself.

What's a virus? How do you know if you have one? How can you protect your computer? What can you do if your computer has a virus?

3 Make safe passwords (easy for you to remember, difficult for others to guess).

- Think of a word, name, or place that's personal to you (e.g. the name of your pet, your house, or somebody's nickname).
- Write it down. Now look at the letters. Do any look like numbers? Can you change an s to 5 maybe, or a b to 6?
- Now change one or more of the letters to capitals.
- Add a special character or punctuation mark.

Don't forget - always keep your password secret!

4 Select and store information on this topic in the Class Info Hub.

1 Read and answer.

The children read the text and answer the questions. Elicit answers.

Answers

- 1 Because the attachment was called "Love letter for you".
- 2 Because the attachment was a virus. 3 It destroyed the images and music files on their computers. 4 It accessed people's email addresses and sent itself to more and more computers.

2 Use your Student Book research to make an Info Card. Write about computer viruses and how you can protect yourself.

Divide the class into groups. Have the children pool the information they learned from their research in the Student Book and the Activity Book. The children write about and illustrate their ideas individually. Have the groups present their Info Cards to the class.

3 Make safe passwords (easy for you to remember, difficult for others to guess).

The children follow the **Try It Out** instructions to make a safe password. They compare with a friend and give each other advice on how their passwords could be stronger. Then they make a second password, which they keep secret.

4 Select and store information on this topic in the Class Info Hub.

Have the children vote for the five most interesting Info Cards. Archive these in your Class Hub (see p. 41) in a folder called **Chapter 8 Computer Viruses**.

Cooler: A safe password?

Write on the board *Dumb13dore / ImagineDragonZ / M3li\$\$aCr@zy / S@cr@mento*. Ask the children to look at these passwords and decide which is the safest and why, using the advice from Activity Book Activity 3) (*M3li\$\$aCr@zy*—it uses capitals and small letters, numbers and symbols, and is 12 letters long.)

Competency Focus

Act

The children carry out research to find out about computer viruses and online protection. This helps them expand their learning and relate it to their world, both inside and outside the classroom.

Digital Resources

Student eBook • Ask true/false questions about the SB text. Elicit answers and have children use *Highlighter* to identify the phrase in the text which confirms the answer each time.

Digital Activity Book • Extend the Cooler activity by having children use *Add personal note* to invent a password.

Teacher Resource Center • Print out CLIL Graphic Organizer 8 for the children to use in collating their research.

CLIL eBook • The children can use the CLIL eBook to expand their knowledge of the lesson topic.

Writing Project

Lesson objectives: review language from Chapter 8; write a text poem or a micro story and present it to the class

Materials: Writing Template 8 [TRC printout] (optional)

Lesson 8

Prepare

1 In groups, choose a topic from the list and brainstorm ideas.

Friends Technology Time Travel

Let's write about... We should search online for ideas... I have an idea for a poem about...

Write

2 Write a text poem or a micro story in 160 characters or fewer.

- Choose your main topic and write words connected to it.
- Complete a word web.
- Write a poem or story in 160 characters.

Writing Tools

When you write a poem or story in 160 characters: Leave out some articles and pronouns. Use symbols like 2, @, and +. It doesn't have to rhyme, but you have to count spaces and punctuation.

Showcase

3 Present your text poem or micro story to the class.

Reflect

4 Talk to a friend about the project.

- Did you enjoy this project? Why?
- What did you do well?
- What did you learn?

Warmer: Play "Rhyme Ping-Pong"

Divide the class into two teams. Say a word. The teams take turns saying words that rhyme with it. The first team to repeat a word or take longer than five seconds to play is out and the other team wins a point. Start a new game of ping-pong with a different word.

Prepare

1 In groups, choose a topic from the list and brainstorm ideas.

- Tell the children the aim of today's lesson: to write a text poem or a micro story (maximum 160 characters). Have the children work in small groups to discuss which topic they should use and how they could make it into one of the pieces of writing.

Write

2 Write a text poem or a micro story in 160 characters or fewer.

- Have the children read the example as a model for their own writing.
- Read the **Writing Tools** box together. Elicit the words that have been left out or changed. (left out: *It's (time) ... / There's (no time) ...*; changed: *at/@, to/2, for/4, you/U*)
- The children make a poem or story in 160 characters, using abbreviations, symbols, numbers, etc., and omitting some pronouns and articles. Have them compare with a friend. Support as necessary.

Showcase

3 Present your text poem or micro story to the class.

- Choose children to read their text poem or micro story to the class. Ask the class to listen for where they think there are abbreviations or symbols.

Reflect

4 Talk to a friend about the project.

- Have the children pair with a friend and discuss the questions.

Optional activity: Read aloud

Have the children stick their poems or micro stories to the walls of the classroom and then walk around in pairs, reading the poems and stories aloud. This reinforces the sound-symbol connection and also any rhymes that were used.

GRAND QUIZ CENTRAL

- 1 Play with a friend. Choose a character. 2 Write a new question to ask your friend. 3 Take turns asking. Say the answer, then write it in your notebook. 4 If a question is too hard, you can swap! Choose and check (✓) up to three questions. Remember: each swap loses a bonus point!

Questions to ask Top Blogger

Questions to ask Computer Whiz

- | | |
|---|---|
| 1 Unscramble this word: wopards | 4 Unscramble this word: wonkert |
| 2 Reread: A lot of people saw the video. The video ... | 5 Reread: Someone changed the password. The password ... |
| 3 When was the last picture of you taken? | 6 When was the last time your hair was cut? |
| 4 In the story, what was the painting called? | 7 In the story, where was the painting stolen from? |
| 5 Find the one that doesn't belong: share, upload, search, smartphone | 8 Find the one that doesn't belong: video, connect, website, blog |
| 6 Give two tips for using cell phones safely. | 9 Give two tips for using social networking safely. |
| 7 Make a When question: The painting was stolen last weekend. | 10 Make a What time question: The text was sent at 2:45 p.m. |
| 8 Say and spell two words with s that sound like sh. | 9 Say and spell two words with c that sound like sh. |
| 9 What did Rufus change the computer password to? | 10 When did Rufus change the computer password? |

Check your friend's answers. Then color your mice and write your score.

- Now choose your title:
- Quiz Master! I understand this topic well.
 - Quiz Improver! I don't understand everything.
 - Quiz Beginner! I need some help.

Grand Quiz Central

See p. 43 for details of how to take the quiz.

Answers

1 password / network 2 was seen by a lot of people. / was changed (by someone). 3 Children's own answers: It was taken ... / It was cut ... 4 *Mother and Child* / The Museum of Art (in Perugia) 5 smartphone / connect 6 Talk quietly on your cell phone., Be careful making calls and sending texts when you're on vacation., etc. / If someone online makes you feel uncomfortable, tell an adult., Don't share personal information., etc. 7 When was the painting stolen? / What time was the text sent? 8 *Any two of:* information, patient, audition, nationality / *Any two of:* social, delicious, sociable 9 Hamish / last week 10 Children's own answers.

Cooler: Play "The Chain Game"

Play the game starting with *Yesterday, I used my cell phone to ...* (see Games Bank p. 19).

Competency Focus

Me

The children write a text poem or micro story. This helps develop their understanding of text language conventions.

Language Review

Lesson objective: review language from Chapter 8

Materials: Tracks 8.7, AB 8.1 and AB 8.2

Review

1 Listen and complete the sentences with the correct form of the verbs.
buy paint share sell steal upload

- The video was uploaded to a website.
- It by a lot of people around the world.
- The painting by Vincenzo Peruggia.
- The Mona Lisa by an Italian artist.
- The painting by the King of France.
- It to him by Leonardo da Vinci himself.

2 Write questions in your notebook about the picture.
When was the blog ...? Where was the painting ...? How many people was it ...?

The Stolen Painting

I've created this blog to help solve the mystery of a stolen painting. *Life in Paris* was stolen last week from the Museum of Art, Paris. It was painted in 2000 by an unknown French artist. It was sold to the Museum of Art, Paris in 2005. The valuable painting was last seen by a museum assistant on Thursday evening. Please share this blog to help solve the mystery of the stolen painting.

Shared: 182 Liked: 99 Viewed: 341 Posted: 2 hours ago
Tagged: Museum of Art, Life in Paris, French artist, stolen painting

3 Think about Chapter 8. Color the bone.

Which activity was easy? Which activity was difficult? Figure it out with a friend.

Write a tip to help you remember:

Treasure Hunt!

Look back at pages 4 and 5. Where's the Museum of Art in the story? Find something from that country. What is it?

Warmer: Play "I Spy"



Play the game with vocabulary from the chapter.

Model the game, using *I spy with my little eye something beginning with "s."* to elicit *smartphone*.

1))) 8.7 Listen and complete the sentences with the correct form of the verbs.

- Play Track 8.7. The children listen and complete.
- Elicit answers.

Audioscript

I logged in to a website today and watched a video online about the Mona Lisa. I keyed in the words "famous stolen paintings" and this post appeared in the search results. The video was uploaded a few days ago and was watched and shared by a lot of people around the world. The Mona Lisa painting was taken from a museum in Paris in 1911. After it was stolen, the painting became really famous. It was found again two years later. The thief, Vincenzo Peruggia, thought the painting should be in Italy because it was painted by the Italian artist Leonardo da Vinci. But Peruggia didn't know that the picture was sold to the King of France by Leonardo himself. It was an interesting video, but I don't think it will go viral.

Answers

- 1 was uploaded 2 was shared 3 was stolen
4 was painted 5 was bought 6 was sold

2 Write questions in your notebook about the picture.

- The children write sentences in their notebook.

Answers

Children's own answers.

3 Think about Chapter 8. Color the bone.

- Have the children look back at Chapter 8 and color the bone to evaluate their progress (self-evaluation).
- Discuss ideas for using new vocabulary. The children choose and write a tip in their Student Book.

Treasure Hunt

Ask *Where's the Museum of Art in the story? (Perugia, Italy)* Have the children look at pp. 4–5 to find something from Italy. (a bowl of pasta)

Cooler: Make crazy sentences

Elicit passive sentences. Help with verbs and write the sentences on the board. Then, have the children use the sentences to make crazy sentences.

Competency Focus

Me: Self-evaluation

The children reflect on the chapter, express their personal opinions about their own progress, and look for ways to improve.



Chapter 8 Exam Booster

1 Reading and Writing

Emily is talking to Joe about a video he has made. What does Joe say? Read the conversation and choose the best answer. Write a letter (A–F) for each answer. You do not need to use all the letters. There is one example.

Example Emily: Why did you want to make a video?
Joe: F

- Emily: Where did you do it?
Joe:
- Emily: How long did it take to make?
Joe:
- Emily: Are you going to do another one?
Joe:

- A In the school gym because we had a lot of space.
B Me and some friends from school.
C It might go viral one day.
D It was finished in a day.
E We like singing and dancing. (example)
F I think so, and it will be better than this one.

99

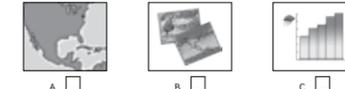
2 Listening

Listen and tick (✓) the box. There is one example.

Example What is Will's password?



1 What does Will want to search for online?



2 What does Will's mom bring him?



3 Where's Will's smartphone?

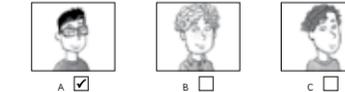


100

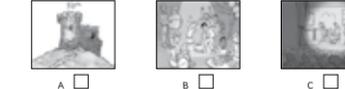
3 Listening

Listen and tick (✓) the box. There is one example.

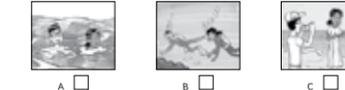
Example What does Hugo look like?



1 Where did Uncle Bill first meet Hugo?



2 What did Zoe and Hugo do in the afternoon?



3 What is Uncle Bill going to use to look at Zoe's photos?



Exam Tip Listen to the whole dialogue before you choose your answer.

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1 Reading and Writing. Emily is talking to Joe about a video he has made. What does Joe say? Read the conversation and choose the best answer. Write a letter (A–F) for each answer. You do not need to use all the letters. There is one example.

The children read the questions and write the letter for the appropriate response each time. Check answers.

Answers

1 A 2 D 3 F

2))) AB 8.1 Listening. Listen and tick (✓) the box. There is one example.

The children read the questions. Play Track AB 8.1 twice. They listen and check the correct picture in each section. Check answers.

Answers (Audioscript on p. 224)

1 B 2 A 3 C

3))) AB 8.2 Listening and tick (✓) the box. There is one example.

The children read the questions. Play Track AB 8.2 twice. They listen and check the correct picture in each section. Check answers.

Answers (Audioscript on p. 224)

1 B 2 C 3 A

Digital Resources

Teacher Resource Center • Print out Test Chapter 8 to use at the end of this lesson. The Test Generator also allows you to create customized tests.

Student's App • Encourage the children to play the games on their smartphone/tablet. Ask them to record their scores to compare in the next lesson. (*The Inks Apps* are free and available on the App Store and Google Play.)