

TIME TRAVELLER 5

Alice Gibbons - Chris Spring



AHEAD
BOOKS

Teacher's
Book

UNIT 12 TIME TO GO HOME

IN THIS UNIT, YOU WILL ...

- learn new vocabulary about things in the home.
- practise talking about sports.
- read about playing sports.
- write about your favourite sport.


VOCABULARY

1 Let's remember words about homes! Look at the photo of the living room and label the items.

1. painting

2. table

3. lamp



4. shelf

5. window

6. sofa

2 Write. Then ask and answer with a friend.

1. What's your favourite room in your home? Why do you like it?

2. What furniture is there in your favourite room?

3. Have you got a garden or balcony?

My favourite room is my bedroom. I like it because all my things are in there. I've got a computer, a TV and a big bed!

TIME TRAVELLER
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Materials

- Flashcards of a cooker, fridge, air conditioner, cushion, lamp, an untidy room, a tidy room
- Audio CD 2
- IWB software

Review

- Ask for volunteers to read out their text about their favourite food or meal to the class.
- Check homework from Workbook p. 57

LET'S GO!

VOCABULARY

1 Let's remember words about homes! Look at the photo of the living room and label the items.

- Tell pupils that they are going to look at the photo and label the items pointed to in it.
- Do the activity together as a class. Ask volunteer pupils to come up to the board and write the words.
- As an extension, point to other things in the room for pupils to name (e.g. light, chair).

2 Write. Then ask and answer with a friend.

- Have a pupil read the first question aloud. Read the sample answer in the speech bubble to demonstrate to pupils what they should do.
- Tell pupils to write answers to the questions for themselves. Go around the class helping where necessary.
- Tell pupils they are going to work in pairs, asking and answering.
- Give pupils time to ask and answer in closed pairs. Then ask two or three pairs to repeat their dialogues as open pairs.

Unit Objectives

- To learn and use new vocabulary about the home and sports.
- To learn and use question tags.
- To read about playing sports.
- To listen for detail (gap fill).
- To practise speaking where you live and your room.
- To write about your favourite sport.

Lesson 1 Objectives

- To read for detail (complete sentences).
- To learn the new words: cooker, fridge, air conditioner, cushion, lamp, untidy, tidy.

STORY

Storyline

Zack, Jill, Kim and Max say goodbye to Lord and Lady Williams. They are looking forward to getting home. Zack and Jill drop Max and Kim off at their home, where their pets are waiting for them. Zack calls his mother and father and Max invites them to come and stay at the castle. Zack and Jill promise their parents that they will be home in ten minutes.

New words

- Write the words cooker, fridge, air conditioner, cushion, lamp, untidy, tidy on the board.
- Show them the flashcards, for each one pointing at the word on the board and saying it. Pupils repeat chorally.

Pre-reading

- Ask pupils to read the title and look at the picture frames.
- Point to the first picture frame and ask the pupils to tell you what they can see and what the people are doing. Do the same for all the picture frames.
- Ask pupils to predict what the story is about.

UNIT 12 **TIME TO GO HOME**

STORY

1 Listen and read. 🗣️ **CD2, 17**

1

Jill My room was fantastic. The castle is amazing. I really loved the castle kitchen. The cooker and the fridge were so modern! I was surprised! I can't wait to come back. The castle is wonderful, isn't it?

Lady Williams Yes. Thank you. Our kitchen is very modern. I love cooking on my cooker. I love having fresh fruit and vegetables in the fridge.

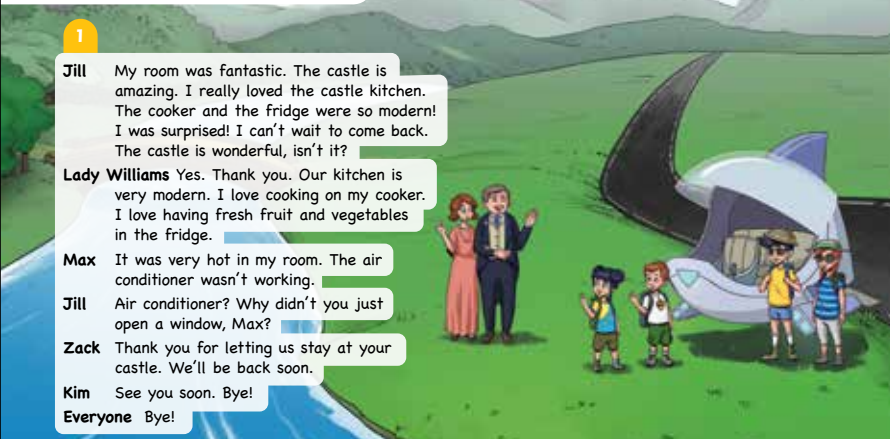
Max It was very hot in my room. The air conditioner wasn't working.

Jill Air conditioner? Why didn't you just open a window, Max?

Zack Thank you for letting us stay at your castle. We'll be back soon.

Kim See you soon. Bye!

Everyone Bye!



2

Kim You and Jill can stay with us today, can't you?

Zack No, sorry, Kim. We have to go home today, don't we, Jill?

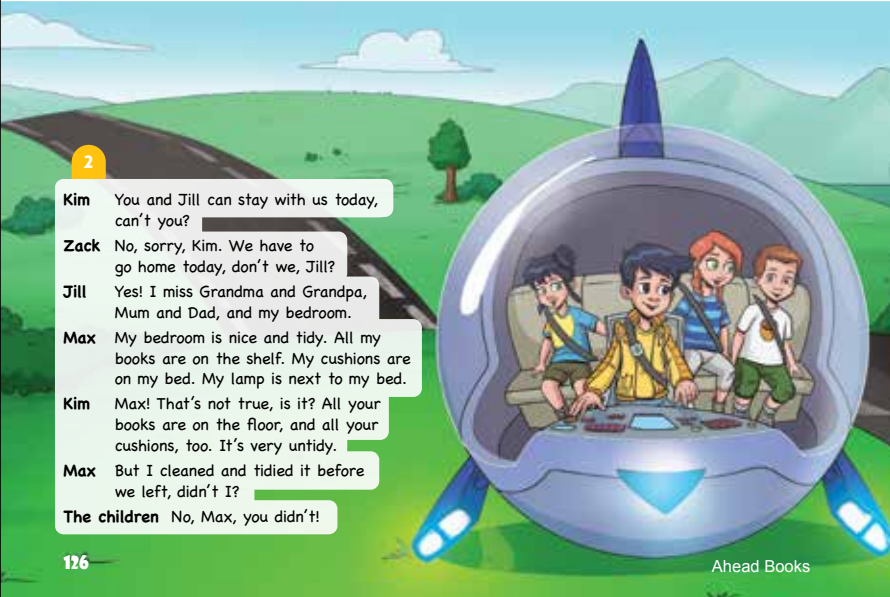
Jill Yes! I miss Grandma and Grandpa, Mum and Dad, and my bedroom.

Max My bedroom is nice and tidy. All my books are on the shelf. My cushions are on my bed. My lamp is next to my bed.

Kim Max! That's not true, is it? All your books are on the floor, and all your cushions, too. It's very untidy.

Max But I cleaned and tidied it before we left, didn't I?

The children No, Max, you didn't!



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Ahead Books

3 Listen and read.

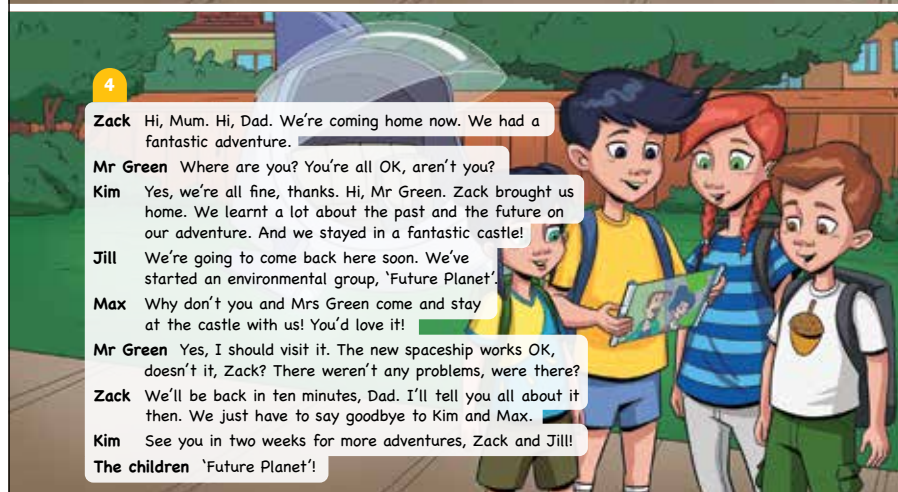
🗣️ CD2, track 17



- Play the recording/animation. Tell pupils to follow the words in the story with their fingers as they listen.
- Play the recording/animation again. This time pause after each part of the story and have the pupils repeat it.
- Assign pupils to characters so that pupils can practice reading the story individually.

Post-reading

Check pupils have understood the story by asking: Where are the children in picture 1? (at the castle); What are they doing? (saying goodbye to Lord and Lady Williams); Where are they going? (home); Is Max's bedroom tidy? (no); Who are waiting for Kim and Max? (Scott and Maya); Who do the kids call? (Zack and Jill's mum and dad/Mr and Mrs Green); Where does Max tell them to come? (to the castle); How long will it take Zack and Jill to get home? (ten minutes).



4 Read the story again and complete the sentences.

1. It was very hot in my room. The air conditioner wasn't working.
2. We have to go home today, don't we, Jill?
3. All your books are on the floor, and all your cushions too. It's very untidy.
4. But I cleaned and tidied it before we left, didn't I?
5. Scott and Maya are waiting by the gate, aren't they?

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4 Read the story again and complete the sentences.

- Explain to pupils they are going to complete sentences about the story. Tell them they can write one, two or three words in the gaps.
- Point to the first item. Read it out and elicit the answer (air conditioner). Have a pupil show the class who says it and where (Max, Picture 1, lines 10-11).
- Allow pupils time to complete the task alone. Go round the class giving help where necessary.
- Check the answers as a class.

Homework

Tell pupils to:

- read the episode of the story again.
- learn the new vocabulary from the lesson.
- do p. 58 in their Workbooks (if time permits, they can begin in class).
- *Optional: learn for dictation: cooker, fridge, air conditioner, cushion, lamp, untidy, tidy.*

Lesson 2 Objectives

- To learn and use question tags.

Materials

- IWB software
- flashcards of cooker, fridge, air conditioner, cushion, lamp, an untidy room, a tidy room

Review

- Revise *cooker, fridge, air conditioner, cushion, lamp, untidy, tidy* by holding up each flashcard in turn. Pupils say the words and come up to the board to write them.
- Check homework from Workbook p. 58.
- Optional: Give dictation from Lesson 1. Go around the class and check all pupils' answers.

GRAMMAR

- Write *Question tags* on the board. Tell pupils that we can turn a statement into a question by adding a question tag. Tell them we do this a lot when we are speaking. Go back to the story and show them the first example of this (*The castle is wonderful, isn't it?*) Write the first half on the board (*The castle is wonderful*). Point out that this is not a question. Add the tag (*, isn't it?*). Tell pupils that it is now a question. Have pupils find other examples in the story and write them on the board: *You and Jill can stay with us today, can't you?*; *We have to go home today, don't we, Jill?*; *That's not true, is it?*; *But I cleaned and tidied it before we left, didn't I?*; *Scott and Maya are waiting by the gate, aren't they?*; *We need to say goodbye to Zack and Jill, don't we?*; *You're all OK, aren't you?*; *The new spaceship works OK, doesn't it, Zack?*; *There weren't any problems, were there?*
- Point out that an affirmative sentence takes a negative question tag, and a negative sentence takes an affirmative question tag.
- Point out that we use an auxiliary or modal verb (e.g. *can, be*) in the tag if there is one in the sentence. If the verb *be* is the main verb, we can use that in the tag too. Otherwise, we use the auxiliary verb from the main sentence.
- Tell pupils that we use pronouns, not nouns or names, in the tag.
- Tell pupils that the positive question tag for *I* with the verb *be* is *am I?*, but the negative tag is *aren't I?*
- Read through the grammar box aloud, answering any questions pupils may have.

UNIT 12

TIME TO GO HOME

GRAMMAR

Question tags

We use **question tags** in informal, spoken English when we want the listener to agree with us. We can turn statements into questions by adding a **question tag** at the end of the sentence. If the statement is affirmative, the question tag is negative. If the statement is negative, the question tag is affirmative (in the simple question form).

positive statement → **negative question tag** She's in the kitchen, **isn't she?**
negative statement → **positive question tag** It isn't raining again, **is it?**
 (in the simple question form)

- When the sentence has an auxiliary verb (**be, have, do, did, will**), we use this to form the question tag.
 Joe **is** playing football today, **isn't he?** The postman **didn't** come yesterday, **did he?**
- When there is no auxiliary verb in the sentence, for instance, in the present simple or past simple, we use **do** in the correct form to make the question tag.
 Jill **likes** olives, **doesn't she?** Max **slept** well, **didn't he?**
- When a sentence contains the verb **be** in the present simple or past simple, we form the question tag with **to be** in the correct form.
 The hospital **is** next to the park, **isn't it?** Zack's parents **weren't** angry, **were they?**
- When a statement contains a modal verb, we use the modal to form the question tag.
 They **should** have breakfast, **shouldn't they?** He **couldn't** come to the party, **could he?**
- When the subject of the sentence is **I**, we use the question tag, **am I?** for negative statements, but **aren't I?** for positive statements.
 I'm not late, **am I?** ✓ I'm very strong, **aren't I?** ✓
 NOT I'm very strong, **am not?** ✗

5 Circle the correct answer.

1. Zoe's lost, **is** / **isn't** she?

2. Max ate all the food, **didn't** / **won't** he?

3. Your parents will leave, **won't** / **will** they?

4. I'm early today, **am not** / **aren't** I?

5. They couldn't plant more trees, **should** / **could** they?

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Ahead Books

5 Circle the correct answer.

- Point to the first item. Ask pupils if the first part of the sentence is affirmative or negative (affirmative). Ask them what kind of tag an affirmative sentence takes (negative). Elicit from pupils that the correct answer is *isn't*. Read the complete sentence.
- Explain to pupils that they are going to do the same for items 2-5.
- Allow pupils time to complete the exercise.
- Check answers as a class.

9 Fill in the correct pronoun.

- Read out the rubric. Make sure the pupils understand what they have to do.
- Point to the first item. Elicit from pupils what the pronoun is (it). Read the complete sentence. Point to the picture and nod.
- Give pupils time to complete the task alone. Go around the class helping where necessary.
- Check the answers as a class.

6 Complete the question tags, using the verbs in the box.

do, can't, aren't, should, did, doesn't

1. He can come to the castle with us, can't he?
2. They don't want to have a picnic, do they?
3. Jill wants to see her family, doesn't she?
4. I'm good at planting trees, aren't I?
5. They shouldn't cut down the forests, should they?
6. Max didn't wake up early, did he?

7 Match.

1. You're going to feed the cat, a. did they?
2. We played at the playground all afternoon, b. didn't we?
3. She will go to the supermarket, c. can she?
4. Lily can't cook tonight, d. hasn't he?
5. John has a shower every morning, e. doesn't he?
6. Grandpa has got a new friend, f. won't she?
7. Brandon and Lyn didn't go to London, g. aren't you?

8 Complete the sentences, using the correct question tag.

1. Kim is angry, isn't she?
2. Dad could pick us up in his spaceship, couldn't he?
3. Holly isn't playing football today, is she?
4. Grandma makes great pizza, doesn't she?
5. Jack didn't open his presents, did he?

9 Fill in the correct pronoun.

1. That bear is dangerous, isn't it?
2. Those socks aren't yours, are they?
3. James will go to Lisbon, won't he?
4. Kathy's bike is new, isn't it?
5. I can't do the dishes, can I?

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6 Complete the question tags, using the verbs in the box.

- Read the rubric. Explain the task to the pupils.
- Allow pupils time to complete the task.
- Check the answers as a class.

7 Match.

- Read the rubric and make sure pupils understand the task.
- Do the activity together as a class.

8 Complete the sentences, using the correct question tag.

- Read the rubric and make sure pupils understand the task.
- Point to the first item. Ask them what verb they will use in the tag (be). Ask them if it should be positive or negative (negative). Ask them what pronoun they should use (she). Elicit the complete answer (isn't she).
- Allow pupils time to complete the remaining items. Go around the class helping.
- Check the answers as a class.

Homework

Tell pupils to:

- do p. 59 in their Workbook (if time permits, they can begin in class).
- read the grammar box.

Lesson 3 Objectives

- To teach vocabulary about sports: life, team, snowboarding, skiing, join, gym, team sport, volleyball, golf, golf course, winner, by yourself, golf ball, golf clubs, skis, helmet
- To talk about sports.

Materials

- Flashcards of a gym, snowboarding, skiing, volleyball (the game), golf, golf ball, golf course, golf clubs, skis, snowboard, volleyball (the ball), helmet
- Audio CD 2
- IWB software

Review

- Review question tags by dividing the class into two groups. One team says a sentence, and the other has to give the correct question tag. If they do, they get a point. Then the second team comes up with a sentence.
- Check homework from Workbook, p. 59.

New words

- Write the words *life, team, snowboarding, skiing, join, gym, team sport, volleyball, golf, golf course, winner, by yourself, golf ball, golf clubs, skis, helmet* on the board.
- Point to the flashcard of the sport skiing and say *skiing*. Point to the word on the board. Pupils repeat it.
- Point to the flashcard of a helmet and say *helmet*. Point to the word on the board. Pupils repeat it.
- Point to the flashcard of skis and say *skis*. Point to the word on the board. Pupils repeat it.
- Point to the flashcard of volleyball. Say it. Point to the word on the board. Pupils repeat it. Point to the three kids playing together and say *This is a volleyball team. Team*. Point to the word on the board. Pupils repeat it. Point to the other team and say *This is the other team. They are playing a game of volleyball. Who will win? Who will be the winner?* Point to the word on the board. Pupils repeat it. Elicit from a pupil who they think will be the winner. Point to the flashcard of snowboarding and say *snowboarding*. Point to the word on the board. Pupils repeat it.
- Point to the flashcard of golf and say *golf*. Point to the word on the board. Pupils repeat it. Point to the flashcard of a golf club and say *golf club*. Point to the words on the board. Pupils repeat it.
- Point to the flashcard of a golf ball and say *golf ball*. Point to the words on the board. Pupils repeat it.

UNIT **12**

CLIL MAGAZINE

SPORTS



skiing



volleyball



snowboarding

Play sports!

10 Listen and read. 🗣️ CD2, 18

Playing a sport is one of the best ways to stay fit and healthy all your life. It can also teach you lots of new skills, including how to work well in a team. When you play a sport, you can have fun, make new friends, and get lots of fresh air outdoors, too. Read which sports the children like below.



Richard likes playing lots of different sports, because he likes trying different things. He's learning snowboarding at the moment. It's a great sport, and you don't need to be in a team to do it. He also likes skiing.



Holly has joined a gym. She likes going to the gym, because she meets lots of new people. She likes team sports. She plays volleyball. The club has many volleyball competitions for young people to take part in. It's a lot of fun!



Robert likes playing golf. He likes golf, because he can play by himself or as part of a team. He plays at a golf course near his home. Golf needs great skill and practice.

Remember, the most important thing when you play a sport isn't winning! Of course, it's great to take part in competitions and be the winner, but it's even better to play just for fun. So go out, play sports by yourself or with a team, and have fun!

life, team, snowboarding, skiing, join, gym, team sport, volleyball, golf, golf course, winner, by yourself

11 Tick ✓ True or False.

	True	False
1. Playing a sport isn't a good way to make new friends.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Richard only enjoys playing team sports.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Holly likes taking part in competitions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Golf doesn't need lots of practice.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Winning is the most important thing in sports.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Ahead Books

- Point to the flashcard of a golf course and say *golf course*. Point to the words on the board. Pupils repeat it.
- Point to the photo of Holly and say *You play volleyball in a team. It's a team sport*. Point to the word on the board. Pupils repeat it. Point to the photo of Robert and say *You play golf by yourself*. Point to the phrase on the board. Pupils repeat it. Say *Golf is hard. You need skill to play golf well*.
- Show pupils the flashcard of a gym. Point to the word on the board and say *gym*. Pupils repeat chorally. Say *I started going to a gym. I joined a gym. Join*. Point to the phrase on the board. Pupils repeat it.

CLIL READING

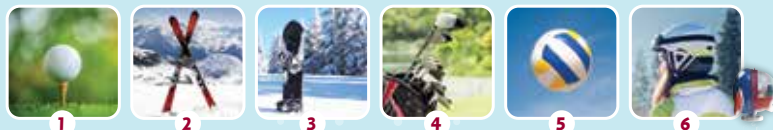
10 Listen and read. 🗣️ CD 2, track 18

- Play the recording. Ask pupils to follow the text with their fingers in the book as they listen.
- Play the recording again. Stop the audio after each sentence and get the pupils to read each one aloud chorally.
- Go through the text as a class, having different pupils read out one sentence each individually..



21ST CENTURY SKILLS

12 Label the equipment you need for different sports. Use these words: **helmet, volleyball, golf clubs, golf ball, skis, snowboard.**



1. golf ball

2. skis

3. snowboard

4. golf clubs

5. volleyball

6. helmet

13 Answer the questions about sports with **yes** or **no**.

1. Do you prefer playing team sports?

2. Have you ever tried snowboarding?

3. Have you ever played volleyball?

4. Have you ever played golf?

5. Would you like to go skiing?

14 Discuss the following questions.

1. Do you prefer watching a sport, or playing it? Why?

2. Why is it a good idea to join a gym?

3. Do you think it's important to win at sports? Please explain your answer.

DID YOU KNOW...?

An Olympic snowboarder can jump as high as a four-story building!

TIME TRAVELLER

14 Discuss the following questions.

- Go through each question in turn, making sure pupils understand.
- Give pupils time to ask and answer the questions in closed pairs.
- Ask each question to the class. Ask *Why?* or Please *explain your answer*, where appropriate so that pupils have to explain their answers.

Did you know ...?

- Read the fun fact to the pupils. Make sure they understand all the words.
- Ask pupils their reactions to this statement.

11 Tick **✓ True** or **False**.

- Explain to pupils they are going to read sentences about the text. Tell them that the sentences might be right (true) or wrong (false).
- Allow pupils time to complete the other items alone.
- Check the answers as a class. In cases where the statement is true, have pupils point to where in the text it says so. In cases where it is false, have pupils tell you what the true statement is.

12 Label the equipment you need for different sports.

Use these words: **helmet, volleyball, golf clubs, golf ball, skis, snowboard.**

- Tell pupils they have to label the pictures.
- Allow pupils time to complete the task alone.
- Check the answers as a class.

13 Answer the questions about sports with **yes** or **no**.

- Tell pupils that they are going to complete the questionnaire about themselves.
- Allow pupils time to complete the task alone.
- Ask pupils to put their hands up if they answered yes to each question. Count the yeses and write the number on the board.

Homework

Tell pupils to:

- read the Play sports! text.
- learn the new words life, skill, team, snowboarding, skiing, join, gym, team sport, volleyball, golf, golf course, winner, by yourself, golf ball, golf clubs, skis, helmet.
- do p. 60 in their Workbooks (if time permits, they can begin in class).
- Optional: Learn for dictation: snowboarding, skiing, volleyball, golf.*

Lesson 4 Objectives

- To listen for detail (gap fill)
- To narrate a story
- To write an email about a historical place

Materials

- Audio CD 2
- IWB software

Review

- Revise *life, skill, team, snowboarding, skiing, join, gym, team sport, volleyball, golf, golf course, winner, by yourself, golf ball, golf clubs, skis, helmet* by miming the various sports for pupils to guess. Once they do, point to the different equipment you are (supposedly) using for pupils to guess (e.g. *once they guess you are skiing, point to your feet for them to guess skis*).
- Check homework from Workbook, p. 60.
- Optional: Give dictation from Lesson 3. Go round the class and check all pupils' answers


UNIT **12**
TIME TO GO HOME

LISTENING

15 Look at the notice in Ex.16. What kind of information is missing? Tick ✓ the information that you need to complete the notice.

The things children learn
at a swimming club.


- a name ☒
- a time ☒
- an address ☐
- an amount of money (5) ☒
- a telephone number ☐
- things you need (3) ☒
- a place to meet ☐



16 Listen and write. There is one example. 😊 CD2, 19

Meet at: 6 pm on Wednesdays and Fridays

- Children learn: how to keep fit
- Sometimes, they take part in: competitions
- Each child needs to bring: shorts and a T-shirt
- The gym teacher: Mr Brown
- Club prices: £10/ten pounds a year



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Ahead Books

LISTENING

15 Look at the notice in Ex. 16. What information is missing?
Tick ✓ the information that you need to complete the notice.

- Read the rubric. Point to the notice. Read the example so pupils understand what they need to do.
- Give pupils time to complete the exercise.
- Go through the answers as a class. For each one, have pupils tell you which question it relates to and to give you some possible answers. Point out to pupils that the money they use in the UK is called pounds and write it on the board.

16 Listen and write. There is one example. 😊 CD 2, track 19

- Tell pupils that they are going to listen to a girl asking her teacher about a swimming club. They have to fill in the gaps in a text.
- Read the example.
- Play the recording of the example so pupils can hear it. Ask them who said the answer (the teacher).
- Play the recording. Pupils complete the gaps.
- Play the recording again, pausing after each section for pupils to answer the question. Play any section again as required. Elicit from pupils how they know (i.e. what they heard the girl and her teacher say).



SPEAKING

- 17** Now let's talk about where you live and your bedroom. Look at the questions and make notes about the things you want to talk about for each question.

What kind of home do you live in?



What's your bedroom like?

How would you change your bedroom to make it better?

Is it important to have your own bedroom? Why?/Why not?

Do you like the area you live in? Why?/Why not?

- 18** Look at the questions again, and your notes. Then ask and answer with a friend.

Student A: What kind of home do you live in?

Student B: I live in a small house with a garden. It's got three bedrooms, a bathroom, a kitchen and a big living room.

SPEAKING

- 17** Now let's talk about where you live and your bedroom. Look at the questions and make notes about the things you want to talk about for each question.

- Explain to pupils that they are going to talk about very common subjects in a moment, but first they have to think about the questions.
- Go through the question to make sure pupils understand. Then give them a minute or two to write their answers.

- 18** Look at the questions again, and your notes. Then ask and answer with a friend.

- Tell pupils they are going to work in pairs asking and answering the questions.
- Give pupils time to ask their questions and give their answers as closed pairs.
- Ask some pupils to repeat their answers for the class.
- Give pupils time to ask their questions and give their answers in closed pairs. Then ask some pupils to repeat their questions and answers in open pairs for the class.

WRITING CORNER

19 Read and answer the questions.


- Hold your book up and point to the picture and the title My favourite sport. Explain to pupils that they are going to read a text about someone's favourite sport. Ask them what one they think it is (volleyball).
- Tell the pupils to read the text to themselves. Once they have finished, you should read the text aloud.
- Tell pupils to look at the questions and answer them.
- Check the answers as a class.

20 Make notes about why you like your favourite sport.



- Tell pupils they are going to think about what they need to put in their email. Tell them they should write some reasons why they like the sport.
- Allow pupils time to complete the task alone.
- Ask various pupils around the class what their favourite sport is and why. Write sports on one side of the board and reasons on the other.
- Tell pupils to write their text in their Workbook. Tell them to draw a picture of their room or find a photo of it to stick on the Workbook page. Depending on the amount of time you have available in class, you may choose to set this exercise for homework.

21 What will you write about in each paragraph? Match.

- Tell pupils they are going to think about what they need to put in each paragraph. Tell them they can look back at the text in Ex. 19 to check.
- Do the activity together as a class.



My favourite sport

19 Read and answer the questions.

1 { I love all kinds of sports, but my favourite sport is volleyball. I love playing volleyball, and I want my team to win all the volleyball competitions.

2 { I started playing volleyball when I was only four years old! Now, I play for my school club. We do lots of training every day. Volleyball is a great sport for staying fit and healthy, and it's also a lot of fun. You can play volleyball almost anywhere! You can play in a park or on the beach. All you need is a ball and a net. I like volleyball, because it's fun to watch, and fun to play!

3 { Volleyball is a popular sport, and one day, I want to be the most famous volleyball player in the world.

1. How many paragraphs are there?
_____ three _____

2. What is the text about?
_____ sports/volleyball/ _____
_____ why the writer likes volleyball _____

3. What does the writer say about why they like volleyball? Underline the reasons.

20 Make notes about why you like your favourite sport.
E.g.: It helps me stay fit and healthy.

21 What will you write about in each paragraph? Choose from the list.

Paragraph 1: c

Paragraph 2: e

Paragraph 3: a


a Why this is your favourite sport.

b What you like doing on weekends.

c What your favourite sport is.

d Your favourite sports person.

e The things you like about the sport, with examples.

22  **Now write about your favourite sport in your Workbook, in the Writing Corner section. Use the model text in Ex.19, and your answers to exercises 20 and 21 to help you.**

22 Now write about your favourite sport in your Workbook, in the Writing Corner section. Use the model text in Ex.19, and your answers to exercises 20 and 21 to help you.

- Tell pupils they are going to write a text about their favourite sport in their Workbooks.
- Ask pupils what they are going to write about. Elicit the answer about my favourite sport.
- Tell pupils to write the text in their Workbooks. Depending on the amount of time you have available in class, choose to do this exercise either in class or for homework.

Homework

Tell pupils to:

- write a text about their favourite sport in their Workbook, in the Writing Corner section (if they haven't done it in class).
- do p. 61 in their Workbooks.

VOCABULARY

1 Complete.

group, helmet, skyscraper, nests, swan

- There was a lovely white swan sitting in the stream.
- Where do eagles build their nests?
- I always wear a helmet when I ride my bike.
- The Shard is a skyscraper in London.
- Let's start an environmental group!

2 Match to make sentences.

- | | | |
|---------------------------------------|---|----------------------------------|
| 1. I like butter and | d | a at the new restaurant. |
| 2. We had a delicious meal | a | b or with chopsticks? |
| 3. Should I eat noodles with a spoon, | b | c they're tasty. |
| 4. Put some salt and | e | d jam on my toast for breakfast. |
| 5. I like olives, because | c | e pepper on your fish and chips. |

3 Look at the photos and circle the words.



TIME TRAVELLER

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Review

- Check Workbook p. 61.
- Ask volunteer pupils to read out their writing tasks about their favourite sport from their Workbook, in the Writing Corner section.

VOCABULARY

1 Complete.

- Explain to pupils they have to complete the gaps with the words in the box.
- Give pupils time to complete the exercise alone.
- Check answers as a class.

2 Match to make sentences.

- Read the rubric. Explain to pupils that they have to make sentences that make sense.
- Give pupils time to complete the exercise.
- Check answers as a class.

3 Look at the photos and circle the words.

- Explain the task to the pupils.
- Give pupils time to complete the exercise.
- Check answers as a class.

Lesson Objectives

- To revise the vocabulary and grammar taught in Units 10-12

Materials

- some examples of recipes from magazines or printed from the internet
- IWB software

GRAMMAR

4 Complete the sentences. Use the words in the box.

- Read the rubric. Remind pupils that these are prepositions of place.
- Give pupils time to complete the exercise alone.
- Check answers as a class.

5 Complete the sentences with the correct question tag.

- Remind pupils that a question tag should be positive for a negative sentence and negative for a positive one; that it uses an auxiliary, modal or the verb be, and if there are none of these, the verb do; and finally that we use pronouns in a question tag.
- Do the first item with the class to demonstrate.
- Give pupils time to complete the exercise alone. Go around the class helping where necessary.
- Check answers as a class.

6 Put the verbs in brackets in the correct form to make sentences.

- Read the rubric.
- Give pupils time to complete the exercise alone.
- Check answers as a class.

GRAMMAR

4 Complete the sentences. Use the words in the box.

in, behind, next, between, from

1. Is the bank next to the pizza restaurant?
2. Is the park in front of the hospital?
3. The baker's shop is between the chemist and the bookshop.
4. The supermarket is behind the café.
5. The police station is across from the library.

5 Complete the sentences with the correct question tag.

1. It isn't raining, is it?
2. They should go to the meeting, shouldn't they?
3. I'm very clever, aren't I?
4. Mrs Green likes singing, doesn't she?
5. They weren't at school today, were they?

6 Put the verbs in brackets in the correct form to make sentences.

1. Why do you look (look) so sad today, Holly?
2. That pizza smells (smell) fantastic!
3. That music sounds (sound) really terrible!
4. Max is looking (look) for his shoes at the moment.
5. Grandpa isn't (not / be) tired today.



PROJECT

7 Write a recipe (see Ex. 8). But first, answer the questions below.

1. What's the name of the dish/food?

2. What tools do you need to make the dish/food? (knife, bowl)

3. What ingredients do you need to make the dish/food? (eggs, flour)

4. How do you make it? (mix together, chop, slice, put in the oven)

- 8 Now write your recipe in the My Projects section in your Workbook. Use your ideas from Ex.7. You can draw a picture of your dish/food, or you can use a picture from a magazine.

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Ahead Books

PROJECT

7 Write a recipe (see Ex. 8). But first, answer the questions below.

- Explain to pupils they are going to write a recipe, but first they have to answer some questions.
- Give pupils time to answer the questions.
- Ask different pupils for their answers around the class.

8 Now write your recipe in the My Projects section in your Workbook. Use your ideas from Ex.7. You can draw a picture of your dish/food, or you can use a picture from a magazine.

- Tell pupils they are going to write a recipe. Show them the various recipes you have brought in to give them an idea of what is expected.
- Explain that they can use their answers to Ex. 7 in their recipes.
- Tell them they can draw a picture or use a photo of the dish to accompany their recipe.
- Depending on the amount of time you have available in class, choose to do this exercise either in class or for homework. When pupils bring their recipes into class, stick them up on the classroom wall.

Homework

- Tell pupils to:
 - do Workbook pp 62-63.
- Ask pupils to complete their projects at home (if they haven't completed them in class).