

Introduction

Course components

Students' Book overview

- ▶ *Discover English 3 Students' Book* contains ten units and a shorter Starter Unit at the beginning.
- ▶ The Starter Unit introduces the Discovery 101 team and deals with basic grammar and vocabulary points. It provides a motivating, practical starting point for the school year.
- ▶ Units 1 to 10 consist of an opening page followed by five lessons, a–e.
- ▶ The opening page in each unit introduces key vocabulary, while language items are introduced and practised in lessons a and b with one of the lessons based on the Discovery 101 children. Lesson c in each unit features *The Magic Amulet* cartoon, and lesson d or e in each unit consists of a revision lesson, *Let's Revise!* Finally, every other unit contains a *Discover Skills* or a *Discover Culture* lesson.
- ▶ The *Find extra words* feature on page 109 motivates students to develop their vocabulary. The codebreaker key is also on page 109.
- ▶ There is a *word list* on page 110 featuring key vocabulary introduced in each unit.

Teacher's Book overview

The comprehensive *Teacher's Book* contains:

- ▶ concise teaching notes for each lesson
- ▶ all the *Students' Book* pages
- ▶ *Students' Book* and *Workbook answer keys*
- ▶ *Test Book answer key*
- ▶ *Students' Book tapescripts* where necessary
- ▶ one *photocopiable grammar worksheet* with consolidation and extension resources for each of the ten units. Both have teacher's notes and answer keys
- ▶ one *photocopiable resource* for each of the ten units with teacher's notes and answer keys
- ▶ three *extra photocopiable resources* to use at the beginning of the school year.

Workbook overview

The *Workbook* contains:

- ▶ grammar, vocabulary and skills exercises which provide thorough consolidation and practice for each unit in the *Students' Book*
- ▶ a starring system of one to three stars for level of difficulty on the grammar exercises for flexibility
- ▶ exercises to practise the extra words from the *Students' Book*.

It can be used for homework or, alternatively, can be used in class as additional revision material. It could also be used to help deal with fast finishers.

Audio CD

- ▶ The class audio CD (three CDs) contains all the dialogues and texts from the *Students' Book*.
- ▶ Exercises involving listening are very easy to manage as all track numbers are shown next to the relevant exercise on the page.

Students' CD-ROM

The *Students' CD-ROM* contains audio of the *Students' Book* dialogues and texts as well as lots of additional practice material in a very easy-to-follow format which is ideal for motivating self-access. Students simply need to:

- ▶ start the CD-ROM
- ▶ choose a unit (1–10) from the menu down the side of the screen
- ▶ choose a practice activity. Activity types include: games, word squares and anagrams
- ▶ check their own answers.

Students can keep track of their progress with a learner diary.

If your school has computer facilities, you could book them at the beginning of the year to teach students how to use the CD-ROM.

Test Book and Test Master

- ▶ The *Test Book* contains two *progress tests* for each unit, 'Student A' and 'Student B'. Each test covers the lexis, grammar and functional areas taught in the *Students' Book* unit. Both the two unit tests

cover exactly the same material and use exactly the same question-types. There are two versions to help you deal with the unfortunate classroom reality of cheating; give Student A and Student B tests to students sitting next to each other. Alternatively, you may like to use one of the tests as a diagnostic test at the beginning of the unit and the other as a final unit progress test.

- ▶ There are also Student A and Student B *skills tests* every two units, providing assessment of listening, reading, writing and speaking. These are extremely easy to use as they are adapted to your classroom reality. The tests begin with a listening test and finish with a short, easy-to-manage speaking test.
- ▶ Finally, a Student A and Student B *end-of-year test* facilitates assessment across a longer time period. They are especially easy to use as they follow exactly the same format as the progress tests.
- ▶ A marking grid for all tests is also provided for you to record your students' marks.
- ▶ In order to help you adapt material to your own classroom context and to provide as much flexibility as possible, all the tests are provided as editable Word documents on the *Test Master* section of the *Active Teach* disk.

Students' Book features

Discover Words

- ▶ *Discover Words* introduces important topic and other target vocabulary. Each unit begins with *Discover Words*, and there are regular *Discover Words* spots throughout the book. *Discover Words* is easy to use both with students with no prior knowledge and with students who may already know some of the target words. Pictures and photos are often used to present language. Students are asked to do a variety of tasks such as matching, labelling, ordering, listening and repeating target items in order to standardise pronunciation.

Grammar

- ▶ *Discover English 3* teaches grammar by first introducing it in a meaningful context connected to the unit topic. For example, students may be asked to read and listen to texts they can easily relate to containing the target language such as dialogues, web texts, diaries and letters. Their understanding of the context and grammar is checked by different kinds of comprehension questions, e.g. true/false questions.

- ▶ Separate *grammar boxes* provide examples of the structure being taught. There are also plenty of practice exercises to consolidate understanding and give students the opportunity to manipulate the structure in question.
- ▶ Regular writing and speaking exercises are designed to provide students with the opportunity to practise the new language they have learned.

Discovery 101

- ▶ The photographic characters in *Discover English 3* are Lily, Tom, Mia and James. They all contribute to their radio station – *Discovery 101*.
- ▶ In lessons a and b of each unit, we see the characters working towards their next radio programme which is based on the topic of the unit. This is portrayed either through a dialogue or through texts, both of which feature the target language structures for each unit.

The Magic Amulet cartoon

- ▶ Lesson c in each unit features a different episode of *The Magic Amulet*, which is great fun. It's about two children, Holly and Max, who go back to Ancient Egypt and make friends with a guide, Ra. The story connects with the unit topics through location and context, and provides a motivating vehicle for presentation and recycling of grammar and vocabulary.
- ▶ As part of the idea of students discovering English, in alternate units there is a code to break based on hieroglyphs.

Discover Skills

- ▶ Although listening, speaking, reading and writing are systematically dealt with throughout the course, there is a special *Discover Skills* lesson in units 1, 3, 5, 7 and 9 which aims to offer further, focused practice in each skill. No new grammar is introduced in these lessons. Content is connected to the unit topic, and encourages students to discover more about the world around them in a variety of international cultural contexts.

Discover Culture

- ▶ Units 2, 4, 6, 8 and 10 contain a skills-based *Discover Culture* lesson. A variety of reading and listening texts provide information about different aspects of life in Britain and encourage students to reflect upon differences between their own culture and life in the UK.

Let's Revise!

- ▶ *Let's Revise!* provides a variety of exercise types to help students revise vocabulary, grammar, pronunciation and functions. There is a consolidation section in the *Let's Revise!* lesson in units 2, 4, 6, 8 and 10, which ends with a song.
- ▶ In each *Let's Revise!* lesson there is also a *Checklist* to encourage students to reflect upon their own learning.

Watch Out!

- ▶ The regular *Watch Out!* boxes focus on common areas of difficulty. The teacher's notes give ideas for integrating this into a lesson plan.

Talking Tips!

- ▶ There is also a motivating *Talking Tips!* exercise in lesson a or b of each unit.
- ▶ Each exercise focuses on two simple everyday expressions students of this age can relate to, which have already been included in a prior reading/listening text. In *Talking Tips!* students are asked to listen and repeat, and then to match each expression to a picture to check meaning.

Fun Zone

- ▶ The name *Fun Zone* speaks for itself! There are regular *Fun Zone* exercises throughout the book, which provide light-hearted grammar, vocabulary, listening and speaking practice. They also include songs, raps, puzzles and games.

Songs

- ▶ There is a song in alternate units. These are connected to the unit topic and grammar.
- ▶ This is very motivating for students of this age!

Fun facts

- ▶ Regular *Fun facts* provide extra interesting, light-hearted information linked to the text in the lesson in question. For example, see Unit 1b on page 13. You may occasionally need to help students with lexis or to translate. *Fun facts* provide an excellent starting point for discussion on a related topic.

Try this!

- ▶ Occasional *Try this!* boxes aim to help students become better learners. For example, see Unit 3d page 37.

Teacher's Book features

Format

- ▶ The *Teacher's Book* is very user friendly. All of the *Students' Book* pages are reduced in size and 'embedded' in the *Teacher's Book* pages. The *teaching notes* are written around the corresponding *Students' Book* page for easy reference, so it's almost impossible to lose your place!
- ▶ *Answers* are included on the *Students' Book* page, space permitting, or are included at the end of the notes on each exercise.
- ▶ *Tapescrpts* are included at the end of the teacher's notes for each lesson if they don't appear on the *Students' Book* page itself.
- ▶ Notes and answers for the grammar worksheets and photocopiable activities at the back of the book are also very easy to find and to follow.

Teaching notes

- ▶ The teaching notes take you step by step through each stage of each lesson, not only providing you with a clear structure for the lesson but also with additional teaching ideas. They are designed to be flexible, taking mixed-ability classes and different learning styles into account throughout.

Culture notes

- ▶ Occasional *Culture notes* provide information about aspects of British culture which you may not be so familiar with in order to help you deal with students' questions.

Suggestions

- ▶ Regular *Suggestions* for alternative classroom procedures, extension ideas or extra activities and games are an important feature of the teaching notes, as they help you adapt material to your class's needs.

Fast finishers

- ▶ Dealing with *Fast finishers* is something all teachers have to do, even in a relatively homogeneous class. The teaching notes offer you ideas to help you cater for them.

Tips

- ▶ Regular tips serve to remind you of important classroom management issues which relate to the lesson in question.

Grammar worksheets

- ▶ The consolidation and extension *grammar worksheets* (pages 137–146) are important tools to help you deal with mixed-ability classes. Give consolidation worksheets to weak students, and extension worksheets to students who need to be stretched. Both can be used during the class as an alternative or addition to *Students' Book* material, or for homework. You could also use them with fast finishers.

Photocopiable resources

- ▶ The *photocopiable worksheets* (pages 156–165) provide a variety of extra practice and extension activities for each unit. Remember that you must use them after the target language has been taught. They could also be used for revision purposes.
- ▶ There are also three *photocopiable worksheets* (pages 153–155) which are designed to help you start the year. They are especially useful to help you diagnose your class profile and will help you prepare classes if your students haven't bought books on time.

Active Teach and CYLETs

Introducing your 'Active Teach' software component

Discover English benefits from the latest technological development in English Language Teaching – **Active Teach**. This is software for your computer and Interactive Whiteboard (IWB). If you don't have an IWB, you still have a multitude of benefits using this component in preparing your classes on a computer. An alternative to an IWB is simply using a projector and a computer in class.

What is Active Teach?

Active Teach is a digital version of the *Students' Book* with everything you need to prepare and teach your classes in one place: on your computer. When you open the program you will find:

- ▶ **Students' Book pages** – exact reproductions of the printed page
- ▶ **Class audio** – touch the icon and the listening begins
- ▶ **Extension activities** – extra whole class practice or an ideal task for fast finishers
- ▶ **Test Master** – allows you to access, download and edit all of the tests
- ▶ **Students' CD-ROM** – now you can use it in class

- ▶ **Interactive DVD** – with touch control audio scripts for precise drilling
- ▶ **Phonetic chart** – click sounds to hear examples.

How do I use it?


Having the book and associated material in one place means you don't have to gather everything together when preparing or teaching. Practically everything you need is in one easy-to-access place. Using **Active Teach** in class is easy with an IWB or just a projector:

- ▶ zoom pictures and exercises for all to see clearly
- ▶ complete the same exercises on the board as the students see in their books
- ▶ control of audio and DVD from the tapescript – touch the text and hear it spoken
- ▶ DVD can be paused and annotated to highlight vocabulary.

What are the benefits?

Everyone is on the same page, literally. **Classroom management** is made far easier when students lift their heads to look at **the page on the board**. When giving **feedback** students can come to the board and write in the answer in **the 'zoomed' exercise**. No excuses any more for not knowing where they are in the book. In the event of needing an extra activity you have a bank of material at your fingertips – **Active Teach** contains the student **CD-ROM**, **Test Master** and **extension activities** in the *Students' Book* pages. You can even set the **CD-ROM** activities for homework and then check who has done the activities next class. Finally, the efficiency **Active Teach** brings to your professional life – all the time saved planning and teaching your classes.

CYLETs and Discover English

Discover English has been devised to bring practice of CYLETs to your classroom without being intrusive. We understand that the necessity for exam practice is not always homogeneous in every group so many of the practice activities in this course are based on the CYLETs style without converting *Discover English* into an 'exam practice' course. The *Teacher's Book* readily identifies all the activities where CYLETs style is practised (look for the icons  next to the activities). If your students are preparing for an exam then simply let them know they are practising for their CYLETs exam in completing the activity; if not then they need be none the wiser.

In the classroom

How to ... deal with mixed-ability classes and students with learning difficulties

In addition to exploiting *Discover English 3* course resources to the full, remember to:

- ▶ get to know your class as fast as you can. Quickly establish which students need more help and in which area. You could use one of the *Discover English* progress tests A or B as an initial diagnostic test
- ▶ establish if a given student really is very weak or if there is another issue at play, e.g. does he or she suffer from an attention deficit condition or another problem such as dyslexia? Ask colleagues and maximise any opportunity you have for parent contact. If necessary alert your school
- ▶ give all students a sense of achievement, e.g. ask weak students easier questions and stretch strong students with more challenging ones. Try not to make it obvious though!
- ▶ use the star system in the *Discover English Workbook*. The grammar exercises are graded from one star (everybody can do this exercise) to three stars (a more challenging exercise for the stronger students)
- ▶ move on to freer practice activities with strong classes more quickly than with weak classes
- ▶ allow the students to work at their own pace when doing practice exercises or activities if your class is very mixed ability. Make sure all students always have something achievable to do
- ▶ take care with pairings. You can pair strong with strong, weak with weak, or strong with weak. Strong and weak students may work well together in very controlled activities, but in a freer activity, strong with strong may work better. If your classroom situation allows, it is a good idea to vary pairings from the beginning. Allocate tasks in group activities so the strong students don't always dominate. Weak students often work better in smaller groups
- ▶ allocate different homework tasks for students with learning difficulties, e.g. a simple copying task or a consolidation worksheet
- ▶ work through exercises with the whole class if it's a weak class
- ▶ consider giving a weak class Test A to do at home and Test B to do in class
- ▶ cater for the students' different learning styles and preferences by using a variety of activity types in

each lesson. This will help even very weak students to feel they do something well. Here are some examples

- ... **Kinaesthetic learners** learn through movement. Some appropriate activities are: clapping rhythmically, acting out, pointing, miming, and moving into and out of groups.
- ... **Visual learners** learn through activities involving colour, pictures, diagrams, and drawings. Regular wall displays or perhaps an 'English corner' are especially effective ways of motivating our visual learners.
- ... **Auditory learners** learn by listening to music, having discussions, doing listening exercises, and even silence, e.g. say: *Close your eyes for one minute and think about your favourite things.*

How to ... manage classes and deal with discipline

Dealing effectively with mixed-ability class teaching using the above suggestions will help you avoid discipline problems; a demotivated or bored student is much more likely to behave badly. Here are a few extra ideas to help. Remember to:

- ▶ create clear classroom routines right from the beginning so students know what is expected of them in general, e.g. a simple warm up chant: *Good morning/afternoon/evening* or write the date on the board
- ▶ involve students as much as possible as often as possible. *Personalisation* is a good way of doing this. Relate activities and exercises to their own reality, e.g. after reading a text about different films, ask students which their own favourite is. Students love talking about themselves. *Discover English 3* contains a lot of personalisation exercises, for example in unit 1 lesson b, after the countable and uncountable nouns and quantifiers have been introduced, students are asked to talk about what there is in their school bags. In the *Discover Culture* pages students are encouraged to talk about their own experiences
- ▶ take behaviour and personalities into account when grouping students, e.g. sit a problematic student next to a patient, well-behaved student
- ▶ give clear instructions and check them too, e.g. ask check questions or give the instruction in English and ask a student to translate it. It's easy to think a student is misbehaving when in fact he/she didn't understand an instruction
- ▶ offer rewards for good behaviour, e.g. tell a problematic student that if he/she behaves well he/

she can sit next to a friend in the following class. Don't forget to follow it through or you will lose credibility

- ▶ stick to small groups with lively classes
- ▶ move round the room as often as you can to impose your presence and authority. You will also get a better feel for classroom dynamics if you do this and be more aware of your students' problems and abilities
- ▶ create a behaviour chart, e.g. reward good behaviour with gold stars or ticks. The student who has the most stars/ticks at the end of every week or two could be the official class helper. If you have to threaten, make sure you carry out your threat to retain credibility
- ▶ keep an eye on the time and on fast finishers. If an activity goes on for too long even usually well-behaved students will get restless
- ▶ be seen to be fair. This way you will win students' respect.

How to ... deal with correction

Correction of speaking and writing is the main way we give our students feedback. However, it can be demotivating if we over- or under-correct. Remember to:

- ▶ correct as much as possible during presentation and controlled practice of grammar and vocabulary
- ▶ allow your students to experiment with language during freer activities or general classroom communication without correcting all the time. They will necessarily make mistakes as they experiment with language. This is part of the metacognitive learning process
- ▶ be sensitive! For instance, use positive intonation and facial expression when saying no
- ▶ give the students time to self-correct as often as possible. This will give them a sense of achievement
- ▶ if an individual really doesn't know the answer and can't self-correct, don't give it yourself all the time. Sometimes ask: *Can anyone help?*
- ▶ make sure a student who got the answer wrong during controlled practice repeats the correct version before moving on
- ▶ make sure students copy down a correct version of exercises you have corrected in class
- ▶ provide encouraging comments when correcting freer writing and make sure students know what kind of mistakes they've made, e.g. grammar, vocabulary, word order.

How to ... deal with drilling

Drilling is your way of ensuring that all students have said the target language item. This teaches them how to pronounce a word or form a grammatical structure and helps them memorise it in a context. For example, there is a pronunciation drill in every *Let's Revise!* lesson which focuses on a particular sound in a fun context. Remember to:

- ▶ teach meaning before you drill so that repetition is meaningful
- ▶ use choral repetition first so you know all students have spoken. Then ask a few individuals round the class
- ▶ give a clear model using intonation appropriate to the language item(s) and context
- ▶ reinforce clear instructions with gesture, e.g. use arm movement to show students they should begin
- ▶ make sure all the students have said the target language at least once
- ▶ correct errors. If you don't, your students may well repeat them in the future!

How to ... use realia

Realia are real-life objects you bring into the classroom, e.g. to teach 'apple' ... why not bring an apple? Using realia is memorable and helps engage the students. You can use realia to do lots of things, e.g. to present and recycle grammar and vocabulary or in story-based activities.

Use everyday objects you have at home or use the students' possessions such as pencil cases, rubbers, books and bags. Here are some ideas.

- ▶ Bring favourite things realia to the class to recycle vocabulary about favourite things from the Starter Unit. If you don't have everything, just one item makes a memorable difference, e.g. a football shirt.
- ▶ Use classroom realia to teach or recycle prepositions of place, e.g. *the pencil case is next to Maria's English book.*
- ▶ Use sports-related realia to act as prompts for presenting or practising grammar. Write *He / every day* on the board, hold up a tennis racquet and elicit a sentence from the class. (*He plays tennis every day.*)
- ▶ Use realia to play games, e.g. Kim's game (see the **Games Bank** on pages 16–19).

How to ... use games

Games and other light-hearted activities, such as those in *Fun Zone*, are a very valid teaching tool. Games shouldn't just be something we do to spend the last

five minutes of class, but should be an integral part of our lesson planning over time. This is because they provide meaningful, motivating contexts for language practice. Here are some points to bear in mind.

- ▶ Make sure your rationale is very clear. Ask yourself why you are playing the game. Common reasons include: to practise or revise a structure, to review vocabulary, and to improve your students' listening comprehension such as their ability to follow instructions.
- ▶ You may play a game as a warmer at the beginning of the class, or a settler to calm students down. Games don't have to be noisy!
- ▶ Think carefully beforehand about interaction patterns. Plan ahead.
- ▶ Give clear instructions. Don't forget to check them, e.g. *Maria, are you working with Bruno? (Yes, I am./No, I'm not.)* Use L1 if necessary.
- ▶ Don't let the game continue for too long or fast finishers will get restless.

How to ... use L1

As English teachers our objective should be to use the target language as much as possible for many reasons. For instance, speaking in English enables our students to develop their listening skills and is a great motivator. The teacher is the students' model and point of reference. However, it is sometimes practical to use L1 in order to:

- ▶ give complicated instructions
- ▶ give instructions to a weak class, although it's advisable to always give them in English first
- ▶ translate non-target vocabulary which comes up and you want to deal with quickly
- ▶ translate key vocabulary to a weak class. Again, always do it in English first
- ▶ quickly discipline students who misbehave
- ▶ find out more about your students and their opinions when generating interest, e.g. they may well not understand *Have you ever met a famous person?* Use English, though, wherever possible.

How to ... use the dialogues

All the dialogues in the *Students' Book* are recorded. They provide carefully structured contexts for language presentation, practice and revision. The teacher's notes provide lots of ideas for using them. Remember the basic principles of before – during – after.

Before

- ▶ Motivate your students to read/listen by introducing the topic first. For instance, you could use pictures,

photographs, realia or play a game. Aim to provide them with an intrinsic (rather than teacher-set) reason to read.

- ▶ Check key vocabulary *before* you ask students to read/listen.

During

- ▶ Play the recording while students follow the dialogue. Don't worry about playing the recording two or three times. Some classes need more support than others.
- ▶ Get students to do the exercises suggested by the *Students' Book*, e.g. gap-fill exercises or information transfer.

After

- ▶ Ask the class to do the exercises set afterwards to check comprehension, e.g. true/false questions.
- ▶ Allocate characters and have students read the dialogue for the group.
- ▶ Divide students into groups and have them practise.
- ▶ Ask groups to perform for the class.
- ▶ Get the students to act.
- ▶ Have the students make up similar dialogues featuring themselves.

How to ... keep students' attention

- ▶ Think carefully about how long you want to spend on each activity. A greater number of shorter activities usually work better than fewer longer activities. Pace is crucial!
- ▶ Speak clearly so all the students can hear you, and at a pace which students will be able to keep up with.
- ▶ Vary activity types where possible in order to maintain the students' curiosity.
- ▶ Think carefully about the stage of the lesson you choose for each activity. For instance, an individual writing activity isn't appropriate as a warmer at the beginning. A game or other activity in which the whole class are involved would work better.
- ▶ Play quiet music while students are working individually or doing pair/group work. This usually has a soothing effect, calms students down and improves their concentration levels.
- ▶ Tell students if you want them to work individually, or in pairs or groups *before* you give them any further instructions so you know they're concentrating.
- ▶ Similarly, the teacher's notes sometimes suggest you tell students to close their books so they are

concentrating on what you say, not looking at the book.

- ▶ When asking individuals questions, don't ask each student in turn in one row. If you do this, they can prepare their answers or go to sleep! Choose students randomly around the room to make sure everyone is paying attention.
- ▶ Losing the attention of thirty students is a daunting prospect. If this happens, try clapping two or three times as loudly as you can or bring realia to hold up such as an eye-catching hat. Another technique which works with some classes is ... silence. Wait until all the students are silent, however long it takes. Some teachers find it useful to count down out loud from twenty to zero. Encourage the students to join you. Whatever you do, don't shout, as you will lose the students' respect. The worst-case scenario is simply to continue working with those students who are listening and to deal with the others after the class.
- ▶ Don't confuse productive noise during group work with noise resulting from a loss of attention.

How to ... use *In this unit*

- ▶ After you have introduced the unit topic using the ideas in the teacher's notes, tell the students to read the *In this unit* box and translate if necessary.
- ▶ Ask students to work in pairs. Give them time to look through the unit and find the pages which deal with each point.
- ▶ Check page references with the whole class.
- ▶ You could quickly ask the students to tell you one or two things they know, if anything, about each subject, which will help you plan lessons of an appropriate level.
- ▶ You could ask the class which subject they are looking forward to the most.

How to ... use the pronunciation sections

- ▶ Have the students look at the picture and tell you the words they know.
- ▶ Play the recording twice. The second time, pause for the students to repeat each line in chorus. You could play it again but have them repeat a larger chunk. See if they can say it without looking at their books!

How to ... teach vocabulary

The teacher's notes give you plenty of ideas about how to go about teaching the vocabulary in the *Students' Book*. Here are a few points you may like to consider.

- ▶ Make sure you know which of the target vocabulary in the book is probably new to your students and which they may have met before. This affects how quickly you move on to the practice stage.
- ▶ Use the pictures and photos in the book, flashcards, realia and the students themselves to teach the target lexical sets, e.g. use a tall student to teach *tall*.
- ▶ Always try to elicit words if you think your students have some knowledge. This is motivating for them.
- ▶ Remember to teach meaning first. Then make sure all students have said the target word at least once before you write it on the board or show them it in their *Students' Book*.
- ▶ A way to help students say words correctly is by marking stressed syllables when you write the word on the board.
- ▶ Don't try to introduce too much vocabulary at the same time as you will overload your students. Six or seven completely new words are plenty. If your students already know some words, increase the number.
- ▶ A way to help students say words correctly is by marking stressed syllables.
- ▶ You could play a short game as a warmer in one lesson to recycle vocabulary taught in the previous one.
- ▶ Non-target words come up regularly in class. Translating is an efficient way of dealing with these. Why not ask different students in each class to be responsible for copying these new non-target words from a 'new words' section on the board onto pre-prepared pieces of paper. Have them write the translation on the back of the paper. Put all the papers in a bag and keep it in the classroom. You could ask fast finishers to take some words from the bag and test each other throughout the course. One student says the English word and the other gives the translation or vice versa.
- ▶ For stronger classes use the *Discover 5 extra words* feature which allows students to find more words on the page.

How to ... exploit the cartoon story

The teacher's notes contain lots of practical ideas to help you deal with the *The Magic Amulet* cartoon story. Here are a few points to remember.

- ▶ Always ask the class what they can remember about the story so far before you begin each new episode. This recycles language and will motivate them.
- ▶ Exploit the pictures in each story to the full to

recycle known and teach new vocabulary where appropriate.

- ▶ Don't forget that you don't need to formally focus on every piece of new language. It's important that students get used to using the context to work out meaning.
- ▶ After the students have read/listened and completed the comprehension questions, you have lots of alternatives. For instance, divide the class into groups where each member can play a role (usually groups of between three and six). Play the recording again and have them repeat their lines. You could put them into groups to practise. Have them act if you have the space! If you have time, ask one or two groups to perform for the class.

How to ... use the revision pages

- ▶ Remember that the revision pages are not a test. You may like to ask the students to work individually, but you could also consider asking them to do some exercises in small groups.
- ▶ Why not create an element of competition? Ask each group to choose a group name, and write the names on the board. Give points for correct answers.
- ▶ Write *Students' Book* page numbers on the board for each revision exercise so students can refer to material. It is very important to give them the chance to reprocess and remember language they have, or may not have, learned.
- ▶ Look at your register to ensure students who missed a lot of material for any reason are working with a student who has attended all the time so he/she can help.
- ▶ Make sure you provide students with a correct written record of all writing exercises by writing answers on the board or having students do so.
- ▶ *Using the checklist:* Self-evaluation will most probably be new to your students, depending on your school/cultural context. Do it orally with the group the first two or three times. Draw the different faces from the checklist on the board. Use L1 if necessary to ask the class about the subjects on the checklist, e.g. the present perfect and the past simple (see Unit 3e page 38). Ask for examples. Then get them to decide which face applies to them and to copy it into their books. Students of this age usually know what they think, but need help explaining why. Ask open-ended questions, e.g. *Why do you think it's easy / difficult?* and persist during the year. Possible answers in this case may be: *It's easy because I like it. / It's difficult because I wasn't in class.* You may find you obtain

more information than you first thought, which is very useful for planning lessons.

How to ... use the CD player

- ▶ Make sure you know how your equipment works.
- ▶ Check the track numbers you will need before the class starts and set up the machine beforehand if possible. Track numbers are clearly marked on the *Students' Book* page, e.g. 2.10 – this means use CD 2 track 10.
- ▶ Make sure you have listened to the track(s) yourself first.
- ▶ Give clear instructions before you play the CD. Don't compete with it!
- ▶ Make sure all the students can hear it. If it's too loud, the sound may be distorted.
- ▶ To avoid interruptions, always ask students if they have any questions before you begin.
- ▶ Make sure students understand they can't ask you anything or speak while the CD is playing.
- ▶ If it doesn't seem to be working, check that the leads are in place, and that it's turned on.
- ▶ If you have a technical problem that you can't fix, simply read the tapescript yourself. You could ask a strong student to help.

How to ... use projects, class surveys, wall displays and class collages

Projects, class surveys, wall displays and class collages are very important as they help to make learning memorable and help engage students of this age. In *Discover English 3* there are many examples of this. For example there's a project in every *Discover Skills* lesson. Here are some ideas.

- ▶ Choose topics that relate to your students' interests. Possible subjects may include: favourite actors/actresses, animals, eating habits, weekend routine, likes and dislikes and favourite kinds of music.
- ▶ Always plan ahead, e.g. if your school has computer facilities with Internet access which will enable your students to do research for a project, book them well in advance.
- ▶ Keep a picture box in the classroom or school. Ask your students to bring magazines or print off pictures from the internet that relate to the current English topic and to leave them in the box.
- ▶ Make sure you have sufficient material resources for collages and wall displays, e.g. card, glue and crayons.
- ▶ Enlist the help of colleagues who teach other subjects to give a cross-curricular angle to projects

and surveys. For instance, your students could design and carry out a questionnaire about eating habits in English in the English lesson, but analyse and write up the results and draw charts and graphs to represent them in a maths lesson.

- ▶ Create a permanent display area if you can somewhere in the school or classroom. Set up a rota of students to share responsibility for keeping their English Corner tidy.

How to ... use tests and self-evaluation

- ▶ Using the tests after each unit is a good way of gaining more formal feedback about your students' progress.
- ▶ Make sure you have covered all the material on the test you intend to use. If not, adapt it using the *Test Master*.
- ▶ Use the tests after your students have done their self-evaluation so the self-evaluation reflects their perceived progress rather than the test result.

SAMPLE UNIT

Discover English Games Bank

Games don't have to involve hours of preparation. Some of the following ideas involve none at all, or are largely student-prepared.

I-Spy

Aim: To revise known vocabulary.

Stage of the lesson: Any.

Organisation: All possible. Play this with the whole class the first time.

Preparation: None.

How to play:

- Choose a known object in the classroom all the students can see, but don't tell anyone, e.g. bag.
- Say to the class: *I spy with my little eye ...* (pretend to look around the room) ... *something beginning with ... B.*
- Invite guesses, e.g. *Book*. Ask for complete sentences to stretch strong groups, e.g. *Is it a book?* Make sure the students put their hands up before they guess.
- The winner guesses the word you were thinking of (*bag*). It's now his/her turn to say *I spy with my little eye ...*

Pelmanism

Aim: To practise new vocabulary or to revise. It's best to use lexical sets.

Stage of lesson: Any.

Organisation: Groups of three or four students.

Preparation:

- Choose a lexical set, e.g. animals.
- Give each group twelve small pieces of paper. Tell the students to draw a different animal on each.
- Then give the students twelve more pieces of paper and have them write the name of each animal they have just drawn on each piece, to create a matching pair.

How to play:

- All cards are placed face down.
- Tell students to take it in turns to turn over two cards at a time. If they turn over a matching pair, they keep it and have another turn.
- The winner is the student with the most pairs at the end.

Battleships

Aim: To revise vocabulary.

Stage of lesson: Any.

Organisation: Pairs.

Preparation:

- Draw a blank grid like the one below. Copy two for each student in the class.

	1	2	3	4	5	6	7	8	9	10	11	12
A												
B												
C												
D												
E												
F												
G												

- Choose a known lexical set, e.g. rooms or furniture. Write Student A and Student B on the board. Write six words from the chosen set next to student A and six different words from the same set next to student B.
- Divide the class into pairs of A and B. Give each student two blank grids. Have them write their words anywhere they like on one of them, like the one below.

Student A

	1	2	3	4	5	6	7	8	9	10	11	12
A												
B		t		s	h	o	w	e	r			
C		a					i					
D		b	a	t	h		n					
E		l					d	e	s	k		
F	b	e	d				o					
G							w					

How to play:

- Students ask each other in turn for letters and numbers to find out what their partner's words are, and fill them in on their blank grid, e.g. Student B: *What's D4?* Student A: *It's t.* (Student B writes *t* in square D4 on his/her blank grid.)
- The winner finds their partner's words first.

Bingo

Aim: To revise vocabulary or numbers (comprehension).

Stage of lesson: Any.

Organisation: Whole class.

Preparation:

- ▶ Draw a simple grid on a piece of paper with three columns and three rows.
- ▶ Copy one for each student in the class.
- ▶ Choose a lexical or numeric set, e.g. sports or numbers one to twenty. Make a note of it for yourself.
- ▶ Give each student a grid and have them write one word or number from the lexical set in each square. It's important they do this individually so their grids aren't the same.

How to play:

- ▶ Read a word or number from the chosen set. Tell students to cross it out if they have it.
- ▶ Repeat the process. Cross the words off your list as you say them.
- ▶ Tell students to put their hand up and say: *Line!* when they cross off all the items in a row.
- ▶ Tell the students to put their hand up and shout: *Bingo!* when they cross off all their words. Check the winner's card against your list to make sure he/she really is the winner!

Touch and Guess

Aim: To consolidate/revise vocabulary.

Stage of lesson: Any.

Organisation: Whole class.

Preparation:

- ▶ Choose between six and eight objects connected to a topic or lexical set and put them in a non-transparent bag. Bring material to use as a blindfold.

How to play:

- ▶ Ask a student to come to the front and blindfold him/her.
- ▶ Give him/her an object from the bag to feel.
- ▶ Ask him/her to guess what it is, e.g. *Is it a rubber?*
- ▶ To make this competitive, ask students to work in groups and allocate points for correct guesses by group members.

Kim's Game

Aim: To consolidate/revise vocabulary and develop memory/observation skills.

Stage of lesson: Any.

Organisation: Whole class and small groups of three or four.

Preparation:

- ▶ Bring 12–15 known objects connected to a topic or lexical set to class.
- ▶ Put them where all the students will be able to see them but cover them so they aren't visible to begin with.
- ▶ If your students are already in the classroom, bring the objects with you on a covered tray as it's important they don't see them first.

How to play:

- ▶ Tell the class they have one minute to look at, e.g. 12 objects. They must try to remember as many as they can.
- ▶ Reveal the objects for one minute then cover them again.
- ▶ Ask small groups of three or four to write down all the items they can remember.
- ▶ Ask each group in turn to name an object. Write all the answers offered on the board whether right or wrong.
- ▶ Uncover the objects and check the answers until all objects have been correctly named. You could make this competitive and allocate one point per group per correct object.
- ▶ The next time you play, increase the number of objects to make it more challenging. You could also ask students to do this individually or in pairs.

Pictionary

Aim: To consolidate/revise vocabulary.

Stage of lesson: Any.

Organisation: Whole class or small groups.

Preparation:

- Write between eight and ten lexical items from a known set that students can easily draw, on separate slips of paper.

How to play:

- Ask two or three pairs of students to come to the board.
- Show one student in each pair the same slip of paper.
- Tell them to draw the word on the board. The first partner to guess the word is the winner. Continue with new pairs.
- If you decide to get students to do this in groups you'll need one set of prompt words per group placed face down. Tell students to take it in turns to draw. The student who is drawing should take the top prompt. The student who guesses first gets a point. You will need to allocate one student in each group to keep the score.

Hangman

Aim: To consolidate/revise vocabulary or introduce a topic.

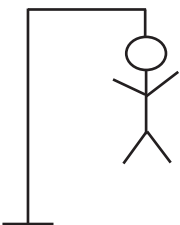
Stage of lesson: Any.

Organisation: Whole class.

Preparation: None.

How to play:

- Think of a word, e.g. *elephant*, but don't tell the students what it is.
- Write a dash (_) on the board representing each letter.
- Ask a volunteer for a letter.
- If your word contains the letter, write it in the correct place(s).
- If it doesn't, write the letter on the board so the students know not to use it again, and draw part of a gallows. The students must guess the word before you finish drawing a gallows and a man.



Noughts and Crosses

(Note: this game is called *Tic tac toe* in the USA.)

Aim: To consolidate/revise regular and irregular plural nouns.

Stage of lesson: Any.

Organisation: Whole class.

Preparation:

- Pre-teach or check: *top/bottom/middle/left/right*.
- Draw a grid on the board with three rows and three columns, making a total of nine squares.
- Choose nine singular nouns.

How to play:

- Divide the class into two halves, the noughts (O) and the crosses (X).
- Decide which group will start; you could flip a coin and teach the students 'Heads or tails?'
- Ask one group to choose a square, e.g. the top right square.
- Say a singular noun and have one student give you the plural form, e.g. Teacher: *foot*. Student: *feet*. Ask the student to spell the word.
- Write the group's symbol (O or X) in the chosen square if the answer is correct. Pass the question to the other group if it's wrong.
- The winner is the first group to get a horizontal or diagonal line of their symbol.
- You can practise/review other grammar or structures too, e.g. have the students ask *What/Where/Who* questions or get them to spell target words.

Snap

Aim: Vocabulary recognition.

Stage of lesson: Any.

Organisation: Whole class, groups or pairs.

Preparation:

- Mix up two identical sets of flashcards containing known lexical sets.

How to play:

- Hold up one flashcard at a time.
- Have the students tell you the words as you go along.
- If you hold up a flashcard that is the same as the previous one, tell the students to shout: *Snap!* A quieter version is to have them stand up silently instead.

Chinese Whispers

Aim: To develop listening skills.

Stage of lesson: Any.

Organisation: Whole class.

Preparation:

- ▶ Prepare a short list of target words or sentences, e.g. *I've got a dangerous dog called Dan.*

How to play:

- ▶ Whisper the word or sentence to the student.
- ▶ Tell the student to whisper the word/sentence to the person sitting next to him/her.
- ▶ Continue until all the students have whispered the same word/sentence to each other. Ask the last student to tell the class what he/she thinks the sentence is.
- ▶ So students don't get restless while they are waiting, you could start passing round two or three more words/sentences at the same time. Don't do too many at once or it will get confusing!

Happy Families

Aim: To practise *have got*/family members/possessive 's.

Stage of lesson: Any.

Organisation: Groups of four.

Preparation:

- ▶ Give four blank card-sized pieces of paper to each student in the class.
- ▶ Tell them to draw one of their own family members on each card.
- ▶ Tell them to write who is in the picture at the bottom of each, e.g. *José's granny/Maria's cousin Sílvia.*

How to play:

- ▶ Put students into groups of four.
- ▶ One student in each group shuffles and deals the cards so each student has four.
- ▶ The aim of the game is to swap cards in order to collect one family. To do this the students take it in turn to ask other questions, e.g. Student A: *Have you got Tiago's dad?* Student B: *Yes, I have. Have you got Maria's granddad?* *Yes, I have.* (The students swap cards.)
- ▶ The winner is the first to collect one family.

Snakes and Ladders

Aim: Sentence correction.

Stage of lesson: Any.

Organisation: Whole class.

Preparation:

- ▶ Bring a dice to class.
- ▶ Draw a grid on the board with six rows and six columns.
- ▶ Randomly draw five or six snakes and five or six ladders of different lengths on the grid.
- ▶ Write *Start* in the bottom right square and *Finish* in the top left square.
- ▶ Prepare ten to fifteen sentences using known grammar and vocabulary containing errors, e.g. *He hases got a CD player./Did you was at the party yesterday?*

How to play:

- ▶ Divide the students into two teams and give each a simple name, e.g. *Benfica* and *Liverpool*.
- ▶ You could flip a coin to decide which team will start.
- ▶ Ask a student to roll the dice. Count the number of squares to be moved and write the team name in the relevant square, e.g. if a *Benfica* student throws five, write *Benfica* in the fifth square from *Start*.
- ▶ Every time a team lands anywhere on a ladder, write a sentence on the board containing an error. Choose a volunteer to correct it. If he/she does so successfully, the team moves to the top of the ladder, nearer *Finish*. If not, there is no change.
- ▶ Every time a team lands anywhere on a snake, repeat the same procedure. However, if the chosen student can't correct the sentence, the team slides to the bottom of the snake, nearer *Start*. If he/she can correct it, there is no change.
- ▶ The winner is the first team that arrives at *Finish*!

4

Time Detectives

Hi! Our new show on *Discovery 101* is all about things we can find from the past. What do you know about history?



Discover Words

describing objects

1 2.1 Match the words with the pictures. Then listen, check and repeat.

- plastic computer game 7
 oblong shield 12 diamond ring 7
 oval helmet 4 square jewellery box 5
 round coins 11 paper notepad 2
 glass box 8 wooden chest 10 metal sword 3
 gold crown 6 triangular necklace 9



2 Complete the table with the words in bold.

shape	material
<i>oblong</i>	

3 Work with a friend. Describe an object from your school bag. Say what you can do with it. Can your friend guess what it is?

- A *It's plastic and oblong. You can draw lines with it.*
 B *It's a ruler.*
 A *That's right!*

IN THIS UNIT:

- describing objects
- past continuous
- complaining
- adverbs of manner
- past continuous vs past simple
- used to

Discover 5 extra words. Go to page 109.

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New language

Vocabulary: describing objects

Functions: speaking about objects

Pre-teach: sword, helmet, shield, chest, crown

Preparation: Unit introduction and Exercise 1. Bring in pictures of historical objects which will help pre-teach the vocabulary and illustrate different materials, e.g. ancient vases, old tools or equipment, armour, old weapons.

Unit introduction

- Focus on the picture of Tom. Students read the speech bubble and answer the question.
- Use an idea from the Introduction to focus on *In this unit*.

Discover Words

Exercise 1

2.1

- (Books closed) Use the pictures and realia to pre-teach the objects and materials. Ask students to list

objects in the classroom and in their bags, e.g. desks, chairs, window, pens, etc. Then introduce the adjectives for the materials.

- (Books open) Focus on the picture. Students do the activity in pairs. Play the recording. Students listen to check answers. Play the recording again and tell students to repeat.

Answers → student page

Exercise 2

- Students draw the table in their notebooks. Elicit the meaning of the word *shape* by drawing a square and a circle on the board.
- Elicit examples, e.g. *gold crown* and *oblong shield* – *gold* is a material, *oblong* is a shape.
- Students work in pairs and race to complete the table.

Answers

shape: oval; square; round; triangular
material: plastic; diamond; paper; glass; wooden; metal; gold

Exercise 3

- Ask students to write a list of things they have in their bag, and think of how to describe them.
- Demonstrate the guessing game with a student. In pairs, students play the game.

Discover extra words: Fast finishers or strong students can find the extra new words.

New language

Grammar: past continuous

Functions: complaining

Pre-teach: archaeological dig, float (verb)

Culture notes

Castles were first built in England after the Battle of Hastings in 1066, during the rule of William the Conqueror of Normandy.

Archaeological digs are normally organised by universities, museums or historical societies.

Exercise 1

- Focus on the photo and the advert. Students describe what the characters are doing. (*an archaeological dig*) Ask what kinds of things people can find on a dig.
- Ask students to read and answer the question.

Answers → student page

Exercise 2



- Students read the questions. Play the recording. Students listen, read and answer. Check answers.

Answers

- an old glass bottle*
- fed up*
- a girl*
- He was floating and he was wearing Roman clothes.*
- It ran away.*

Exercise 3



- Students find the phrases in the dialogue and work out their meaning.
- Play the recording and

Archaeological Dig

March 5th,
10 a.m. – 7 p.m.
Brent Castle



- Mia On the *Talk Back* show yesterday, we had a story about Roman treasure. Today, we're at Brent Castle and we're looking for gold! Tom has just found something. What is it, Tom?
- Tom Well, it's round and it's metal.
- James Perhaps it's a Roman coin.
- Mia Let's have a closer look. Hmmm ... made in China. Sorry Tom, it's plastic rubbish.
- Tom But what about this?
- Mia Maybe this is the treasure! No, it's an old glass bottle. Never mind, Tom!
- Tom Humph, I'm fed up with doing all the work! We're tired of digging up rubbish, Mia.
- Mia Hey, what was that noise?
- Tom Maybe it's the castle ghost.
- James Don't wind me up, Tom.
- Mia It's true, James. A girl saw a ghost last year.
- James Oh, yeah? Was she visiting the castle?
- Mia No, she wasn't. It was eight o'clock in the evening and she was walking her dog nearby. She saw a strange man.
- James What was he doing?
- Mia He wasn't walking, he was floating, and he was wearing Roman clothes! The girl's dog ran away, then suddenly ...
- Tom Wooohooo!
- James Tom! That wasn't funny!
- Tom Ha, ha, James! What a chicken!

40

ask students to repeat. Then ask students to match. Check answers.

Answers → student page

Grammar

- Students read the grammar box and the examples.

Exercise 4

- Students work in pairs and make sentences using the prompts. They should write their own answer for



- Read the dialogue quickly. What are the children doing? *They are looking for gold/they are on a dig.*

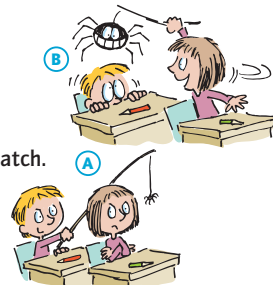
- 2.2 Listen and read. Answer the questions.

- Does Tom find something metal? *no*
- What other object does Tom find?
- How does he feel?
- Who saw the ghost?
- Why was the man strange?
- What did the dog do?

Talking Tips!

- 2.3 Listen, repeat and match.

- Don't wind me up. *A*
- What a chicken! *B*



number 6. Check answers.

Answers

- Tom and James weren't doing their homework. They were playing computer games.*
- Lily wasn't playing with DJ. She was playing the drums.*
- Mia wasn't writing a letter. She was reading a book.*
- Zak wasn't watching TV. He was listening to music.*
- I wasn't walking my dog. I was (student's own answer).*

Grammar past continuous

We use the past continuous to describe an action happening over a period of time in the past.

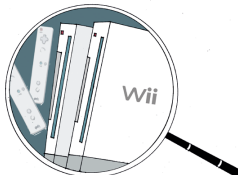
What was he doing?
He **wasn't walking**, he **was floating**.

Was she visiting the castle?
Yes, she **was**. / No, she **wasn't**.

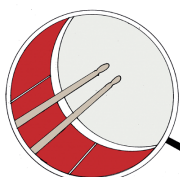
- 4 What was happening at eight o'clock last night? Look at the pictures and correct the sentences.



- 1 The ghost was sleeping.
The ghost wasn't sleeping. It was floating near the castle.



- 2 Tom and James were doing their homework



- 3 Lily was playing with DJ.



- 4 Mia was writing a letter.



- 5 Zak was watching TV.



- 6 I was walking my dog.

- 5 Read and complete. Use the past continuous.

The dig at Brent Castle finished at seven o'clock. It ¹ **was getting** (get) dark and it ² **was raining** (rain), too, but the children ³ **weren't walking home** (not walk home), they ⁴ **weren't tidying up** (tidy up). James ⁵ **was complaining** (complain) about the rubbish. He was bored with the dig. Mia ⁶ **was helping** (help) James put the rubbish in a bag. Tom ⁷ **wasn't helping** (not help), he ⁸ **was sending** (send) a text message on his mobile phone.

A strange man was on the castle walls above them. He was watching the children, but he ⁹ **wasn't smiling** (not smile). He ¹⁰ **was wearing** (wear) Roman clothes.

- 6 Work with a friend. Write questions, then ask and answer.

- / it / rain? *Was it raining? Yes, it was.*
- / the children / walk home?
- What / the children / do?
- What / James / complain about?
- / Tom / help?
- Who / watch / the children?

Functions: complaining

- 7 2.4 Listen and repeat.

I'm **tired of** digging up rubbish.
I'm **sick of** the castle.
I'm **fed up with** doing all the work.
I'm **bored with** archaeology.

- 8 Put a tick next to things you like and a cross next to things you don't like.

- | | |
|---|---|
| <input type="checkbox"/> visiting castles | <input type="checkbox"/> tidying my room |
| <input type="checkbox"/> homework | <input type="checkbox"/> buying new clothes |
| <input type="checkbox"/> computer games | <input type="checkbox"/> You decide! _____ |

- 9 Work with a friend. Use your answers from Exercise 8. Say what you are **tired of** / **sick of** / **bored with** / **fed up with**.

A *I'm bored with visiting castles.*

Exercise 7

- (Books closed)** Sit down with your arms folded and act feeling fed up. Say: *I'm fed up with teaching!* Then pick up your book and say: *I'm sick of this book!* Elicit that you are complaining.

- (Books open)** Ask students to look back at the dialogue and say who complains and what they say. (Tom: *I'm fed up with doing all the work.* James: *We're tired of digging up rubbish.*)

- Ask students to highlight the prepositions. Point out that the phrases can be used with either a noun e.g. *the castle*, or *-ing*, e.g. *digging*.

- Play the recording. Tell students to listen and repeat.

Tip: Pronunciation.

Encourage students to stress the words which carry meaning, e.g. *I'm **sick** of the **castle**.* Appropriate intonation is very important in communicating the meaning and how you feel when you are complaining.

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Exercise 5

- Students read the text and say what was happening at the end of the day. (*A strange man in Roman clothes was watching them.*)
- Then ask students to complete the text. Check answers.

Answers → student page

Exercise 6

- Tell students to write the questions, then ask and answer in pairs, using

the text in Exercise 5 for answers.

Answers

- Were the children walking home? No, they weren't.*
- What were the children doing? They were tidying up.*
- What was James complaining about? He was complaining about the rubbish.*
- Was Tom helping? No, he wasn't. He was sending a text message.*
- Who was watching the children? A strange man was watching them.*

Exercise 8

- Students work individually.

Exercise 9

- Students take it in turns to complain. Go round checking.

New language

Vocabulary: adverbs of manner

Grammar: past continuous vs past simple

Pre-teach: treasure hunters

Culture notes

Peru, the home of the Inca Empire, lies in the west part of South America. The Spanish conquered Peru in the 16th century, but it became independent in 1821.

Treasure hunters have attempted many times to find 'cities of gold' in South America. The most famous story is about El Dorado ('the golden one'), a city which was the home of a legendary tribal chief who covered himself with gold dust.

Exercise 1

- ▶ Focus on the lesson title. Elicit what students think treasure hunters do. (*They look for treasure.*) Ask students if they know any famous treasure hunters. (*Indiana Jones*)
- ▶ Ask students to describe the picture and suggest what the objects are needed for.
- ▶ Tell students to read Panama Kate's letter and the Professor's diary and train ticket and answer the question.

Answers

Panama Kate is in Lima, Peru, and Professor Walker is in Santa Cruz.

Exercise 2



- ▶ Ask students to read the sentences. Play the recording and ask students to listen, read, and order

Saturday 14th May
Dear Mr Smith,

I'm in Lima, Peru. Raul was waiting for me at the station, but not Professor Walker. Raul took me to the Professor's house. When we arrived, two men were noisily coming out of the house. They were looking for something and arguing angrily. We hid behind a tree and waited. When they left, we went inside.

What a mess! There were books everywhere, but we did our job quickly and well. First we found his diary, then a copy of a map.

While we were reading the diary, a car stopped outside. A man got out. He was wearing a white jacket. We quietly left and went to the train station. We're on the train now. We have to find the Professor fast, before they do.

Panama Kate

Professor Walker,
Av. La Mar 7,
Miraflores 18,
Lima,
Peru



Friday 13th May

I bought an old book this morning. It said the City of Gold was in the jungle, but where? I was reading the book, when a square piece of paper fell out. I looked at it carefully. It was a map for the lost Inca treasure!

I saw a strange man while I was walking home. He was wearing a white jacket and he was watching me. I think I'm in danger. Panama Kate is arriving tomorrow, but I can't wait. I'm catching the train tonight!

FUN FACTS

In 1715 a Spanish sailor buried Inca treasure on an island near Peru. In 2005 treasure hunters found 600 barrels of gold coins and Inca jewels there!

the sentences. Check answers.

Answers → student page

Suggestion: Ask students to retell the story from memory or using the sentences from Exercise 2. It is an opportunity to revise past simple, and also to teach the students to use *first*, *next*, *then*, *finally* (see *Ordering events* in Exercise 6).

Fun facts

- ▶ Tell students to read the *Fun facts*. Ask: *How long was the treasure on the island?* (290 years) Elicit or explain who the Incas were. (*They were a powerful group of people in South America.*)
- ▶ Ask what other treasure stories students know.

Discover Words

▶ adverbs of manner

3 Find the adverbs in the texts.

Regular		Irregular	
quick	<u>quickly</u>	good	<u>well</u>
quiet	<u>quietly</u>	fast	<u>fast</u>
angry	<u>angrily</u>		
careful	<u>carefully</u>		
noisy	<u>noisily</u>		

Grammar past continuous vs past simple

When we arrived, two men were coming out of the house.

I was reading the book when a square piece of paper fell out.

While we were reading the diary, a car stopped outside.

I saw a strange man while I was walking home.

4 Complete. Use the past simple or past continuous.



- 1 Professor Walker met (meet) Kate while he was teaching (teach) at university.
- 2 Kate was studying (study) archaeology when she heard (hear) about the Inca gold.
- 3 The Professor was running (run away) when Kate arrived (arrive) in Lima.
- 4 Kate and Raul found (find) the Professor while they were camping (camp) in the jungle.
- 5 They saw (see) some round gold coins while they were looking (look for) the treasure.

Listening

5 ▶ 2.6 Listen to the news bulletin and complete the article. Use the past simple, the past continuous or a noun.

Daily News
 Detective White has caught ¹ Panama Kate and ² Professor Walker.
 They ³ were taking the Inca treasure when the police stopped them.
 Detective White and his police officers were watching them all the time.
 They ⁵ were working for a famous criminal, Mr Smith. They ⁶ sent Mr Smith messages while they were planning their escape. Yesterday evening, Detective White was questioning them.
 The National Museum now has the ⁷ treasure .

Writing

Ordering events

We use linking words to order events:

First, he found an old book, *then*, a copy of a map. *Next*, he went to the train station. *After that*, he arrived in Santa Cruz. *Finally*, he found the treasure.

6 Complete Panama Kate's last letter to Mr Smith.

*Dear Mr Smith,
 I hope you get this letter. I am in ...
 How did I get here? Well, first ...
 Then, ...
 After that, we ...
 Finally, we ...
 Please help!
 Panama Kate*

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- ▶ Tell students that *while* is most often used with past continuous, and *when* is often used with the simple past action. Write the following on the board and ask students to choose the correct tense:
While we were having / had a lesson, the school bell rang / was ringing.
(were having / rang)
We had / were having a lesson when the school bell was ringing / rang.
(were having / rang)

Exercise 4

▶ Ask students to do the exercise in pairs. Check answers.

Answers → student page

Exercise 5

2.6

- ▶ Tell students to read the report and say what we discover about Panama Kate. (*She is a criminal.*)
- ▶ Tell students to listen and complete the text with words or phrases. Play the recording twice if necessary. Check answers.

Answers → student page

Tapescript → page 167

Discover Words

Exercise 3

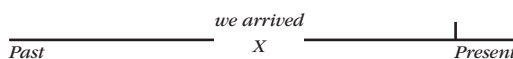
- ▶ Explain that most adverbs of manner end in *-ly*, but there are a few irregular ones e.g. *fast*.
- ▶ Ask students to find the adverbs in the texts. Check answers, and make sure they are all spelled correctly. Draw attention to adjectives ending in *-l*, e.g. *careful*. We add *-ly* to the adjective – hence the double ‘l’. A ‘y’ at the end changes to ‘i’, as in *angry* – *angrily*.

Answers → student page

Grammar

▶ Ask students to read the examples in the grammar box and identify the two tenses. Use a time line to explain how the two tenses are used together. Point out that either tense can come first.

Two men were coming out of the house.



Exercise 6

- ▶ If you have not already done the activity in *Suggestion* (Exercise 2), do it here. Use the sentences in the *Ordering events* box to get students started.
- ▶ Tell students to write the story as part of Panama Kate's letter to Mr Smith.

Photocopiable resource 4, page 159

New language

Grammar: *used to*

Preparation: Exercises

6 and 7. Bring in pictures of famous cartoon or film characters, e.g. Batman, Harry Potter, Captain Jack Sparrow, Asterix and Obelix, etc.

Exercise 1

▶ (Books closed) Tell students they are going to read *The Magic Amulet*. Ask students to remember the previous episode. Ask them why the amulet was shining. (*There was danger.*) Ask where the danger came from. (*The strange man.*)

▶ (Books open) Ask students to describe the pictures and suggest what happens in the story.

▶ Tell students to read the cartoon quickly, answer the question and say who the strange man is. (*Nebi, a friend of Ra.*)

Answers → student page

Exercise 2



2.7

▶ Ask students to read the questions. Play the recording. Students listen, read and answer. Check answers.

Answers → student page

Grammar

▶ Focus on the last line of dialogue with picture 2: *He used to be my teacher.* Ask: *When was he Ra's teacher? (In the past.) Is he still Ra's teacher? (No)* Elicit that *used to* is used when talking about something that happened



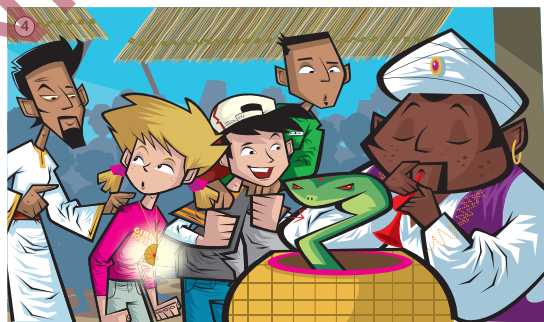
Holly: I'm bored with Egypt.
Max: And I'm hungry!
Ra: Here, try these.
Max: I'm sick of eating insects.
Ra: Well, what did you use to eat at home?
Holly: We used to eat pizza. We didn't use to eat insects! We want to go back, Ra.



Ra: Well, I've got some good news. I was walking to the temple this morning when I saw my old friend, Nebi.
Max: A friend – here?
Ra: Yes, I've been here before. You're not the first kids to touch the amulet!
Holly: So, can he help us?
Ra: Maybe. He used to be my teacher at Scribe school. He knows the story of the amulet. He can help us find it.



Max: Hey, what's that music?
Holly: Let's find out. Someone was playing that tune when we touched the amulet!



Holly: Hey, look. What's in that round basket?
Max: It's a snake.
Ra: Be careful. There's a red diamond on its head. It's dangerous!
Max: Wow! A snake charmer.
Ra: Hey, there's Nebi. Come on!
Holly: Oh no! We've seen him before. Remember?
Max: And the amulet is shining! Is he really a friend?

(regularly) in the past but no longer happens.

▶ Ask students to read the grammar box and work out the forms. Write them on the board:
affirmative: *used to* + infinitive;
negative: *didn't use to* + infinitive;
question: *Did ... use to* + infinitive?
Point out that the verb is *use* and not *used* in the negative and question form.

Exercise 3

▶ Tell students to write the sentences

individually. Then compare with a friend. Check answers.

Answers

- 2 Pharaohs used to live in palaces.
- 3 Girls didn't use to study at school.
- 4 Boys used to write hieroglyphs.
- 5 Pharaohs used to wear jewellery.
- 6 People didn't use to have long hair.
- 7 People used to wear wigs.

1 Read the cartoon quickly. Who can help Holly and Max? *Nebi*

2 2.7 Listen and read. Circle the correct answer.

- Max **feels sick** / **is tired** of Egyptian food.
- Ra was going to **the market** / **the temple** when he saw an old friend.
- Ra's friend was **a shop keeper** / **a teacher**
- Ra's friend **knows** / **doesn't know** the story of the amulet.
- The music was playing when the children were in **the market** / **the museum**.
- Max thinks Nebi **will** / **won't** help them.

Grammar *used to*

He **used to** be my teacher.
We **used to** eat pizza.
We **didn't use to** eat insects!

Did he **use to** be your teacher?
Yes, he **did**. / No, he **didn't**.
What **did you use to** eat?

3 Write the sentences. What did people use to do in ancient Egypt?

- people / watch snake charmers
People used to watch snake charmers.
- pharaohs / live in palaces
- girls / not study at school
- boys / write hieroglyphs
- pharaohs / wear jewellery
- people / not have long hair
- people / wear wigs

4 Think about your life five years ago. Note down things which are different today.

	five years ago	now
school	<i>I used to go to ... school.</i>	<i>Now I go to ... school.</i>
pastimes		
clothes		
pets		

Speaking

5 Work with a friend. Ask and answer about school, pastimes, clothes and pets.

- A *Which school did you use to go to?*
B *I used to go to ... school, but I go to ... school now.*

Fun Zone

6 Imagine you are a time detective. Choose and describe a person from the list below.

an Egyptian a Roman a Viking

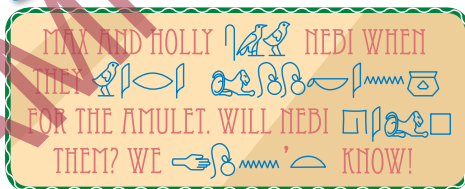


He used to wear an oval helmet ...

7 Read your description to a friend. Guess the person!

- A *He used to wear an oval helmet.*
B *A Viking?*
A *No. He used to carry an oblong shield.*

8 Can you break Ra's code?



Give them time to write a short description. Go round helping.

Exercise 7

Demonstrate the activity with a student. Then students ask and answer in pairs. For more practice, students can do this in small groups.

Suggestion: Team Game. Put the characters/pictures you have brought in on the board. Teams take turns to nominate a student, who describes a character for the other team to guess. If they guess correctly, they win a point. If they are wrong, the point goes to the other team. Students can also use well-known characters they have thought of.

Exercise 8

Ask students to break the code and write the sentence as quickly as possible. You could do this as a class race.

Answers

Max and Holly saw Nebi when they were looking for the amulet. Will Nebi help them? We don't know!

Exercise 4

Ask students to think about differences in their life and complete the table individually. Go round helping and correcting errors.

Exercise 5

- Demonstrate the activity with a student, using their notes from Exercise 4.
- In pairs, students ask and answer. Go round helping and correct any

further errors at the end of the activity.

Fast finishers: Change pairs, or do as a mingling activity. Encourage students to add more questions and answers.

Exercise 6

Ask students to choose and decide how to describe their chosen character. Remind students to use the vocabulary from page 39.

Language revised

Vocabulary: describing objects, adverbs of manner

Grammar: past continuous, past continuous vs past simple, *used to*

Functions: complaining

Exercise 1

- ▶ Tell students to find the words in the snake, and then use them to write descriptions of the three objects. Check answers.

Answers

It's a wooden sarcophagus.

It's a metal helmet.

It's a round shield.

Exercise 2

- ▶ Ask students to read and correct the sentences where necessary. Check answers.

Answers → student page

Exercise 3

- ▶ Ask students to read the text quickly and say if there is a ghost. (No) Then give students time to do the exercise individually. Check answers.

Answers → student page

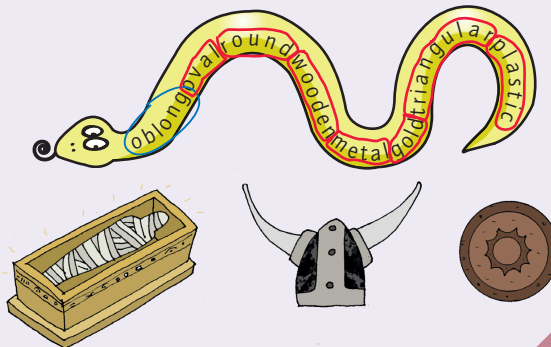
Exercise 4

- ▶ Ask students to read and complete the dialogue. Check answers.
- ▶ Give students two minutes to memorise the dialogue and have some pairs perform it.

Answers → student page

Words

- 1 You are an archaeologist. Find eight words, then describe the objects below.



- 2 Find four mistakes. Correct them.

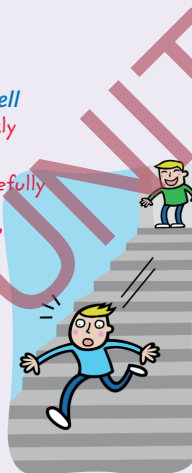
- James did his homework good *well*
- Katie quick washed her face. *quickly*
- We quietly walked up the stairs. ✓
- He carefully read the message. *carefully*
- I noisy shut the door. *noisily*
- The dog ran down the road fast! ✓

Grammar

- 3 Complete the text. Use the past simple or past continuous.

Last weekend, I ¹ went (go) to Warwick castle with my cousin, Finn. On the way there, we ² talked (talk) about the Ghost Tower. It's a tower at the castle Joe, and it's very spooky! I said Dad. We ³ arrived (arrive) at the castle at eleven o'clock. It ⁴ was raining (rain) and a cold wind ⁵ was blowing (blow) so we went to the Ghost Tower first. We ⁶ walked (walk) up the tower stairs when we heard a spooky cry. 'What was that?' I asked, but nobody replied. Finn ⁷ wasn't (not be) behind me! He was running (run) back down the stairs! I carried on up the tower and ... there was Dad, laughing at his joke!

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- 4 Complete the dialogue. Use *used to* and the verbs in brackets.

- Beth What are you doing?
 Jamie A quiz. It's about the Romans. Can you help?
 Beth OK. I did a project on the Romans last year.
 Jamie Great! ¹ Did Roman children use to go (go) to school?
 Beth Girls didn't use to go (not go) to school – only boys. They ³ used to study (study) maths.
 Jamie Thanks. Next question. What ⁴ did rich Romans use to eat (eat)?
 Beth Very strange food, like mice! They ⁵ used to eat (eat) with their hands. When they were full, they ⁶ used to be (be) sick, so they could eat more!
 Jamie Yuk! What about baths?
⁷ Did the Romans use to have (have) baths?
 Beth Yes, they did. But they ⁸ didn't use to have (not have) soap or toilet paper!

Pronunciation /ɪ/ and /ɪk/

- 5 2.8 Listen and repeat.

I think the Viking with the necklace and the diamond ring will sing!



Exercise 5



- ▶ Explain that these sounds are made in the same place in the mouth, but there is a (small) difference between the sounds: /ɪk/ is aspirated, i.e. has breath behind it, and /ɪ/ is unaspirated, i.e. no breath behind it.
- ▶ Tell students to put a piece of paper in front of their mouth. When they say /ɪk/, the paper should move slightly. (Or they can put their hand in front of

their mouth and feel the air.) Then explain that the 'ing' in the sound /ɪŋ/ is quite soft (the paper shouldn't move).

- ▶ Say each word individually, and have students repeat. Then play the recording. Students listen and repeat. Ask students to say it quickly and repeat it, as a tongue twister.

Functions

6 Imagine you live in Roman times. Write sentences about the things you don't like.

eat / strange food maths at school be / sick
not have / toilet paper not use / soap baths

- 1 I'm tired *of eating strange food.*
- 2 I'm sick ... *Students' own answers.*
- 3 I'm fed up ... *Students' own answers.*
- 4 I'm bored ... *Students' own answers.*



Consolidation

7 Listen and complete the dialogue.

Tom What are you doing, Mia?
Mia I'm looking for the recording I made at the ¹ castle.
Tom The interview with the archaeologist?
Mia That's right. We can use it in a show. Ah, here it is. I haven't checked it ² yet That's strange.
Tom What's the matter?
Mia It hasn't recorded ³ well .
Tom Are you sure you pressed the right button?
Mia Of course I am ... I've ⁴ never had a problem before.
James Hey, you two. Look at this! ⁵ When we were at the castle I ⁶ was taking pictures with my phone ... but there's something strange ...
Tom Let's see. That's Mia, there's me. I can't see anything strange.
James Look at the castle ⁷ carefully .
Tom Oh, yeah. There's a ball of light above the walls ... that's spooky.
Mia It's just the camera. It's no ⁸ big deal.
James I don't agree. The ghost ⁹ used to walk on the castle walls, remember?
Tom Yes, and what ¹⁰ about your recording Mia ...
Mia The ghost? That wasn't true – it was just a joke! Sorry, boys.
James, Tom Oh, Mia!

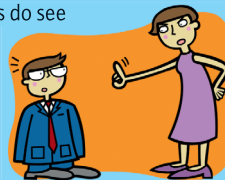
Song

8 Listen and complete the song. Use these phrases

- | | |
|--------------------------|-----------------------------|
| a when will I grow up | d used to say |
| b Live your life | e how it used to be |
| c he couldn't understand | f Don't you rush to get old |

Mama Used to Say
by Junior

A small boy once asked, ¹ a
When will I see what grown ups do see
In his fight to come of age, he
would have to know the age
To be recognized is when
I'm not unmasked



Chorus
And mama ² d ,
Take your time, young man
And mama used to say, ³ f
And mama used to say, Take it in your stride
And mama used to say, ⁴ b

As the years went rushing by he would cut down on his age
He would tell his girl about ⁵ e
How his mommy passed away, but these lines she would say
And at the time ⁶ c

Chorus
You're young, so young, don't hold on back
Do all you want to do
Now is the time for you to stride
For you to get better in what you are doing, oh
Chorus

9 Listen to the song again and check. Then sing.

Checklist

- I can describe objects.
- I can use the past continuous and past simple.
- I can complain.
- I can use adverbs of manner.
- I can talk about past habits with *used to*.

Play the recording again. Tell students to listen and complete the song.

Answers → student page

Exercise 9



Play the recording once more for students to check answers. Then invite students to join in with the song.

Checklist

Give students some time to tick the checklist. Ask students if there is anything they haven't ticked. Tell them to rate their progress as excellent, good, OK.

Exercise 6

Ask students to write sentences using their own ideas. Go round helping and correcting. Have students read out their sentences.

Answers → student page

Exercise 7



- Focus on the picture. Elicit where the picture was taken. (*Brent Castle*)
- Ask students to read and try to

complete the dialogue in pairs. Play the recording. Students listen and check answers.

Answers → student page

Exercise 8



- Ask if students know this song. Play the recording and ask students what they think the song is about. (*Wanting to be older when you're young, and about growing older.*)

New language

Vocabulary: rock, desert, Aboriginal, tribe, explorer, sacred

Functions: speaking about famous places

Exercise 1



- Focus on the picture and map and ask if students have ever seen this place before. Ask them what kind of text they are going to read. (*an information sheet or brochure*) Then students listen and read the texts (including the Fast Facts), and answer the question. Play the recording.
- Check answers and teach the word *sacred* /seikrid/ (holy, important in their religion).

Answers

Because it's the biggest rock in the world./ It changes colour./ It's a sacred place for the Aboriginal people.

Exercise 2

- Students read the text again and in pairs, complete the true/false questions. Check answers.

Answers → student page

Exercise 3

- (Books closed) Draw a table on the board using the questions in Exercise 3:

	1	2	3	4
Name of place				
What is it?				
Why is it important?				
What did people used to do there?				
What can people see there today?				

4^e Discover Culture

WHAT IS ULURU?

Uluru (or 'Earth mother') is a giant triangular rock in Australia. It's the biggest rock in the world and it changes colour all the time. In the morning and in the evening the rock turns red!

WHERE IS ULURU?

Uluru is in the desert, in the middle of Australia. The nearest town is Alice Springs – that's 750 kilometres away! The desert is very hot, but lizards, snakes and dingoes (wild dogs) all live there. Aboriginal people live there too.



FAST FACTS ... Uluru

- Aboriginal people never climb Uluru because it's sacred.
- Aboriginal tribes still do cave paintings today.
- Dreamtime is the mythical past of Australian Aborigines.

Reading

1 2.12 Read and listen. Why is Uluru a special place?

2 Read the text again. True or false?

- Uluru often changes colour. *true*
- The rock is near a town. *false*
- It's a special place for Aboriginal tribes. *true*
- European explorers gave Uluru another name. *true*
- Aboriginal people sometimes climb the rock. *false*
- People don't paint cave pictures today. *false*

WHY IS IT IMPORTANT?

Uluru is very important for Aboriginal tribes. In Aboriginal stories, Uluru appeared in Dreamtime. There was a great battle between two tribes and many people died. The Earth was sad and formed Uluru. Since then, Uluru has been a sacred place. Aboriginal people used to have important celebrations there. They also used to paint pictures in its caves.

ULURU TODAY

European explorers first discovered the rock in 1872. Ernest Giles was travelling round Australia when he saw Uluru. A year later, another explorer called William Gosse visited the rock. He named it Ayers Rock. Today Uluru is a World Heritage site. Over 300,000 tourists visit it every year!

Project

A Famous Place

3 Choose a famous place in your country. Ask and answer with a friend.

- What is it? Is it a monument, a building, a rock?
- Where is it? Is it in a town, a city, in the countryside, near the sea?
- Why is it important? What did people use to do there?
- What can people see there today?

4 Write about your famous place. Find pictures for your project. Include other interesting facts in a fast fact box.

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Exercise 4

- Ask students to think of famous places in their country. Write their ideas in columns 1, 2, 3, 4, etc. Make sure that students understand the words *monument*, *building*, *countryside*. Write key words in the appropriate cells, e.g. *building*, *home of the President*, etc.
- (Books open) In pairs, students choose a place from the table and ask and answer the questions using the notes to help them.

- Students can use the questions in Exercise 3 as section/paragraph topics and start writing in class.

- Ask students to bring pictures of their chosen place, and in the next lesson design the layouts of their project page(s).