

3

Why do we move to new places?

SKILLS

- Listening:** Can recognize the relationship between a main point and supporting examples in extended informational talks on familiar topics.
Can identify the main points of short, clear factual talks or presentations on familiar topics.
- Reading:** Can identify supporting details in simple structured paragraphs on familiar topics.
Can understand some details in longer texts on everyday topics.
- Speaking:** Can give reasons for a choice or course of action.
Can give an opinion in a structured discussion.
- Writing:** Can write short, simple descriptions of personal experiences in linked sentences.

GRAMMAR

- Grammar 1:** Can use “There isn’t a/an ...” with common nouns and prepositions referring to what’s not present in a picture or a room.
- Grammar 2:** Can ask questions with “Who/What/Where/Why/When did you ...?” and common verbs, plus phrasal complements.

VOCABULARY

- Key vocabulary 1:** border, citizen, economic, environmental, immigrant, join, move abroad, natural disaster, political, ranch, refugee, settle

- Key vocabulary 2:** baggage, belongings, benefit, employment, essential, fall apart, increase, integrate, reunite, society, stranger, wake
- Video vocabulary:** beginning, birth, boiling hot, feel like, get used to, gravitate, looking forward to, seaside, was born
- Reading 1 vocabulary:** chaotic, green card, leaving, miss, meteorologist, come out, roast, sauce, Yorkshire pudding
- Reading 2 vocabulary:** awe, deck, gaze, limp, pour, set sail, wave, weary, cloudless, hug, land, matron, nonetheless, plaster cast, ward
- Passive vocabulary:** folk, gymnasium, ice-skating rink, soak, tear, worried
- Revised vocabulary:** hard, journey
- Expressions:** I never thought ...

PROJECTS

- Create a welcome message to an immigrant to your city
Research immigration to your country

VIDEOS

- My Life: Migrating to the UK (3-1)
School Rules: Where’s the Theatre? Parts 1–2 (3-2, 3-3)

VALUE

- Try to find happiness in all situations

Unit opener

OBJECTIVES

- Listening:** Can get the gist of TV or video programs on topics of personal interest.
- Speaking:** Can give an opinion in a structured discussion.
- Vocabulary:** Video vocabulary

MATERIALS

- SB pp. 36–37
WB p. 32
WB key p. 260
Video 3-1
Video script p. 288
Pearson English Platform

Big Question

- Read the Big Question *Why do we move to new places?* Ask students to think of answers.
- Write their ideas on a poster. Tell students you’ll continue adding to it as you go through the unit.

Lesson objective

- Explain the lesson objective: To talk about the reasons why people relocate to different places.

3

Why do we move to new places?

Listening

- I can recognize the relationship between a main point and supporting examples.
- I can identify the main points of factual talks.

Reading

- I can identify supporting details.
- I can understand details in longer texts.

Speaking

- I can give reasons for a choice or course of action.
- I can give an opinion in a structured discussion.

Writing

- I can write descriptions of personal experiences.

36



1 Look at the picture and discuss.

- What are the people doing?
- What are they carrying? Why?
- How are the children the same as you? How are they different?

2 Read and make notes. Then compare your answers with a friend.

- Do you know anyone who moved to a different country?
- What did they like about it?
- What do you think people miss when they move to a new country?

3 Look at the video still and predict. Why are the girls packing a suitcase?



4 Watch the video and check your answer from Activity 3. Then watch again and answer the questions.

- Why did Rania and Marwa leave Sudan?
There was a war / it was dangerous.
- What do they think are the biggest differences between Sudan/Egypt and the U.K?
the weather / the language
- How do the girls react to rain and snow?
They're surprised/excited/interested.

37

SB Act. 1 p. 37

COMMUNICATION

Look at the picture and discuss.

SB Act. 2 p. 37

COMMUNICATION

Read and make notes. Then compare your answers with a friend.

WB Act. 1 p. 32

How can you travel from one place to another? What would you like to learn about why people travel to different places?

- Ask students to think of the Big Question and write answers to the questions.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 2 p. 32

Circle the words related to moving places and write two more. What do you think you will learn about moving to new places?

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 37

3-1

Look at the video still and predict. Why are the girls packing a suitcase?

- (Answer: because they're moving to the U.K.)

SB Act. 4 p. 37

3-1

Watch the video and check your answer from Activity 3. Then watch again and answer the questions.

- Play the video. Students check if they were correct.
- Play the video again. Ask students to do the activity.

WB Act. 3 p. 32

3-1

Watch the video and complete the sentences.

WB Act. 4 p. 32

3-1

Watch the video again. Answer the questions.

Extra activity

CREATIVITY

Ask students to imagine they're either Rania or Marwa and to write a short letter or email to friends in Sudan describing their new life in the U.K.

Objective review

Ask students why people relocate to different countries. Praise their effort.

OBJECTIVES

Reading:	Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions.
Speaking:	Can answer simple questions appropriately in a short interview.
SB vocabulary:	chaotic, green card, leaving, miss, meteorologist
WB vocabulary:	come out, roast, sauce, Yorkshire pudding
Passive vocabulary:	gymnasium, ice-skating rink, worried
Revised vocabulary:	hard, journey

MATERIALS

SB pp. 38–39
 WB p. 33
 WB key p. 260
 SB audio track 1-15
 Optional: poster putty
 Pearson English Platform

Warm-up

Put students into groups and ask them to think about what life is like in either Sudan or Egypt, and what life is like in the U.K. Ask *What might Rania and Marwa miss about home? What things might be better in the U.K.?*

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 38

COMMUNICATION

Interview a friend about when they moved house or went to stay somewhere different.

- Students raise their hand if they've moved house, relocated to another city or country, or stayed elsewhere for an extended period of time. This could be at a relative's house, for example.
- Put students into small groups. Ensure each group contains a student who has moved.
- Students think of three questions they want to ask the students who have moved. Alternatively, if no student raised their hand, they can ask you the questions.

Reading strategy

Explain the reading strategy: Identify the causes of an event in a factual text.

SB Act. 2 p. 38

CRITICAL THINKING

Read. What questions do you think Agnes was asked? Underline examples from the text to support your answers.

- Ask students to use the reading strategy to write the questions. (**Suggested answers:** *What's your name? (I'm Agnes.) Where are you from and where did you move to? (I'm from Portugal but I moved to Mexico.) Why did you move to Mexico? (We moved ... because) How did you feel at first? (I was really nervous at first.) How do you feel now? (Now, a year later,)*)

Reading 1

Genre

Factual interviews

This kind of text deals with real people and events that happened. The text can contain both facts and a person's opinions.

SB Act. 3 p. 38



Read *Moving On*. It's an article written from interviews with children. Did all of them move countries for the same reason?

- Students read and listen to the text. Ask students to use the reading strategy to answer the question and underline the information to support their answers. Discuss the question as a class. (**Answer:** *No, they all had different reasons.*)

Differentiation

Stretch: Students work in groups of three. Allocate the interviews from the text to each student. Then students tell their group about the person in their text.

Extra activity

SB vocabulary work

- Ask students to find and circle the following words in the text: *chaotic, green card, leaving, miss, meteorologist*.
- Ask them to figure out the meaning of the words from their context in the texts. Students classify the words as either noun, verb, or adjective.
- Ask students to choose three of the words and write three sentences on separate pieces of paper. Stick their sentences on the walls of the classroom.
- Students go around the room reading the sentences. If they think a sentence is incorrect, they should write the correct version beneath the original sentence.

Pre-reading 1

1 Interview a friend about when they moved house or went to stay somewhere different.

- Write three questions to ask them about the experience.
- Ask and then answer with a friend.
- Did you ask each other similar questions?

Reading strategy

Identify the causes of an event in a factual text.

2 Read. What questions do you think Isabel was asked? Underline examples from the text to support your answers.

Hi, I'm Agnes. I'm from Denmark, but I moved to Mexico with my mom, dad, and little sister when I was nine. We moved to Mexico because of my mom's work. My parents really wanted the opportunity for me and my sister to learn a different language as well. They thought we would benefit from all the different experiences. I was really nervous at first. I didn't speak very much on my first day at school! Now, a year later, I'm in Grade 5 and I love it!

3 Read *Moving On*. It's an article written from interviews with children. Did all of them move countries for the same reason?

38

Reading 1

MOVING ON

Interviews with young immigrants



Yulia, 10

I'm an immigrant to the United States.

I was born in Nickolaev, Ukraine, but now I live in a town in the state of New Jersey, which borders New York. I moved to the United States with my parents when I was six. I am now in the fourth grade and speak both English and Ukrainian. Our economic and political situation wasn't good in Ukraine, so my father got a green card and got a job here.

I feel settled here in the United States. I joined a lot of clubs when I came here and have a lot of friends. Some of my favorite places to go are the ice-skating rink and the gymnasium. The thing I miss most about Ukraine is my grandmother, but we speak every week on Skype. I'd love her to come here, but she doesn't want to move abroad.

I'm from Mexico.

Three years ago, I moved to Austin, Texas, to learn English. I didn't know any English when I got here. My mother, sister, brother, and I packed our baggage and belongings into our car and drove from our ranch in Coahuila to our new apartment in Austin. It's not far from the United States border so the journey only took a day. My dad stayed behind on the ranch.

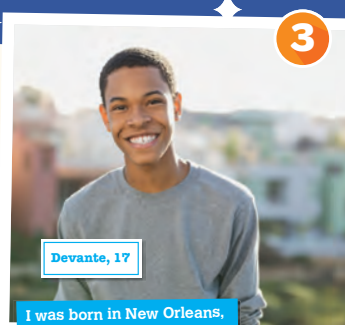
Leaving the ranch in Mexico was the hardest part about the move. I miss my two horses, my dog, and of course my dad! I was worried, but also excited to move. I didn't know anyone. I was really scared at first. My hardest moment was when I started school. At first, homework was really hard because everything was in English, and I didn't understand.

I like a lot of things about America. I especially like my teachers. They're really nice here and very helpful. I like the stores and the mall. My favorite music is hip-hop and rock. I want to stay here and become a U.S. citizen.

I talk with my friends on my computer and my phone. I get to go home to see my family, my animals, and my friends every school break.



Sofia, 14



Devante, 17

I was born in New Orleans, in the United States.

As an environmental refugee, I haven't moved countries, but I have moved to a different city hundreds of kilometers from my home. There was a huge natural disaster in my city – Hurricane Katrina – so we had to leave. I was only four when the hurricane hit, and I moved to Atlanta, which is another city in the United States, with my mom and two sisters. Leaving was chaotic. All I can remember was the wind and rain and water flowing like a river down our street. The floods after Katrina destroyed our home and all of our friends' and neighbors' homes. We went to Atlanta because my mother has a brother there, but all my friends were in different places.

In Atlanta, my sisters and I went to a new school. I missed my friends from New Orleans and I still don't know where some of them are, but I quickly made new friends. I'm in my final year of school now, and I want to be a meteorologist and study natural disasters such as hurricanes.

4 What do you think would be the hardest thing about moving to a new place? Why?

39

Differentiation

Struggling learners: Students can use a dictionary to help them classify the words and write their sentences.

SB Act. 4 p. 39

CRITICAL THINKING

What do you think would be the hardest thing about moving to a new place? Why?

- Students read *Moving On* again to find out what Yulia, Sofia, and Devante found most difficult about moving to a different place.
- Ask students to imagine they've moved to a different country. Ask *What things do you miss the most about home and what difficulties do you now face?* Give students a moment to think about the questions and then put them into small groups to discuss and make notes.
- Put students into different groups to tell their new group about what they discussed.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 1 p. 33

Read *Agnes's Story*. Why did her family move to Mexico?

- Remind students of their answers to Activity 2 on p. 38 in the SB.

WB Act. 2 p. 33

Read *Agnes's Story* again. Complete the sentences for Agnes.

WB Act. 3 p. 33

CRITICAL THINKING

Agnes's mom says she's a "fussy" eater. What do you think that means? Are you a fussy eater?

Extra activity

WB vocabulary work

- Ask students to find and circle the following words in the text: *come out, roast, sauce, Yorkshire pudding*.
- Students find the words in a dictionary. Then they write correct definitions for three of the words and an incorrect definition for one of the words. Encourage students to use their own words when they write their definitions.
- Students give their definitions to a partner to spot the incorrect definition.

Objective review

Students practice the reading strategy by saying what they did the previous weekend and why they did it. Praise their effort.

OBJECTIVES

Listening: Can recognize the relationship between a main point and supporting examples in extended informational talks on familiar topics, if signaled by common linking words.

Reading: Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions.

Speaking: Can give an opinion in a structured discussion, if guided by questions.

MATERIALS

SB pp. 38–39, 40

SB audio tracks 1-16 and 1-17

Pearson English Platform

Warm-up

Ask students to write a fact about one of the people from *Moving On* from memory. Then invite them to read their fact aloud to the class. The rest of the class has to say which person the fact is about. If anyone thinks a fact has been misremembered, they can contest it and both students can look back at the text to check.

Lesson objective

Explain the lesson objective: To demonstrate understanding of the text by using the reading strategy to identify the causes of an event in a factual text.

SB Act. 1 p. 40

Read *Moving On* again. Why did they have to move?

- Remind students of the reading strategy. Ask them to personalize the strategy by writing sentences describing something that they've recently done and the reason why they did it.
- Refer students back to the text on SB pp. 38 and 39.
- Ask students to read the text again and apply the reading strategy by stating why each person relocated to a different place.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Stretch: Ask students to read one of the accounts before orally summarizing it to a partner without mentioning the person's name. Their partner says which person's account was read.

SB Act. 2 p. 40

Read and write Y (Yulia), S (Sofía), and/or D (Devante).

- Ask students to answer the questions. Point out that for questions 4 and 5 students need to make inferences from the information in the text. If necessary, allow students to read the text again.

SB Act. 3 p. 40

Make inferences from *Moving On*. Work in groups of three.

- Put students in groups of three and ask them to choose either Yulia, Sofía, or Devante. Ask them to read the text again and underline all the key information. Then ask them to think about what questions the interviewer asked to get that information.
- Ask students to compare questions in their groups.
(**Suggested answers:** Where are you from? Where did you move to? Why did you move? How did you move? What was the hardest/most difficult thing? What do you miss about your old home? What do you like best about your new home? Who came with you? What did you bring with you?)

Extra activity

COMMUNICATION

Ask students to work in pairs and imagine that one of them has recently moved to a different country and the other is an interviewer. Use the information and questions they wrote in Activity 3 to ask and answer questions. Swap roles and continue.

Objective review

Students say how the reading strategy helped them to understand events in the text. Praise their effort.

Listening 1

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activities.

SB Act. 4 p. 40

COMMUNICATION

How would you feel if you had to move to a new country? Discuss with a friend.

- Students discuss the question in pairs.

Listening strategy

Explain the listening strategy: Distinguish between main information and extra details in answers.

Comprehension 1

- 1 Read *Moving On* again. Why did they have to move?

- 1 Yulia: **economic/political situation**
 2 Sofia: **to learn English**
 3 Devante: **natural disaster**

- 2 Read and write Y (Yulia), S (Sofia), and/or D (Devante).



- 1 Who had to learn a new language?
Y, S
 2 Whose home was destroyed?
D
 3 Who still visits the place they came from?
S
 4 Who do you think likes shopping?
S
 5 Who do you think likes ice-skating?
Y

- 3 Make inferences from *Moving On*. Work in groups of three.

- 1 **Student A:** write the questions you think the interviewer asked Yulia.
Student B: write the questions you think the interviewer asked Sofia.
Student C: write the questions you think the interviewer asked Devante.
 2 Compare the questions you wrote with your group and with the class.

40

Listening 1

- 4 How would you feel if you had to move to a new country? Discuss with a friend.



Listening strategy

Distinguish between main information and extra details in answers.

- 5 Listen. Whose mom from *Moving On* is speaking?

- 6 Listen again. What information directly answers the questions and what's the extra detail? Write.

- 1 Why did you and your family migrate to the United States?
Direct answer: _____
Extra detail: _____
 2 Did you speak any English before you arrived?
Direct answer: _____
Extra detail: _____
 3 What do you miss about your home country?
Direct answer: _____
Extra detail: _____



Vocabulary 1

- 1 Find these words in *Moving On*. Then write them next to their definitions.

border
 citizen
 economic
 environmental
 immigrant
 join
 move abroad
 natural disaster
 political
 ranch
 refugee
 settled

- 1 a large farm **ranch**
 2 related to money and the economy **economic**
 3 someone who moved from another country **immigrant**
 4 become part of a group/club **join**
 5 related to politics **political**
 6 a person who lives in a particular country **citizen**
 7 someone who needs to leave their country or region because it's dangerous to stay **refugee**
 8 related to the environment **environmental**
 9 feeling that you are at home **settled**
 10 a line separating countries **border**
 11 change the country where you live **move abroad**
 12 natural event which causes damage **natural disaster**



- 2 Listen and say.

- 3 The word **border** is a noun and a verb. Find and circle both uses in *Moving On*. Which of these other words are both nouns and verbs? Can you add any more to the list?

car cut door dress game
 hand milk play smell tree

border, cut, dress, hand, milk, play, smell, student's own answers

- 4 Play Word Association with a friend.

- 1 Start each time with a word from this lesson.
 2 Take turns saying a word you associate with the previous word (all the words don't have to be from this lesson).
 3 Continue until one of you pauses or repeats a word.

41

SB Act. 5 p. 40

Listen. Whose mom from *Moving On* is speaking?

- Elicit what students remember about the three people from *Moving On* and write ideas on the board. Ask them to listen to the audio and decide whose mom is speaking. (**Answer: Yulia's mom**)
- Ask students to apply the listening strategy by discussing which key details in the interview helped them identify the speaker.

Differentiation

Struggling learners: Write key points on the board for students to listen for to help them identify whose mom is speaking, e.g., *place of origin, reason for moving, children*.

SB Act. 6 p. 40

Listen again. What information directly answers the questions and what's the extra detail? Write.

- Write the following on the board: *He went to New York five years ago and he's very happy*. Ask students to identify the main information and the extra details (*He went to New York* – main information; *he's very happy* – extra details). Then elicit what question the interviewer asked. (*When did he go to New York?*) Now tell students they're going to apply this strategy to answer the questions.

- Read the questions with students before playing track 1-17. Ask students to listen for the main information and the extra details in each of the answers. If necessary, pause the audio after each answer to allow students to write.
- Highlight that this is a conversation technique that is not only used in interviews but also in general conversation. People often give a main answer and then add extra details to make a conversation interesting. (**Answers: 1 Direct answer: political and economic situation in home country, husband lost his job, husband's skills and qualifications; Extra detail: what a green card is; 2 Direct answer: Yes; Extra detail: her husband also spoke some English, but her daughter only spoke Ukrainian; 3 Direct answer: her mother; Extra detail: her daughter taught her to use a computer, they have video calls, they're very happy**)

Extra activity

CREATIVITY

Ask students to think of more questions to ask Yulia, Sofia, or Devante. Then students role-play as an interviewer and one of the people to ask and answer each other's questions. Encourage them to use extra details in their answers and to be creative.

Objective review

Students say what main information and what extra details they remember from the interviews with Yulia, Sofia, and Devante. Praise their effort.

3

Vocabulary 1

OBJECTIVES

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Speaking: Can explain the meaning of a word or phrase.

SB vocabulary: border, citizen, economic, environmental, immigrant, join, move abroad, natural disaster, political, ranch, refugee, settle

WB vocabulary: bungalow, villa, duplex, row house, manor

MATERIALS

SB pp. 38–39, 41

WB pp. 34–35

WB key p. 260

SB audio track 1-18

Pearson English Platform

Warm-up

Ask students to think of an important piece of information related to immigration. Then students take turns to say their important information to a partner, who has to give some extra details.

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading related to starting a new life in a different place.

SB Act. 1 p. 41

Find these words in *Moving On*. Then write them next to their definitions.

- Refer students back to the text on SB pp. 38 and 39.
- Encourage students to find the words in the word box in *Moving On* so they can see each word in context and use surrounding words and sentences to help figure out the meaning.
- Ask students to put the words next to the correct definitions. Then ask them to compare their answers in pairs.

SB Act. 2 p. 41

Listen and say.

- Students listen to the sentences and say which word from Activity 1 is being described. If necessary, pause the audio after each sentence.
(Answers: 1 join, 2 refugee, 3 political, 4 natural disaster, 5 environmental, 6 citizen, 7 move, 8 abroad, 9 economic, 10 settle, 11 border, 12 immigrant)

Differentiation

Struggling learners: Read the audio script at a slightly slower than natural pace for students to listen and say.

WB Act. 1 p. 34

Read, look, and write.

- Ask students to identify what the pictures show and write words from SB Activity 1 on the lines below them.

WB Act. 2 p. 34

Read and circle.

SB Act. 3 p. 41

The word *border* is a noun and a verb. Find and circle both uses in *Moving On*. Which of these other words are both nouns and verbs? Can you add any more to the list?

- Write the following sentences on the board: *It was a surprise when I received the present. I surprised him by giving him a present.* Explain that the word *surprise* is used as a noun in one sentence and a verb in the other. Ask students to identify the verb and the noun (*It was a surprise* – noun; *I surprised him* – verb).
- Ask students to find and circle the sentences containing the word *border* in *Moving On*. Ask students to identify which occurrence is a verb and which is a noun (*I live in a town in the state of New Jersey, which borders New York.* – verb; *It's not far from the United States border.* – noun).
- Direct students to the list of words and ask them to work in pairs to identify which words can be both verbs and nouns. Then have them add more words to the list. (Suggested answers: answer, break, catch, cook, finish, fish, kick, kiss, laugh, smell, use)

Stretch activity

CRITICAL THINKING

Let students choose three of the words from the activity and write a sentence for each form of their chosen words. Then they read their sentences to a partner, who says whether the key word is being used as a noun or as a verb.

Extra activity

COLLABORATION

Ask students to choose a word from the list in SB Activity 3 and think of a sentence that uses their word as a verb and as a noun, e.g., *I'm fishing for a fish.* Then they work in pairs taking turns to act out their sentence for their partner to guess.

Comprehension 1

- 1 Read *Moving On* again. Why did they have to move?

- 1 Yulia: **economic/political situation**
 2 Sofia: **to learn English**
 3 Devante: **natural disaster**

- 2 Read and write Y (Yulia), S (Sofia), and/or D (Devante).



- 1 Who had to learn a new language?
Y, S
 2 Whose home was destroyed?
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 3 Who still visits the place they came from?
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- 3 Make inferences from *Moving On*. Work in groups of three.

- 1 **Student A:** write the questions you think the interviewer asked Yulia.
Student B: write the questions you think the interviewer asked Sofia.
Student C: write the questions you think the interviewer asked Devante.
 2 Compare the questions you wrote with your group and with the class.

40

Listening 1

- 4 How would you feel if you had to move to a new country? Discuss with a friend.



Listening strategy

Distinguish between main information and extra details in answers.

- 5 Listen. Whose mom from *Moving On* is speaking?

- 6 Listen again. What information directly answers the questions and what's the extra detail? Write.

- 1 Why did you and your family migrate to the United States?
 Direct answer: _____
 Extra detail: _____
 2 Did you speak any English before you arrived?
 Direct answer: _____
 Extra detail: _____
 3 What do you miss about your home country?
 Direct answer: _____
 Extra detail: _____



Vocabulary 1

- 1 Find these words in *Moving On*. Then write them next to their definitions.

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 4 become part of a group/club **join**
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 6 a person who lives in a particular country **citizen**
 7 someone who needs to leave their country or region because it's dangerous to stay **refugee**
 8 related to the environment **environmental**
 9 feeling that you are at home **settled**
 10 a line separating countries **border**
 11 change the country where you live **move abroad**
 12 natural event which causes damage **natural disaster**



- 2 Listen and say.

- 3 The word **border** is a noun and a verb. Find and circle both uses in *Moving On*. Which of these other words are both nouns and verbs? Can you add any more to the list?

car cut door dress game
 hand milk play smell tree

- 4 Play Word Association with a friend.

- 1 Start each time with a word from this lesson.
 2 Take turns saying a word you associate with the previous word (all the words don't have to be from this lesson).
 3 Continue until one of you pauses or repeats a word.

border, cut, dress, hand, milk, play, smell, student's own answers

41

WB Act. 3 p. 34

Complete the chart.

WB Act. 4 p. 35

CRITICAL THINKING

Think and write.

- When students have written their answers, ask them to swap with a partner. Ask students to correct their partner's sentences if necessary.

SB Act. 4 p. 41

COMMUNICATION

Play Word Association with a friend.

- Demonstrate the game by asking a student to choose a word from SB Activity 1. Explain that you're going to say a word associated with that word and that the student will then say a word associated with your word. Continue until one of you either pauses for a long time or repeats a word.
- Students work in pairs to play the game.

Challenge vocabulary: kinds of homes

WB Act. 5 p. 35

Look, read, and check (✓) the kind of house you'd like to live in.

- Focus students' attention on the pictures of houses. Ask if these kinds of houses can be found in their town/city or country, and where.

- Help students develop strategies for remembering new words. For this set of words they could think of someone they know who lives in each kind of house, or somewhere they've seen lots of examples of a particular kind of house. They could write the person's name or the place next to each new word to help them remember it.

WB Act. 6 p. 35

Read and complete. Use the words from Activity 5.

WB Act. 7 p. 35

COMMUNICATION

Ask three friends which kinds of house they live in. Complete the chart.

- Ask students to go around the class to find out what kind of house their classmates live in. Ask *Which is the most popular type of house?*

Objective review

Students list as many of the words from SB Activity 1 as they can. Praise their effort.

OBJECTIVES

Grammar: Can use “There isn’t a/an ...” with common nouns and prepositions referring to what’s not present in a picture or a room.

Listening: Can get the gist of TV or video programs on topics of personal interest, if delivered in clear, standard speech.

Speaking: Can give reasons for a choice or course of action.

MATERIALS

SB pp. 42–43

WB pp. 36–37

WB key p. 260

Video 3-2

Video script p. 288

Pearson English Platform

Grammar Book 5, Unit 4

Speaking and Vocabulary Book 5, Unit 3

Warm-up

Ask students to write as many nouns as they can think of in 60 seconds on a piece of paper. Then students swap their list with a partner. Ask them if they know which noun takes *a*, *an*, or the zero article and to add the article to the words on the list. Don’t check their answers at this stage.

Lesson objective

Explain the lesson objective: To use indefinite, definite, and zero articles.

SB Act. 1 p. 42

Watch Part 1 of the story video. Read and complete.

- Ask students to watch Part 1 of the video and complete the sentences.
- Play the video again to check answers.

SB Act. 2 p. 42

Look at the grammar box and read.

- Focus students’ attention on the grammar box and read the sentences aloud together.

SB Act. 3 p. 42

Read *Moving On* again. Circle the articles and their related nouns.

- Refer students back to the text on SB pp. 38 and 39.
- Ask students to circle all the articles and the nouns that follow them.

SB Act. 4 p. 42

Read the rules for using articles and write *the*, *a/an*, or *0* (zero).

- Write the following three sentences on the board:
___ *Mississippi is the longest river in the U.S.A. My mom is ___ teacher. I study in ___ school.* Ask students to complete the sentences with either the indefinite article, the definite article, or the zero article (*the*, *a*, *0*).
- Elicit the answers and ask students to form rules when we use articles.
- Ask students to complete the rules.

SB Act. 5 p. 43

Complete the sentences with *a/an* or *the*. If the sentence uses the zero article, don’t write anything. Then number each sentence with the rules from Activity 4.

- Do the first sentence as an example and elicit which rule from Activity 4 this is (*The, the, 1*).
- Ask students to work in pairs to complete the rest of the sentences.

WB Act. 1 p. 36

Read and circle.

- Focus students’ attention on the grammar box before they do the activity.

WB Act. 2 p. 36

Read and complete. Use *a/an*, *the*, or no article (-).

WB Act. 3 p. 37

Read and complete. Use *a/an*, *the*, or no article (-).

WB Act. 4 p. 37

Read and check (✓) the sentences that are correct. Rewrite the sentences where an article is missing.

- Ask students to read each sentence and add an article if they think one is missing. Remind them that some sentences are correct and won’t need any additions.

For more grammar practice, go to Grammar Book 5, Unit 4.

Speaking 1

Speaking strategy

Explain the speaking strategy: Try to read other people’s body language. Are they feeling happy or uncomfortable?

Grammar 1

1 Watch Part 1 of the story video. Read and complete.

- This evening, we're going to see _____ show.
- We each have a map for _____ theater.



2 Look at the grammar box and read.

Grammar

Articles

Indefinite article: a/an

There's **an** elementary school and **a** junior high in my town.

Definite article: the

The bus of our school is yellow.

Zero article

My brother goes to school in Manila.

3 Read *Moving On* again. Circle the articles and their related nouns.

4 Read the rules for using articles and write *the*, *a/an*, or *0* (zero).

- | | |
|--|-------------|
| 1 Use it when there's only one of something (including rivers, deserts, and superlative adjectives). | the |
| 2 Use it to say what someone is or what job they do. | a/an |
| 3 Use it when we have already mentioned the thing. | the |
| 4 Use it with some places, e.g. school, home. | 0 |
| 5 Use it with a singular noun to say something about all things of that kind. | the |
| 6 Use it the first time you mention a single noun. | a/an |
| 7 Use it before names, cities, and most countries. | 0 |

42

5 Complete the sentences with *a/an* or *the*. If the sentence uses the zero article, don't write anything. Then number each sentence with the rules from Activity 4.

- The** Amazon river is **the** longest in the world. **1**
- A** lion sleeps most of the day. **5**
- My mom's **an** immigrant to the United States. She's **a** paramedic. **2**
- My school is on _____ Cedar Road. I enjoy _____ school. **4**
- The teacher gave each group _____ map of the New York metro. **The** map she gave our group was really old. **6 3**

Speaking 1

6 Work with a friend. Prepare an interview with an immigrant to your country.

7 Work with another friend. Take turns interviewing each other.

- Interviewer:** Ask the questions you prepared; make the interview more spontaneous by asking questions you haven't prepared in response to answers given.
- Interviewee:** Take the role of an immigrant to your country; give imaginative, realistic answers.

Speaking strategy

Try to read other people's body language. Are they feeling happy or uncomfortable?



Prepared question

What made you move to this country?

Answer

Because this country needed workers with my skills and qualifications, and I wanted to travel.

Spontaneous question

Oh, really? So what skills and qualifications do you have?

43

SB Act. 6 p. 43

COMMUNICATION

Work with a friend. Prepare an interview with an immigrant to your country.

- Ask students to work in pairs and refer them back to the text on SB pp. 38 and 39. Ask them to think about the questions that each person was asked and make notes.
- Ask students to think of questions they would like to ask a recent immigrant to their country. Ask them to think about not only personal details, such as name and age, etc., but why the person moved to their country, how they're feeling, and what they miss about their old home. Also, ask students to think of possible answers to their questions.

SB Act. 7 p. 43

COMMUNICATION

Work with another friend. Take turns interviewing each other.

- Model the activity by asking a student a pre-prepared question, such as *Why did you leave your country?* After they've responded, encourage students to use a phrase to show interest and then to ask a spontaneous question.
- Put students into pairs. They take turns playing the interviewer and the immigrant using the questions they prepared in Activity 6. Remind students to use the expressions *Oh, really?* and *That's interesting!* to show interest in what the immigrant is saying.

Differentiation

Stretch: Students interview as many "immigrants" as possible. Make sure they use articles correctly in their questions and answers.

Extra activity

CREATIVITY

Ask students to write an article based on an interview with one of the immigrants.

Objective review

Ask students to review their list of nouns and articles from the warm-up activity with their partners and to correct as necessary. Ask some pairs to read out their lists. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 5, Unit 3.

OBJECTIVES

Reading:	Can understand some details in longer texts on everyday topics, if guided by questions or prompts.
Speaking:	Can add detail to descriptions of everyday topics, using a range of nouns and verbs.
SB vocabulary:	awe, deck, gaze, limp, pour, set sail, wave, weary
WB vocabulary:	cloudless, hug, land, matron, nonetheless, plaster cast, ward
Passive vocabulary:	folk, soak, tear
Expressions:	I never thought ...

MATERIALS

SB pp. 44–45
WB p. 38
WB key p. 261
SB audio track 1-19
Pearson English Platform

Warm-up

Students work in pairs and take turns describing someone they both know for their partner to guess. Then ask them to play a similar game, but this time describe a place.

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 44

COMMUNICATION

Think about your perfect way to spend a day. Discuss with a friend.

- Ask students to think about their perfect day. Encourage them to think about where they are, who they're with, and what's happening.
- Students describe their perfect day to a partner. Encourage them to ask questions to get more information.

Differentiation

Struggling learners: Write the questions on the board: *Where are you? Who are you with? What are you doing?* Ask students to write answers to these questions and to refer back to them when talking with their partner.

Reading strategy

Explain the reading strategy: Make inferences from details provided in a text. This strategy can help students imagine how a character feels and empathize with them.

SB Act. 2 p. 44

CRITICAL THINKING

Read. Who's the main character? Where is she?

- As students read the text, encourage them to apply the reading strategy by visualizing the settings and the characters.
- Students answer the questions. (**Answers:** Dominique Joseph; a nurse in London)

Extra activity

CRITICAL THINKING

Students discuss whether Dominique was happy or sad to be in London and why.

Reading 2

Reading text in British English

This is one of the texts in Level 5 that is in British English. Focus students' attention on some of the differences between British and American English. Ask them if any words are different. Remind them on *favourite/favorite*.

Genre

Historical fiction

This kind of text is fictional but based on real-life events. Stories like this can help us learn about important times and events in history.

SB Act. 3 p. 44



Read *Big Apple, Small World*. What are the different settings in the story? Who is the main character?

- Ask students if they know what the Big Apple is. If not, explain that it's a colloquial name for New York City.
- Play track 1-19. Students read and listen to the text, and list the different settings. Then ask who the main character is. Apply the reading strategy by describing a setting and having students name it. (**Answers:** Settings – the beach, Inverin, Margaret's home, the deck of a ship, Ellis Island Immigration Station, New York streets, cobbler's stand; Main character – Margaret)

Extra activity

SB vocabulary work

- Ask students to find and circle four of the following words in the text: *awe, deck, gaze, limp, pour, set sail, wave, weary*.

Pre-reading 2

1 Think about your perfect way to spend a day. Discuss with a friend.

- Describe where you are.
- Talk about who you are with and what happens.

Reading strategy

Make inferences from details provided in a text.

2 Read. Who's the main character? Where is she?

They called it the motherland, but the only mother I wanted was the one I'd left behind in Trinidad. And there was no land to be seen in London, only grey buildings matching the grey skies. After only a few weeks in London, I could hardly believe that the huge blue Caribbean sky even existed. I was always cold. Even in August I was cold!

I'm Dominique Joseph and this was 1950s London. Britain needed us: welcomed us, in fact. They'd called out for nurses like me and workers to help their economy. Some of my friends and I answered Britain's call. We worked hard and made our home in Britain. We had a job to do, and we did it!

3 Read *Big Apple, Small World*. What are the different settings in the story? Who is the main character?

Reading 2



Margaret ran out of the wake with tears pouring down her cheeks. She headed straight for her favourite place, the beach. She gazed out across the sea all the way to America. It seemed so, so far away. And so different from the little Galway town of Inverin where she'd grown up. That made her cry all over again. She was startled when a woman asked her, "Whose funeral is it?"

"Mine," sobbed Margaret.

She told the stranger that she had run from her own wake.

"Well," said the woman, "you don't look dead to me. In fact, it looks like you've got your whole life ahead of you."

Margaret explained it was her American Wake. Most of her friends and family members were gathered at her home today. She would probably never see them again because, in two short days, she was setting sail for a new life in America where she would have to integrate into a new society. "I don't know when I'll see my family again!" she said.

"My son went to America last year," the woman said sadly. "There's nothing for young folk here. No work, no money, no future. We miss him, but he's happy there. If you want a friendly Galway lad to chat to when you're there, look up my son. His name's Patrick ...". At that moment a huge wave crashed over Margaret and the kind woman, soaking them from head to toe.

"Oh," said Margaret, "I must go. My mum will think I jumped in the water," she added, looking at her wet clothes and laughing.

Two days later, Margaret was waving frantically at her family from the deck of the ship that was carrying her to New York. She stood there waving long after her family was out of sight, her sadness increasing. Margaret was 18 years old, had a one-way ticket to New York and only 25 cents in her pocket. Her only luggage was a small suitcase holding all her belongings.

Like most immigrants, Margaret reunited with family when she got to America. Her older sister, Mary, was waiting for her outside Ellis Island Immigration Station. Mary's friendly, familiar face was a welcome sight for the weary Margaret. As was the pleasant face of the Statue of Liberty rising above her. She felt a rush of excitement – she'd finally arrived!

Finding employment was essential and Margaret was working hard from day one. She washed floors on her hands and knees, she cooked, and she cared for other people's children. Her family in Ireland benefited from her wages because she sent a large part home.

One day Margaret was walking between jobs, looking in awe at the skyscrapers growing up around her. Suddenly she fell. Her shoe had completely fallen apart. She hopped and limped, carrying her shoe, to a nearby cobbler's stand.

She handed her shoe to the man at the stand. "It's been falling apart since it got soaked by a wave back in Ireland before I left," laughed Margaret.

"Was that on Inverin beach?" asked the young man, in a Galway accent. Margaret was shocked. She didn't know how he knew that. Then she remembered the woman on the beach. This was her son, Patrick! He knew all about the meeting from his mother's long letters to America. "My mother mentioned a girl," he said, "but I never thought I'd ever find you!"

Margaret and Patrick got married soon after and the rest, as they say, is history! Or, at least, my family history; for they were my grandparents all the way from Ireland. We still have family out there. In fact, we're having a family reunion in Inverin next month!



4 Do you think Margaret's story is different to migrant experiences today? How does it differ from the stories in *Moving On*?

- Ask them to use the context of the words in the text to predict what they mean. Students write their definition before checking in a dictionary.
- Students mingle around the class collecting the definitions of the other six words.

SB Act. 4 p. 45

CRITICAL THINKING

Do you think Margaret's story is different to migrant experiences today? How does it differ from the stories in *Moving On*?

- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 1 p. 38

Read *Motherland* and circle the characters in the story. Underline the settings.

- Remind students of their answers to Activity 2 on p. 44 in the SB.

WB Act. 2 p. 38

Read *Motherland* again. Answer the questions.

WB Act. 3 p. 38

COMMUNICATION

What do you think is more difficult, moving from a hot place to a cold one, or the other way round? Why? Discuss with a friend.

Extra activity

WB vocabulary work

- Ask students to find and circle the following words in the text: *cloudless, hug, reunion, matron, economy, plaster cast, ward*.
- Write the words on the board. Ask students to figure out their meaning from context. Then students check their definitions with a dictionary.
- Students choose a word and write a sentence with the word missing. Then they give their sentence to a partner for them to guess the missing word.

Value

Try to find happiness in all situations

- Write the value on the board *Try to find happiness in all situations*. Ask students what they think it means and why. Accept all answers.
- Ask students if they've ever found happiness after enduring a difficult time.

Objective review

Ask students which details helped them understand the story the most. Praise their effort.

OBJECTIVES

- Listening:** Can identify the main points of short, clear factual talks or presentations on familiar topics.
- Reading:** Can understand some details in longer texts on everyday topics, if guided by questions or prompts.
- Speaking:** Can contribute to a simple discussion about a book, text, or poem if the speakers are clear and avoid idiomatic language.

MATERIALS

SB pp. 44–45, 46
 SB audio tracks 1-20 and 1-21
 Pearson English Platform

Warm-up

Explain to students that you're going to describe a scene and that they should draw what they hear. Say *It was a warm summer day and a person was walking down the street. The street was very busy with a lot of vehicles and a lot of people. There was a park with trees and a lot of children playing different games and sports.* When students have finished their pictures, ask them to compare with a partner. Ask *Why does descriptive language make a story more enjoyable?*

Lesson objective

Explain the lesson objective: To demonstrate understanding of the text by describing a character or setting from details in the text.

SB Act. 1 p. 46

COMMUNICATION

Read the first half of *Big Apple, Small World*. Think about the settings.

- Students close their eyes while you read the first four paragraphs of *Big Apple, Small World*. Help students apply the reading strategy by asking them to visualize in their mind what they hear.
- Ask students to work in pairs to describe what they pictured. Ask *In what way are your descriptions similar or different?*

Extra activity

CREATIVITY

Students draw their partner's description.

SB Act. 2 p. 46

Read *Big Apple, Small World* again. Circle **T** (true) or **F** (false).

- Refer students back to the text on SB pp. 44 and 45.
- Students decide which statements are true and false.

SB Act. 3 p. 46

Complete the information about the characters. Circle the passages in the text that support your answers.

- Focus students' attention on the pictures of Margaret and Patrick. Ask them what they remember about those characters. Write ideas on the board.

- Students read *Big Apple, Small World* again to check their answers. Ask students to circle the information that supports their answers.
- Ask students to work in pairs to make inferences about Margaret and Patrick based on the information they've read in the text. (**Suggested answers:** Margaret. What I know about her: She moved from Inverin, Ireland to New York, U.S.A. on a ship when she was 18 years old. She married Patrick. She cried the night before she left Ireland. She had a sister called Mary in New York. She worked hard in New York.; Patrick. What I know about him: He moved from Galway, Ireland to New York, U.S.A. His mother stayed in Ireland. He married Margaret. He worked as a cobbler (fixing shoes). He had grandchildren (and therefore children.))

Differentiation

Struggling learners: Students focus on only Margaret or Patrick.

SB Act. 4 p. 46

COMMUNICATION

Compare and discuss your answers from Activity 3. Then role-play a scene as Margaret and Patrick.

- Put students into different pairs from Activity 3. Ask them to compare the inferences they made with a partner. Encourage students to justify their ideas.
- Students role-play a continuation of the conversation they think Margaret and Patrick had when they first met.

Objective review

Students describe the setting and characters of their favorite movie or book. Praise their effort.

Listening 2

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activities.

SB Act. 5 p. 46

COMMUNICATION

Why do you think people traveled so far to get to America? Discuss with a friend.

- Students discuss the question in pairs before comparing their answers as a class.

Comprehension 2

1 Read the first half of *Big Apple, Small World*. Think about the settings.

- Close your eyes and think about the setting at the beginning of the story.
- Share your ideas with a friend. What details in the text helped you imagine the setting?

2 Read *Big Apple, Small World* again. Circle T (true) or F (false).

- Margaret ran away from her own wake. **T F**
- Margaret knew the woman on the beach. **T F**
- Margaret's sister was already in New York. **T F**
- Margaret had one job. **T F**

3 Complete the information about the characters. Circle the passages in the text that support your answers.



Margaret

What I know about her

What I can guess about her



Patrick

What I know about him

What I can guess about him

4 Compare and discuss your answers from Activity 3. Then role-play a scene as Margaret and Patrick.

46

Listening 2

5 Why do you think people traveled so far to get to America? Discuss with a friend.



Listening strategy

Listen for key factual information, such as dates, numbers, and quantities.

6 Listen. Which setting from *Big Apple, Small World* is the listening about?



7 Listen again and answer.

- How many immigrants passed through Ellis Island from 1892 to 1924?
over 12 million
- Who was the first immigrant to come through Ellis Island?
Annie Moore
- How long were the inspections?
three to five hours

8 Discuss why Ellis Island was nicknamed both *Island of Hope* and *Island of Tears*.

Vocabulary 2

1 Find these words in *Big Apple, Small World*. Then match the words to their definitions.

- | | | |
|-------------------|---|---|
| 1 baggage (n) | a | when friends and family get together after someone dies |
| 2 belongings (n) | b | a body of individuals living as members of a community |
| 3 benefit (v) | c | to have or use something to your advantage |
| 4 employment (n) | d | to get together again after a separation |
| 5 essential (adj) | e | someone you have never met before |
| 6 fall apart (v) | f | the suitcases you travel with |
| 7 increase (v) | g | to become part of a community |
| 8 integrate (v) | h | something that's necessary |
| 9 reunite (v) | i | to break into pieces |
| 10 society (n) | j | to go up in number |
| 11 stranger (n) | k | a job/occupation |
| 12 wake (n) | l | possessions |



2 Listen, check your answers, and say.



British



American

luggage

baggage

3 Use the prefixes to write opposites.

anti de in non un

- | | | | |
|----------------|--------------|----------------|---------------|
| 1 essential → | inessential | 4 integrated → | nonintegrated |
| 2 increase → | decrease | 5 social → | antisocial |
| 3 employment → | unemployment | | |

4 Complete the word clouds with words you associate with them. Compare with a friend.



47

Listening strategy

Explain the listening strategy: Listen for key factual information such as dates, numbers, and quantities.

SB Act. 6 p. 46

Listen. Which setting from *Big Apple, Small World* is the listening about?

- Play track 1-20. Students listen and answer the question. Ask them to justify their answers.
(Answer: Ellis Island, New York)

SB Act. 7 p. 46

Listen again and answer.

- Write the following on the board: *Year born: / Age: / Age when started teaching English: / Length of time teaching English:*
- Read the following text once at a natural pace. Ask students to listen and complete the information above:
I was born in [year you were born]. I'm [age] years old. I started teaching English when I was [age when you became an English teacher], so I've been an English teacher for [number of years].
- Go through the questions with the class. Help students apply the listening strategy by predicting the words and phrases that will precede the information they need to answer the questions. Ask students to answer any if they remember the information. Play track 1-21 for students to answer and/or check.

Extra activity

COLLABORATION

Students prepare a text about themselves that contains a lot of numerical information, such as their age, date of birth, number of siblings, important years in their life, etc. Then students read their text to a partner, who has to identify the important information.

SB Act. 8 p. 46

COMMUNICATION

Discuss why Ellis Island was nicknamed both *Island of Hope* and *Island of Tears*.

- Write *Ellis Island* on the board and elicit what students know about it. Mention that Ellis Island was called *Island of Hope* and *Island of Tears*.
- Ask students to discuss why Ellis Island was called both these names. If necessary, ask them to think about how immigrants felt when they arrived there.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Objective review

Write on the board: *1892 to 1924; 12 million; 15; three to five*. Ask students what the numbers refer to in the context of *Big Apple, Small World*. Praise their effort.

OBJECTIVES

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Speaking: Can explain the meaning of a word or phrase.

Vocabulary: baggage, belongings, benefit, employment, essential, fall apart, increase, integrate, reunite, society, stranger, wake

MATERIALS

SB pp. 44–45, 47

WB pp. 39–40

WB key p. 261

Pearson English Platform

Warm-up

Write the following words from Vocabulary 1 on the board: *immigrant, border, move abroad, economic, political, environmental, settle, join, refugee, citizen, natural disaster*. Ask students to write as many definitions for the words as possible in three minutes.

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading related to immigration.

SB Act. 1 p. 47

Find these words in *Big Apple, Small World*. Then match the words to their definitions.

- Refer students back to the text on SB pp. 44 and 45.
- Go through the list of words with students and ask them to find the words in the text. Invite them to give definitions to the class of any words that they know. Don't correct students if their definitions are incorrect.
- Explain that students have to match each word to a definition. Don't check answers yet.

Differentiation

Struggling learners: Remind students to read the words in their context in the text to help them figure out their meaning.

Stretch: Students choose six words and write sentences with them. Then ask students to compare sentences in pairs and say if they think they've used the word correctly.

International English

Focus students' attention on the difference between British and American English for the same objects: *luggage* and *baggage*. Can they think of any others?

SB Act. 2 p. 47

Listen, check your answers, and say.

- Play track 1-22. Ask students to listen and say the words. Then ask students to correct any incorrect answers from Activity 1.

WB Act. 1 p. 39

CRITICAL THINKING

Read and circle **T** (true) or **F** (false).

- When students have finished, ask them to write similar sentences for the six unused words from Activity 1 in the SB and then test a partner.

WB Act. 2 p. 39

Read and complete. There are two extra words.

- When students have completed the sentences, ask them to write sentences with the two extra words.

SB Act. 3 p. 47

Use the prefixes to write opposites.

- Write *happy* on the board and ask students to add two letters to the word to make it mean the opposite (*unhappy*). Explain that *un-* is a prefix. Elicit what a prefix is and ask students for more examples (a group of letters that you add to the beginning of a word to change its meaning; other examples include *de-*, *anti-*, *over-*, *in-*, *un-*, *non-*, *dis-*, *ex-*, *pre-*, etc.).
- Focus students' attention on the prefixes in Activity 3 and explain that we add these to the beginning of a word to create opposites. Do the first as an example.

WB Act. 3 p. 39

Read and write the noun form for each verb. Are all verbs and nouns different?

- Allow students to use a dictionary if necessary.

WB Act. 4 p. 40

Choose four words from Activity 3 and write sentences with them. Write **V** (verb) or **N** (noun) to indicate which form you used.

- Allow students to work in pairs.

Comprehension 2

1 Read the first half of *Big Apple, Small World*. Think about the settings.

- Close your eyes and think about the setting at the beginning of the story.
- Share your ideas with a friend. What details in the text helped you imagine the setting?

2 Read *Big Apple, Small World* again. Circle **T** (true) or **F** (false).

- Margaret ran away from her own wake. **T F**
- Margaret knew the woman on the beach. **T F**
- Margaret's sister was already in New York. **T F**
- Margaret had one job. **T F**

3 Complete the information about the characters. Circle the passages in the text that support your answers.



Margaret

What I know about her

What I can guess about her



Patrick

What I know about him

What I can guess about him

4 Compare and discuss your answers from Activity 3. Then role-play a scene as Margaret and Patrick.

46

Listening 2

5 Why do you think people traveled so far to get to America? Discuss with a friend.

Listening strategy

Listen for key factual information, such as dates, numbers, and quantities.

6 Listen. Which setting from *Big Apple, Small World* is the listening about?



7 Listen again and answer.

- How many immigrants passed through Ellis Island from 1892 to 1924?
over 12 million
- Who was the first immigrant to come through Ellis Island?
Annie Moore
- How long were the inspections?
three to five hours

8 Discuss why Ellis Island was nicknamed both *Island of Hope* and *Island of Tears*.

Vocabulary 2

1 Find these words in *Big Apple, Small World*. Then match the words to their definitions.

- | | | |
|-------------------|---|---|
| 1 baggage (n) | a | when friends and family get together after someone dies |
| 2 belongings (n) | b | a body of individuals living as members of a community |
| 3 benefit (v) | c | to have or use something to your advantage |
| 4 employment (n) | d | to get together again after a separation |
| 5 essential (adj) | e | someone you have never met before |
| 6 fall apart (v) | f | the suitcases you travel with |
| 7 increase (v) | g | to become part of a community |
| 8 integrate (v) | h | something that's necessary |
| 9 reunite (v) | i | to break into pieces |
| 10 society (n) | j | to go up in number |
| 11 stranger (n) | k | a job/occupation |
| 12 wake (n) | l | possessions |



2 Listen, check your answers, and say.

British	American
luggage	baggage

3 Use the prefixes to write opposites.

anti de in non un

- | | |
|------------------------------------|-------------------------------------|
| 1 essential → inessential | 4 integrated → nonintegrated |
| 2 increase → decrease | 5 social → antisocial |
| 3 employment → unemployment | |

4 Complete the word clouds with words you associate with them. Compare with a friend.



47

SB Act. 4 p. 47

COMMUNICATION

Complete the word clouds with words you associate with them. Compare with a friend.

- Explain to students that they have to complete each word cloud with as many words as possible that are associated with the main word. This can be another word that has the same meaning or an opposite, for example.
- Demonstrate the task by writing *happy* on the board. Brainstorm as many words associated with this with the class (words may include *unhappy*, *sad*, *smile*, *content*, etc.).
- Ask students to complete the word clouds with a partner. When they've finished, ask students to work with a different partner to compare word clouds.

Extra activity

CREATIVITY

Students work in small groups to create a story. One student goes first by choosing a word from the lesson, and writes the first sentence of a story, including the word, on a piece of paper. They pass the piece of paper to the next student, who chooses another word and writes the second sentence of the story. Continue until each student has written three or four sentences each and the story comes to a natural end.

Word study: synonyms

WB Act. 5 p. 40

Read and circle the synonyms.

- Elicit what a synonym is. Ask students to give you examples of pairs of words that are synonyms. Explain that a knowledge of synonyms is a good way to increase vocabulary and that using them when speaking or writing can avoid repetition and create more interest.
- Explain that students have to find words that mean the same as the first word in each row.

WB Act. 6 p. 40

Read and complete. Use the synonyms of the words in bold.

Objective review

Students choose three words from SB Activity 1 that they like the best. They give a definition of the words, an example sentence, and say why they like the words. Praise their effort.

OBJECTIVES

Grammar: Can ask questions with “Who/What/Where/Why/When did you ...?” and common verbs, plus phrasal complements.

Listening: Can get the gist of TV or video programs on topics of personal interest, if delivered in clear, standard speech.

Speaking: Can give an opinion in a structured discussion, if guided by questions.

MATERIALS

SB pp. 48–49

WB pp. 41–42

WB key p. 261

Videos 3-2 and 3-3

Video script p. 289

Optional: pieces of thin cardboard, scissors

Pearson English Platform

Speaking and Vocabulary Book 5, Unit 3

Warm-up

Put students into small groups. Ask them to brainstorm questions to ask an immigrant who has recently arrived in their town. Put students into different groups to discuss their questions.

Lesson objective

Explain the lesson objective: To use sentences containing relative pronouns.

SB Act. 1 p. 48

Watch Part 1 of the story video. Which word completes these three sentences? Read and complete.

- Students complete all three sentences with one word. Then play Part 1 of the story video for students to check their answers.

SB Act. 2 p. 48

Look at the grammar box and read.

- Focus students' attention on the grammar box and read it together.

SB Act. 3 p. 48

Read *Big Apple, Small World* again. Circle sentences with *wh-* words that are used outside of questions.

- Refer students back to the text on SB pp. 44 and 45.
- Ask students to circle all the *wh-* words.

SB Act. 4 p. 48

Read and complete.

- Students complete the sentences with the words from the box.

Extra activity

CRITICAL THINKING

Look at the answer to 1 together and elicit what *how* means here (*in what way*). Ask students to work in pairs to think what the question words mean in the remaining sentences (2 *what* – the thing; 3 *where* – the place; 4 *who* – the person; 5 *why* – the reason; 6 *when* – the time). Note the same sentences can have multiple answers.

WB Act. 1 p. 41

Read and match.

- Focus students' attention on the grammar box before they do the activity.

SB Act. 5 p. 49

Write the words in order.

- Write the following on the board: *the / goes / my / school / to / This / who / is / boy*
- Ask students to order the words to make a sentence (*This is the boy who goes to my school.*).
- Students work in pairs to order the words to make sentences.

WB Act. 2 p. 41

Read and underline the words that can be replaced with a question word. Then rewrite the sentences.

- Write the following on the board: *I know the place she lives. and She doesn't know the reason he did it.* Explain that the sentences are correct, but we normally would use a relative pronoun instead of *the place* and *the reason*. Elicit what relative pronouns we would use in the sentences (*where* and *why*).
- Ask students to identify the part of each sentence that can be replaced with a question word and then rewrite the sentences.

WB Act. 3 p. 42

Read and complete. Write one question word for each gap.

- This is an A2 Key for Schools Reading and Writing Part 5 task.
- Ask students to quickly read the dialog and answer the question *Why is Sandra moving to Chicago?* (Her dad got a new job.).
- Students complete the dialog with a question word.

SB Act. 6 p. 49

COMMUNICATION

Make a spinner. Play the game in pairs.

- Put students into small groups and supply each with pieces of card and a pair of scissors. Show students how to make a spinner with a six-sided shape and a pencil through the center to spin it.

Grammar 2

- 1** Watch Part 1 of the story video. Which word completes these three sentences? Read and complete.



- I don't know where it is.
- I know where the theater is.
- Did you see where I put my red trainers?

- 2** Look at the grammar box and read.

Grammar

Sentences containing question words

Where is a question word that is used in a sentence in Activity 1.

Who, which, when, what, why, and how (much/many/old) can all be used in similar sentences with expressions like:

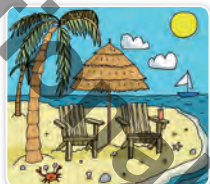
I (can't) believe ... I (don't) know ... I (don't) see ...

- 3** Read *Big Apple, Small World* again. Circle sentences with *wh-* words that are used outside of questions.

- 4** Read and complete.

where who what when why how

- I don't see how/when we can resolve this problem.
- I can't believe what he said.
- Can you believe where they went on vacation?
- She doesn't know who gave her the gift.
- I don't see why/when they would do such a thing.
- I really don't know when that happened.
why / how



48

- 5** Write the words in order.

- didn't / I / where / see / went / she
I didn't see where she went
- the / left / do / why / know / they / you / movie theater
Do you know why they left the movie theater?
- moved / he / I / abroad / when / couldn't / it / believe
I couldn't believe it when he moved abroad
- how / candy / see / I / didn't / took / they / much
I didn't see how much candy they took
- she / to / who / talking / was / could / believe / you
Could you believe who she was talking to?
- went / they / I / way / know / which / don't
I don't know which way they went

- 6** Make a spinner. Play the game in pairs.

- Make a six-sided spinner.
- Write one of the question words on each side.
- Start questions with *Do you know ...* then spin the spinner and complete the question with the word you get plus your own ideas.
- Answer each other's questions.



- 7** Watch Part 2 of the story video. Who got lost?

Speaking 2

- 8** Work in groups. Discuss how you would create a tour of your town.

Group A: discuss how to create a tour for a student from a different country.

Group B: discuss how to create a tour for a student who is sight or hearing impaired.

Compare your ideas with other groups.

49

- Demonstrate how to play the game by spinning a spinner and asking a student a question with *Do you know* and the question word that the spinner falls on (e.g., *Do you know how much a new car costs?*).
- Students play the game in small groups.

Differentiation

Stretch: Students use the phrases *Oh really? So, ...?* and *That's interesting! So, ...?* to ask more questions to get further information.

SB Act. 7 p. 49



Watch Part 2 of the story video. Who got lost?

- Students watch the video and answer the question.
(Answer: Harry and Matilda)

WB Act. 4 p. 42

Read and complete the questions. Then write answers in full sentences.

- Ask students to complete the questions using the question words in the box. Then ask students to answer the questions for themselves with full sentences.

Speaking 2

SB Act. 8 p. 49

COLLABORATION



Work in groups. Discuss how you would create a tour of your town.

- Elicit the places to see and things to do in a town/city. Students rank them in order of preference.
- Explain that a new student is going to join the class and you want students to show them around their town/city. Students work in two groups, A and B. Group A has to imagine the new student can't see while Group B has to imagine the new student can't hear.
- Ask each group to present their tour.

Extra activity

CREATIVITY

Students create a brochure for their town/city. Encourage them to use sentences with relative pronouns in their brochure.

Objective review



Students tell you their favorite places in their town/city using relative pronouns. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 5, Unit 3.

3 Writing • Now I Know

OBJECTIVES

Reading: Can skim a text to identify specific ideas.

Speaking: Can give a short, simple prepared talk on a topic of personal interest.

Writing: Can write short, simple descriptions of personal experiences in linked sentences, given prompts or a model.

MATERIALS

SB pp. 50–51

WB pp. 43–45

WB key p. 261

Pearson English Platform

Test Book 5, Unit 3

Warm-up

Review the Unit 2 writing strategy with students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a personal narrative while applying the writing strategy.

SB Act. 1 p. 50

Scan the personal narrative. Answer the questions.

- Remind students that they should scan the text quickly to find specific details.

SB Act. 2 p. 50

Read and check your answers from Activity 1.

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 50

Read the narrative again. Answer the questions.

WB Act. 1 p. 43

Read *My First School Play!* and add the missing quotation marks.

SB Act. 4 p. 50

Think about the first time you did something. Then go to the Workbook to do the writing activity.

- Students use the activity as preparation for WB Activities 2 and 3.

WB Act. 2 p. 43

Think about your first day/time doing something. Complete the chart.

WB Act. 3 p. 43

Write about your experience in your notebook. Use your chart from Activity 2.

- Remind students to apply the writing strategy.

WB Act. 4 p. 43

Check yourself. Check (✓) what your writing has.

Objective review

Ask students to read their texts aloud. Praise their effort.

Now I Know

Warm-up

Ask students to think about all they've learned in the unit. Put them into pairs to discuss. Are there any similarities or differences?

Lesson objective

Explain the lesson objective: To review everything students have learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in WB Activity 1 at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 51

CRITICAL THINKING ?

Why do we move to new places? Look back through Unit 3, remember what you learned, and write.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 1 p. 44

Think and write.

WB Act. 2 p. 44

Read and complete.

WB Act. 3 p. 44

Read and complete. Use *a/an, the*, or *no article (-)*.

Writing

1 Scan the personal narrative. Answer the questions.

- 1 Which person from this unit wrote this narrative?
Isabel (page 38)
- 2 How do you think she felt on her first day at a new school?
Students' own answers

2 Read and check your answers from Activity 1.

My First Day

I walked into a class full of strangers for the first time and wanted to be invisible. That's how I felt on my first day at school in Mexico. The teacher was telling the rest of the class all about me, but I didn't understand much of what she was saying. I spoke very little Spanish, so I only understood when she said my name and age. Some of the children smiled and waved, but others looked at me and whispered to each other. After what seemed like hours, I took my seat. That's when a girl leaned over and said, "Hola, soy Ines." I smiled at her and tried to remember what my Spanish teacher taught me, and after a moment's pause I said, "Hola, soy Isabel. ¿Qué tal?" Ines smiled. That was my first conversation in Spanish. Ines and I are still friends a year later, and I'll never forget her kindness that first day.



3 Read the narrative again. Answer the questions.

- 1 Which verb comes before the direct speech in the narrative?
said (say)
- 2 Which other verbs can we use with direct speech?
Possible answers: tell, ask, exclaim, shout

50

Writing strategy

Use quotation marks to show direct speech in a text.
"Hello!" she said.

- 4 **WB** Think about the first time you did something. Then go to the Workbook to do the writing activity.

Now I Know

- 1 Why do we move to new places? Look back through Unit 3, remember what you learned, and write.

2 Choose a project.

Create a welcome message to an immigrant to your city.

- 1 Work in groups and look at your ideas for p49 Activity 8.
- 2 Decide on the media to deliver your welcome message.
- 3 Create your welcome message on your chosen media.

Research immigration to your country.

- 1 Find out about the immigrants who come to your country.
- 2 Record your findings using different charts and graphs.
- 3 Present the results of your research to the class.

Self-assessment

Check (✓) or cross (x) for you.

- ☒ I can't do this yet. ☒ I can do this. ☒ I liked doing this.

- I can recognize the relationship between a main point and supporting examples. ☐
- I can identify the main points of factual talks. ☐
- I can identify supporting details. ☐
- I can understand details in longer texts. ☐
- I can give reasons for a choice or course of action. ☐
- I can give an opinion in a structured discussion. ☐
- I can write descriptions of personal experiences. ☐

51

WB Act. 4 p. 45

Read and complete. Use a question word. Then match.

WB Act. 5 p. 45

Complete the sentences for you.

Project

SB Act. 2 p. 51

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as a way of helping each other learn.

Things I learn

WB Act. 1 p. 45

Write down your three favorite new words from this unit. Which word was the most difficult?

- Have a class vote on favorite words.

WB Act. 2 p. 45

Write two things you found interesting about reasons why people move and how people feel about moving.

- Ask students to share their answers with the class.

WB Act. 3 p. 45

What advice would you give to someone moving to your country?

- Students use their consolidated knowledge of the Big Question to answer.

Self-assessment

SB p. 51

Check (✓) or cross (x) for you.

- Students decide how many of the activities they can do and check or cross the sentences.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 5, Unit 3.