

Unit Walkthrough



Level 5, unit 4



In Level 5, the **vocabulary** and **grammar** are explicitly presented in a **real-world context** at the beginning of each unit.

Twelve items of **vocabulary** are introduced, with clear models of **pronunciation** given. The course characters explain the theme of their **blog project** which contextualises the topic.

Make Connections asks pupils to work out patterns in language by looking at the grammar tables.

Vocabulary LESSON 1

4 Around my town

Heroes Connect say: Our next blog project is about towns and cities. Who wants to help us? Here are some photos to give you some ideas. Get in touch soon!

- Think of places in a town or city. Make a list with a partner. 2.34
- Look and match. Listen, check and repeat. Which places are in your town or city? 2.34

art gallery beach castle football stadium hotel ice rink market shopping centre square statue tourist office town hall

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Emily's favourite place.

- Listen and guess the place in Activity 2. 2.35
- Ask and answer questions about your favourite place. 2.35

What's your favourite place in your town?

Why?

My favourite place is the square.

I always meet my friends there.

The Big Question

What makes your town or city special?

Pupil's Book page 73

Key learning outcomes: learn the names of places in a town; ask and answer about where you live.

Grammar LESSON 2

- Listen and read. Which part of the Centre do you want to visit? 2.37

The Dragons say: Hi! We're the Dragons. Our names are Huang, Hong and Jian. We live in Chengdu, in China. Our favourite place in Chengdu is the New Century Global Centre. It's the largest building in the world!

Huang - Chengdu is more than 1,000 kilometres from the coast, but we've got an artificial beach in the New Century Global Centre. It's always warm. We were there on Saturday. It wasn't sunny outside, but we were warm on the beach inside.

Hong - You can do lots of sports here, too. My favourite place is the ice rink. I love the ceiling because it looks like the sky. I was there yesterday with my friends. We weren't very good at ice skating, but it was a lot of fun!

Jian - I love films so my favourite part of the Centre is the cinema. My sister and I were there on Sunday. There were 14 different films on. Our film was an adventure film and it was very exciting.

GRAMMAR CONNECT

- Read and say the place. Find sentences with *was*, *were*, *wasn't*, *weren't* in Activity 1.
 - Huang and his friends were there on Saturday.
 - Hong was there yesterday.
 - Jian and his sister were there on Sunday.
- Listen, follow and repeat. Make sentences about you and your friends. 2.38
- Read and answer. 2.37

Which sentence is about the past?
He is at the ice rink. He was at the ice rink.
 What are the contractions (short forms) of *was not* and *were not*?
- Play a true or false game with a partner. Say two false sentences and one true sentence. 2.37

Past simple of <i>be</i>	
I / He / She / It	was wasn't
You / We / They	were weren't

at the ice rink yesterday.

at the market on Wednesday.

at the football stadium last week.

at the shopping centre on Sunday.

I was at the beach on Saturday.

I was at the cinema on Saturday.

I was at the market on Saturday.

You were at the market on Saturday.

It's false! I was at the beach.

Key learning outcomes: read about a place in Chengdu, China; talk about the past using *was*, *were*, *wasn't* and *weren't*.

Pupils are introduced to **The Big Question** which will develop their **thinking skills**.

Grammar Connect highlights examples of the new grammar in the text and summarises the grammar in tables.



Unit Walkthrough



Thinking skills questions encourage students to think about the story develop their predictive skills.

The engaging and vibrant illustrations make the story rich for description and discussion. The dynamic recordings support pupils' understanding of the narrative.

LESSON 3 Story

Heroes Connect say: Dragon! Have you got a Chinese hero for our Wall of Fame?

The Dragons say: Yes, we have. Here's an amazing child hero from our country.

before you read

- Look, think and answer.
 - Look at the pictures. What do you think the story is about?
 - Is this a fictional adventure, a comedy or a survival story?
 - Who do you think the hero is? Why?

Read the story

Listen and read.

After you read

Read and say true or false.

- Correct the false sentences.
 - The story happens in Chengdu.
 - Lin Hao was nine years old.
 - At the beginning of the earthquake, Lin Hao was in the classroom.
 - Lin Hao's parents weren't safe.
 - Lin Hao was at the Olympics in Beijing.

Read, think and answer.

- Do you like the story? Why? Why not?
- How do you think Lin Hao feels in picture 3, picture 5, picture 8 and picture 9?
- Why do you think the Olympic team choose Lin Hao to walk with them?
- Lin Hao is a teenager now. What do you think he's doing?
- Do you know any other survival stories? Is there a hero?

Learning outcomes: read, discuss and think about a survival story

WALL OF FAME

From the classroom to the Olympics

- This story begins in a small town near Chengdu, called Yingxiu. Lin Hao is nine years old. After lunch, Lin Hao leaves home and walks to school with his friend.

See you later Mum.

Have a good afternoon.
- Lin Hao and his friends are walking along the corridor at school. They're talking and laughing. Then they hear a noise and the ground starts to shake.

What was that noise?

I don't know.
- The noise gets louder and the shaking gets stronger. Suddenly parts of the ceiling fall down. The walls start to break. The everyone runs to the doors.

Oh no! It's an earthquake!

Everyone leave the building!
- The earthquake stops. Lin Hao opens his eyes and looks around, but it's difficult to see. Many of his friends are trapped. They can't move. Some of them are shouting.

Help! Over here!
- Lin Hao helps his friend to escape. Lin Hao is very small, but he picks up his friend and carries him from the school.

Thank you, Lin Hao! You're saving my life.

I just want to help my school friends.
- Lin Hao goes into the school again. He wants to help more of his friends.

Wait, Lin Hao! You can't go in again. It's dangerous.
- This time, Lin Hao carries a girl out of the school. He wants to go into the school again, but the medical workers stop him.

You were really brave, Lin Hao. There are adults here to help now. We need to find your family.
- Lin Hao is lucky. Later that week, he finds his family. They're alive.

Mum! Dad! You weren't hurt!
- Soon everyone in China knows about Lin Hao and his bravery. People want to interview him and feature him on television programmes.

Were you scared at the beginning of the earthquake?

Not really. I was worried about my friends.
- In the summer, the Chinese Olympic team choose Lin Hao to walk in front of them at the Olympics in Beijing. He walks with the team captain, a basketball player.

Lin Hao! Where were you? We're so happy that you're safe.

Further thinking skills questions encourage critical thinking.

The course characters illustrate the life skill through a fun, real-world photo story.

The Grammar Connect section shows examples of new grammar and then summarises it in a table.

LESSON 4 Grammar and pronunciation

1 Listen and read. Where was Sophie at lunchtime?

Jack: Hi, Sophie. Where were you at lunchtime? Were you at home?

Sophie: Yes, I was. I was on the Internet. Look at these photos of Yingxiu.

Jack: Wow! Was that Yingxiu after the earthquake?

Sophie: Yes, it was.

Jack: Oh, that's terrible. And was that Yingxiu before the earthquake?

Sophie: No, it wasn't. That was Yingxiu five years after the earthquake.

Jack: That was quick. It's a new town now.

GRAMMAR CONNECT

2 How many questions in the past can you find in Activity 1?

3 Listen, follow and repeat. Ask and answer more questions.

Where	I / he / she / it	yesterday?
Where	you / we / they	on Wednesday? last week?
Was	I / he / she / it	at the beach / at the cinema / at home / at school?
Was	you / we / they	on Saturday? on Sunday?
Yes / No.	I / he / she / it	was / wasn't.
Yes / No.	you / we / they	were / weren't.

4 Read and answer.

Where do we put the verb 'be' in a question in the past - before or after the pronoun? Where were you on Saturday morning? Where were you at school on Monday?

5 Sing Where were you? (Pupil's Book page 79)

LESSON 5 Life skills

Being organised

1 Think! Do you use a diary? What things do you write in it?

2 Learn! Listen and read. What does Sophie forget? Why?

3 Heroes Connect are preparing for a class trip to Oxford.

We leave at half past eight tomorrow. Sophie, can you bring your camera?

Yes, of course.

Why don't you write it in your diary?

No. That's easy to remember.

I can send her a text message.

4 The next day.

Oh dear. The time to meet isn't in her diary.

Oh, Sophie. You need to be more organised!

5 Two minutes later.

Sorry I'm late.

Don't worry. Have you got your camera?

Yes, I haven't.

Oh, Sophie. You need to be more organised!

6 Practice! Read the diary. Plan when to do the tasks with a partner.

Monday	Friday
Tuesday	Saturday
Wednesday	Sunday
Thursday	Monday

7 Reflect! Read, think and discuss.

- How often do you use your school diary?
- Why is it important to use a diary?

Life skill: Being organised using a diary

Key learning outcomes: learn how to use a diary to be organised, plan and write activities in a diary.

Key learning outcomes: read a dialogue and identify questions in the past, ask and answer using the past simple of 'be'.

Pupils have the opportunity to apply the life skill and are presented with useful language for a speaking task.

Unit Walkthrough



The **Integrated skills** section combines the four skills in a **real-world** context.

The skills are practised, interspersed with practical **tips** for each.

Pupils are introduced to a variety of **real-world reading texts** based on their own interests and experiences.

LESSON 6 Reading and listening

Integrated skills

Writing and speaking **LESSON 7**

The Dragons say: China is an enormous country so there's a lot to see and do. This brochure is from the tourist office. Would you like to visit China?

Stage 1 Reading

- Look at the brochure quickly and answer the questions.
 - Who's the tour for?
 - How long is the tour?
 - How many places do you visit?

Reading tip: Read the introduction and the subheadings to find the information you need.

- Listen and read the brochure. Which is your favourite place? Why? 3:05
- Vocabulary** Find these types of transport in the brochure. Listen, check and repeat. 3:24








DISCOVER CHINA

This amazing tour of China is perfect for families who love adventures.

Days 1-3 Beijing
Enjoy a day exploring the capital city. Travel by **coach** to the Great Wall of China, the longest structure in the world. Take a **cable car** to the top of the wall. Return to the bottom on a long slide.

Days 4-5 Luoyang
Travel at 300 km an hour on a **high-speed train** to Luoyang. Visit the famous Shaolin Temple. Have a kung fu lesson with the young monks.

Days 6-8 Xian
Enjoy a tour of this city in a traditional rickshaw. Visit the Terracotta Army. There are more than 8,000 warrior statues and each one is unique.

Days 9-11 Chengdu
Visit the Chengdu Research Base of Giant Panda Breeding. Watch the scientists look after these beautiful animals.

Days 12-13 Shanghai
Take a ferry and see the city from the river. Travel on the **underground** to the shopping district and buy some souvenirs.



Heroes Connect say: Thanks for uploading the brochure. The Great Wall of China was our favourite place. We were on a tour of our favourite city last week. Here's the brochure.

Stage 3 Writing

- Listen and read the brochure. Which is your favourite activity? Why? 3:01

OXFORD IN A DAY

Do you want to go on an exciting tour of Oxford? This tour is for you!

In the morning

9:00-11:00
Explore the old university buildings and discover some magical places from the Harry Potter films.

11:00-12:30
Enjoy punting on the river. It's great fun, but don't fall in!

12:30-13:30
Time for lunch. Have a delicious picnic next to the river.

In the afternoon

13:30-15:30
Visit the museums in Oxford and see some amazing objects from around the world. You can get a torch to explore because it's sometimes dark and a little bit scary!

16:00-17:00
Finish a perfect day with a ride in a hot-air balloon. The views of Oxford are incredible!



Stage 4 Speaking

- Find this information in the brochure.
 - a heading
 - a question
 - sub-headings
 - times
 - exciting adjectives
- Investigate a city. Plan and write a brochure for a day tour with a partner. (Workbook page 34)

Writing tip: Adjectives go before nouns, e.g. a **delicious** picnic. Adjectives go after the verb 'be', e.g. It's **dark**.

Presentation tip: Point to the photos in your brochure when you talk about them.



44 **Key learning outcomes:** read a tourist brochure; learn six types of transport; listen to an opinion of a tour.

Investigate China
Workbook page 33

45 **Key learning outcomes:** read and write a brochure for a day tour of a city; present your day tour to the class.

Six new vocabulary items are introduced through the reading text, or the **Digital Flashcards**.

Guided questions help pupils identify the key characteristics of the text.

