

Great people and legends

Topic

In this module Ss will explore the topics of famous people around the world and their great achievements.

Modular page

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Lesson objectives: Overview of the module

Vocabulary: Great achievements (*painted the Mona Lisa, became the first president of the USA, walked on the moon, discovered America, invented the light bulb, won the Nobel Prize in Physics*)

3a Special talents

44-45

Lesson objectives: To read for specific information, to learn the past simple (regular verbs), to talk and write about da Vinci's achievements

Vocabulary: Past activities (*painted the Mona Lisa, invented an early flying machine, designed many machines, sketched plants & animals, studied the anatomy of the human body*); Verbs (*achieve, survive, consider, construct*); Nouns (*lifetime, engineer, industry, canal system, calculator, parachute, material, mirror, sculptor, philosopher, geologist*); Adjectives (*talented, intelligent, curious, incredible, accurate, detailed*); Phrases (*a whole range, ahead of their time, perfect proportions*); Past Participle (*based (on)*)

3b Historical figures

46-47

Lesson objectives: To do a quiz about ancient heroes, to read for specific information, to learn the past simple (irregular verbs), to revise *wh*-questions, to write a quiz about famous historical figures

Vocabulary: Origin (*Egyptian, Asian, Italian, South American, Roman, Macedonian*); Verbs (*lead, explore, bite, stab, conquer*); Nouns (*land, empire*); Adjective (*poisoned*); Phrases (*fight against armies, win a place in history, according to legend, win a battle*)

3c Culture Corner

48

Lesson objectives: To read for specific information, to write about a traditional celebration in your country

Vocabulary: Verbs (*sail, settle, survive, hunt, celebrate*); Nouns (*Pilgrims, land, ship, captain, voyage, crops, corn, feast, harvest, celebration, tradition*); Adjectives (*newly-discovered, ill, native*)

3d Everyday English

49

Lesson objectives: Discussing past activities, to learn about word stress

Vocabulary: Past activities (*go on a tour of historical buildings & gardens, see people in traditional clothing, watch a re-enactment of a battle, see actors playing famous people in history*); Sentences (*How was your weekend?, It was great, thanks., Did you have a nice time?, Yes, it was fantastic., That sounds interesting., Did you have a nice weekend?, I didn't do anything special.*)

3e Myths and legends

50-51

Lesson objectives: To listen and read for specific information, write a short text about a legendary creature in your country

Vocabulary: Legendary creatures (*giant, dragon, unicorn, sea monster, fairy, mermaid*); Verbs (*terrify, breathe fire, steal, win, lead (down), float, grab, dive, lock*); Phrasal Verb (*fill up*); Nouns (*neck, wings, magical powers, human, horn, legend, tales, step, hilltop, tip, hole, cliff, blood, stain, hut*); Adjectives (*long, huge, half, terrifying, mysterious, small, evil, popular, beautiful, sad, deep*); Adverb (*far away*); Phrases (*fall in love, get rid of, for good, be the end of, to this day*)

3f Events

52-53

Lesson objectives: To listen and read for gist, to listen for specific information, to learn the past continuous, to talk about past actions, to write about a theft

Vocabulary: Breaking the law (*vandalise a statue, burgle a house, rob/break into a museum, steal a painting, spray paint on a wall, escape out the back door, arrest the thief*); Verbs (*(someone) entered, (thief) escaped, (police) caught*); Phrasal Verb (*carried it off*); Nouns (*guard, precious artwork, huge international search, clue, guard on duty*); Phrases (*reopen its doors, unhooked from the wall, committed the crime, left his post, unlocked the door, attempted to sell, served a sentence*)

3g Skills

54

Lesson objectives: To learn some jobs & nationalities of famous people, to learn how to read years in English, to listen for specific information

Vocabulary: Jobs (*artist, nurse, writer, pop singer, president, scientist, physicist*); Nationalities (*Spanish, British, American, Polish, German, Italian*)

3h Writing**55**

Lesson objectives: To write a biography of a famous person

Vocabulary: Linking words (*because, so, too, and, also, but*)

3i Curricular: History**56**

Lesson objectives: To read for specific information, to give a presentation on a famous explorer

Vocabulary: Verbs (*sail, import, explore*); Nouns (*weaver, tip, trade route, supplies, sailing ship, gold, spice, cloth, ornament, coast, importance, sailor*); Adjectives (*southern, brilliant, brave*)

Language Review 3**57**

Lesson objectives: To test/consolidate vocabulary and knowledge attained throughout the module, to play a game, to do a quiz, to write a quiz

Skills 3**58-59**

Lesson objectives: To listen for specific information, to read for matching information, to extract relevant information from a text, to practise using indirect questions, to act out a dialogue, to write a formal letter including a biography

Russia 3**60**

Lesson objectives: To read for specific information, to consolidate information, to give a summary, to narrate feelings, to find out information about a voyage

Vocabulary: Verbs (*establish, set sail, translate*); Nouns (*navigator, Imperial Navy, direct communication, permission, commander, leader, expedition, report, admiral, medal*);

► What's in this module?

Read the title of the module *Great people and legends* and ask Ss to predict the content of the module (*the module is about famous people around the world and their achievements*). Go through the contents list and stimulate a discussion about what Ss will learn in the module.

Vocabulary**1 Aim** To present famous people and their achievements

- Ask Ss if they recognise any of the people in the pictures.
- Allow Ss time to do the task individually and compare their answers with a partner.
- Play the recording for Ss to check their answers.
- Play the recording again with pauses for Ss to repeat individually or chorally.

Answer Key

A 2 B 3 C 5 D 1 E 4 F 6

OVER TO YOU!**Aim** To practise talking about famous people and their achievements

- Elicit what each person was and write on the board: *Leonardo da Vinci – painter, George Washington – president, Neil Armstrong – astronaut, Christopher Columbus – explorer, Thomas Edison – inventor, Zhores Alferov – physicist*
- Ask different Ss to look at the pictures and say which famous person impresses them the most and why.
- Ask each S to name another famous person from history who impresses them. Allow Ss two or three minutes to think about their answers.

Suggested Answer Key

Leonardo da Vinci impresses me the most because he was a great painter. He painted the Mona Lisa.

George Washington impresses me the most because he was a great president. He became the first president of the USA.

Neil Armstrong impresses me the most because he was a great astronaut. He was the first man who walked on the moon.

Christopher Columbus impresses me the most because he was a great explorer. He discovered America.

Thomas Edison impresses me the most because he was a great inventor. He invented the light bulb.

Zhores Alferov impresses me the most because he was a great physicist. He was the winner of the 2000 Nobel Prize in Physics.

Amelia Earhart really impresses me because she was a great pilot. She was the first female pilot to cross the Atlantic.

Queen Victoria really impresses me because she was a great queen. She ruled England for over 60 years and she was admired and respected by the people of her country.

3a Special talents

Vocabulary

- 1 **Aim** To present vocabulary related to past activities

- Read the list of verbs and direct Ss' attention to the pictures.
- Allow Ss time to complete the task.
- Play the recording for Ss to check their answers.
- Play again with pauses for Ss to repeat individually or chorally.

Answer Key

- | | | |
|------------|------------|-----------|
| 1 painted | 3 designed | 5 studied |
| 2 invented | 4 sketched | |

Reading

- 2 a) **Aim** To introduce the topic of the text, to listen and read for specific information

- Elicit from Ss what they know about Leonardo da Vinci to stimulate a discussion about the topic of the text.
- Ask Ss what else they would like to know about him and write four questions in their notebooks.
- Play the recording. Ss listen and follow the text and see if they can answer the questions.

Suggested Answer Key

- 1 When was he born? (In 1452)
 - 2 Where was he from? (Italy)
 - 3 What other paintings did he paint? (The Last Supper)
 - 4 What sort of machines did he design? (a helicopter, a calculator, a parachute and even robots)
- Go through the **Check these words** box and explain/elicite the meaning of the words.

talented (adj): having special natural abilities, like being creative or athletic

intelligent (adj): smart

curious (adj): wanting to learn more

lifetime (n): a period of time that one is alive for

achieve (v): to do sth with success

incredible (adj): amazing, astonishing

survive (v): to remain in existence

consider (v): to think of (sb) as (sth)

engineer (n): sb who designs machines and structures

industry (n): the people and companies involved in producing goods, like steel or cloth

accurate (adj): having no mistakes, exact

canal system (n): a waterway built by people for boats to travel through a city

construct (v): to build

based (on) (pp): modelled after or built according to

detailed (adj): very accurate, precise or thorough

a whole range (phr): a wide variety

ahead of their time (phr): very advanced for the time period

calculator (n): a small device used to make mathematical calculations

parachute (n): a piece of equipment made of thin cloth that people wear to safely jump from planes

material (n): element/thing you need to build, make sth or do an activity

mirror (n): a reflective glass ('mirror' writing means it was written backwards and could be read by reflecting it in a mirror)

perfect proportions (phr): accurate/balanced measurements

sculptor (n): sb who makes statues, usually out of clay or stone

philosopher (n): sb who seeks wisdom about or answers to the meaning of things such as life, truth, existence, etc

geologist (n): sb who studies the Earth's structure, surface and origins

- b) **Aim** To read for specific information

- Ask Ss to read the text again and complete the task.
- Elicit Ss' answers in class and check them.
- Ask Ss to correct the false statements.

Answer Key

- 1 F He learnt things by himself.
- 2 F Only about 15 survived.
- 3 NS
- 4 T
- 5 N-S
- 6 F He used 'mirror' writing.

- c) **Aim** To consolidate information in a text

- Ask Ss to close their books and think of four things they learnt from the text.
- Ask various Ss to share their answers.

Suggested Answer Key

Da Vinci studied painting in Florence. In 2001, architects in Norway constructed a bridge designed by da Vinci. He had an idea for a robot. His famous drawing of the human body is called Vitruvian Man.

Grammar

- 3 **Aim** To present the past simple (regular verbs)

- Ss close their books.
- Write on the board: I/you/he/she/it/we/they **worked late yesterday** and explain that this is the affirmative form of the past simple of regular verbs. Elicit/Explain that we use this tense for completed past actions, we know when they happened. Then write: I/you/he/she/it/we/they **did not work** and point out that this is the negative

form. Then write: *Did I/you/he/she/it/we/they work? Yes, I/you/he/she/it/we/they did./No, I/you/he/she/it/we/they didn't.* to demonstrate how we form questions and short answers.

- Ss open their books and read the grammar table.
- Explain that most verbs form their past simple forms by adding **-ed**. Go through the spelling rules in the book and elicit/write further examples on the board.
- Ask Ss to find examples of the past simple in the text. Check their answers.

Answer Key

We form the past simple of regular verbs using the main form of the verb and adding the ending -ed.

Text examples: designed, sketched, constructed, learned/learnt, achieved.

When a verb ends in a consonant + e, we just add d.

Text examples: achieved, lived, used.

When a verb ends in a stressed vowel between two consonants, we double the last consonant and add -ed.

Example: stop – stopped

When a verb ends in a vowel + l, we double the -l and add -ed. Example: travel – travelled, marvel – marvelled

When a verb ends in a consonant + y, the verb drops the y and takes -ied. Text example: studied.

To form the negative of the past simple, we use didn't + the base form of the verb.

Text examples: didn't finish, didn't want.

To form questions in the past simple, we use did + subject + the base form of the verb.

4 **Aim** To practise the past simple

- Allow Ss time to complete the task individually.
- Check Ss' answers.

Answer Key

- | | | |
|----------------|------------|-------------------|
| 1 didn't paint | 3 died | 5 didn't discover |
| 2 started | 4 invented | |

BACKGROUND INFORMATION

Vincent van Gogh (1853-1890) was a Dutch Impressionist painter. He saw little success during his lifetime and suffered from mental illness. He eventually shot himself at the age of 37. After his death he became known as one of the world's greatest painters and the founder of modern art. Some of his most famous works include: *Sunflowers* (1888), *The Starry Night* (1889) and *Portrait of Dr. Gachet* (1890).

Claude Monet (1840-1926) was a French Impressionist painter and a founder of the Impressionist Movement which is named after one of his paintings. His idea of creating series of paintings with a single theme or subject was unique. These are also among his best-known works such as *The Haystacks* (1890-91), *Water Lilies* (1883-1926), *Houses of Parliament* (1900-1904), and *Poplar Trees* (1891-1900).

Ludwig van Beethoven (1770-1827) was a German composer and pianist. He is one of the most famous composers of all time and continued to compose, conduct and perform even after he went completely deaf. He wrote nine symphonies, seven concerts, 32 piano sonatas, 10 violin sonatas, 16 string quartet sonatas, an opera and much more.

Diego Rodríguez de Silva y Velázquez (1599-1660) was a Spanish painter and portrait artist at the court of King Philip IV. He painted many portraits of the Spanish royal family as well as important scenes from history. His works include: *Las Meninas* (1656), *Rokeby Venus* (1644-48) and *The Surrender of Breda* (1634-35).

Alexander Graham Bell (1847-1922) was a Scottish scientist, inventor and a founding member of the National Geographic Society. He invented the first working telephone in 1876. He also invented many other things including different aerial vehicles, hydro-airplanes, a metal jacket that helped breathing, an audiometer to identify hearing problems and a device to find icebergs.

Isaac Newton (1643-1727) was an English physicist, astronomer, mathematician and philosopher. His work *The Principia* (1687) which describes universal gravitation and the three laws of motion had a huge effect on science. He also helped develop calculus, made other important mathematical breakthroughs and invented the first reflecting telescope.

Antoine Henri Becquerel (1852-1908) was a French physicist. He discovered radioactivity with Marie and Pierre Curie and they won the 1903 Nobel Prize in Physics.

5 **Aim** To practise the past simple interrogative

- Allow Ss time to complete the task in closed pairs.
- Check Ss' answers.

Answer Key

- 2 *Did Leonardo da Vinci sketch plants and animals? Yes, he did.*
- 3 *Did Mozart invent an early flying machine? No, he didn't.*
- 4 *Did your parents visit a museum yesterday? Yes, they did./No, they didn't.*
- 5 *Did you study History last Monday? Yes, I did./No, I didn't.*

Speaking & Writing

6 **Aim** To consolidate information from a text

- Ask Ss to close their books and think of da Vinci's achievements.
- Ask Ss to write a few sentences about which of da Vinci's achievements impressed them the most.

- Ask various Ss to share their answers in class.

Suggested Answer Key

The achievement that impresses me the most is the Vitruvian Man sketch which presents the perfect proportions of the human body. It is probably the most popular drawing in the world.

3b Historical figures

Vocabulary

1 **Aim** To present vocabulary related to leaders

- Direct Ss' attention to the pictures. Ask if Ss know any of these people.
- Allow Ss time to complete the task.
- Play the recording for Ss to check their answers.
- Give Ss time to make sentences, then check Ss' answers.

Answer Key

- Genghis Khan was an Asian warrior.
- Marco Polo was an Italian explorer.
- Manco Cápac was a South American leader.
- Julius Caesar was a Roman ruler.
- Tutankhamun was an Egyptian king.
- Alexander the Great was a Macedonian king.

BACKGROUND INFORMATION

Tutankhamun was an Egyptian king from the 18th dynasty. He was the son of Akhenaten. He spent his time as king building monuments and temples. The discovery of his tomb in 1922 created worldwide interest and today his burial mask is the iconic image of ancient Egypt.

Genghis Khan was a Mongol leader and warlord. He created the Mongolian empire by joining together lots of tribes in northeast Asia. People think of him as the founder of Mongolia.

Marco Polo was a Venetian merchant who travelled from Europe to China and all over Asia with his father and uncle. They returned to Italy after 24 years. Their journey helped to create new maps and inspired other explorers.

Cleopatra was an Egyptian queen and the last of the Pharaohs to rule Egypt. She famously joined forces with the Roman statesman, Caesar and then with his general, Mark Antony. She struggled to keep Egypt independent, but when she was defeated she killed herself with a poisonous snake.

Julius Caesar was a Roman general and statesman. He helped to create the Roman Empire. He started and won a civil war and reformed Roman society and government. A group of senators murdered him because they wanted to change things back. His adopted son Augustus established a permanent Roman Empire.

Listening & Reading

2 **Aim** To do a quiz about ancient heroes

- Explain the task.
- Ask Ss to read through the questions and discuss the answers with their partners.
- Allow Ss time to do the task.
- Play the recording for Ss to check their answers.
- Go through the **Check these words** box and explain/ elicit the meanings of the words.

Suggested Answer Key

lead (v): to be in charge of, to govern

fight against armies (phr): to battle against groups of people in war

explore (v): to travel, for the purpose of discovery

land (n): territory, country or region

win a place in history (phr): to be widely remembered after many years

empire (n): a group of countries ruled over by a leader called an emperor

according to legend (phr): as shown/stated by an old and possibly true story

poisoned (adj): containing a harmful or deadly substance

bite (v): to grip or cut into with teeth

stab (v): to pierce into with a pointed weapon/object

conquer (v): to take by force, usually using armies

win a battle (phr): to succeed in defeating sb or an army in battle

Answer Key

1 C 2 A 3 C 4 B 5 A 6 C

Grammar

3 a) **Aim** To present the past simple (irregular verbs)

- Write on the board: *I played tennis. I went to Canada.* Elicit past simple regular verbs -ed ending. Explain that some verbs have their own irregular past simple forms which Ss have to learn.
- Go through the grammar table with Ss. Elicit that irregular verbs form their past simple negative, interrogative and short answers in the same way as regular verbs.
- Refer Ss to the list of irregular verb forms at the back of the Ss' Book.

Answer Key

Irregular verbs have their own past simple forms. Each verb is different.

*To form the negative of the past simple with irregular verbs, we use **didn't** + the base form of the verb. To form the interrogative, we use **did** + subject + the base form of the verb.*

b) Aim To practise the past simple of regular/irregular verbs

- Read the list of verbs and elicit which are regular and which are irregular.
- Allow Ss time to complete the task.
- Elicit answers around the classroom.

Answer Key

2 fought (I)	8 built (I)	14 stabbed (R)
3 explored (R)	9 travelled (R)	15 came (I)
4 did (I)	10 set out (I)	16 saw (I)
5 won (I)	11 died (R)	17 conquered (I)
6 started (R)	12 ate (I)	18 was (I)
7 discovered (R)	13 bit (I)	

4 a) Aim To practise the past simple of regular/irregular verbs

- Explain the task.
- Allow Ss time to do the task.
- Elicit Ss' answers and write them on the board.

Answer Key

1 became (I)	5 found (I)	9 ate (I)
2 ruled	6 had (I)	10 happened
3 died	7 opened	
4 buried	8 got (I)	

b) Aim To read for specific information

- Explain the task. Choose one S to read the example aloud. Allow Ss time to do the task.
- Check Ss' answers.

Answer Key

- 2 Carter didn't find the tomb 2,000 years after Tut's death. He found it 3,000 years after Tut's death.
- 3 The tomb didn't have a beautiful silver mask inside. It had a beautiful gold mask inside it.
- 4 Carter didn't die soon after finding the tomb. One of Carter's men died soon after finding the tomb.
- 5 A cobra didn't eat Carter's pet dog. It ate Carter's pet bird.

5 Aim To practise the simple past interrogative

- Give Ss time to complete the task.
- Ask Ss in pairs to read out their questions and answers in class.

Answer Key

- 2 Did Cleopatra speak Greek? Yes, she did.
- 3 Did Alexander the Great begin the war against Persia in 334 BC? Yes, he did.
- 4 Did Genghis Khan have two sons? No, he didn't.
- 5 Did Marco Polo grow up in Venice? Yes, he did.

6 a) Aim To revise and practise *wh*-questions

- Go through the example sentences with Ss.

- Play the recording for Ss to listen and repeat.
- Ask Ss to pay attention to the rising intonation in *wh*-questions.
- Ss find examples of *wh*-questions in the quiz in Ex. 2.

Answer Key

Which empire did Genghis Khan start? When did he return home? Who said "I came, I saw, I conquered."?
How old was Alexander the Great when he died?

b) Aim To practise asking and answering questions

- Ss work in pairs asking and answering questions about King Tut. Check around the class and offer help if necessary.
- Invite some pairs to ask and answer in class.

Suggested Answer Key

- B: How long did he rule Egypt?
A: Nine years. When did he die?
B: At the age of 18. Where did the people bury him?
A: In the Valley of the Kings in southern Egypt. When did Howard Carter find his tomb?
B: Over 3,000 years later, in 1922. What did the tomb have inside it?
A: It had a lot of treasures, including a beautiful gold mask. What happened after Carter opened the tomb?
B: One of his men died. What happened to Carter's pet bird?
A: A cobra ate it.
B: Why do people believe these things happened?
A: Because of a terrible ancient curse.

Writing

7 Aim To write a quiz about famous historical figures

- Ask Ss to work in pairs and collect information from the Internet using the key words in the search bar or from their school textbooks, encyclopaedias or other reference books.
- Allow Ss time to collect their information and write their quizzes. Alternatively, assign the task as HW.
- Ask Ss to swap their quizzes with another pair and try to complete it.

Suggested Answer Key

- 1 Who was Anne Boleyn married to?
A Philip II B Louis XIV C Henry VIII
- 2 Which island did Napoleon Bonaparte live in exile on from 1814 to 1815?
A Patmos B Corsica C Sicily
- 3 Which American president abolished slavery?
A Abraham Lincoln B George Washington C Thomas Jefferson

- 4 What was James Cook famous for discovering?
 (A) Australia B America C Africa
- 5 What was William Shakespeare's job?
 A a painter B a scientist (C) a writer
- 6 Where was Mozart born?
 A Germany (B) Austria C Belgium

3c Culture Corner

1 **Aim** To read for specific information

- Ask Ss to read the title and look at the map. Elicit which continents (*Europe, North America*) and ocean (*the Atlantic*) they can see. Elicit the route shown on the map (*from England to North America*).
- Ask Ss if they know who the Pilgrims were and what they know about them.
- Ask Ss to read through the sentences 1-7 then allow Ss time to read the text and decide which sentences are true and which are false.
- Play the recording. Ss listen and follow the text in their books and check their answers. Ask Ss to correct the false statements.

Answer Key

A group of people who left England to start a new life in North America.

- 1 F (They sailed to North America from England.)
- 2 T
- 3 F (It took 66 days.)
- 4 T
- 5 T
- 6 F (They had a big celebration the next autumn.)
- 7 F (They taught them how to fish, hunt and grow crops, such as corn.)

- Explain/Elicit the meaning of the words in the **Check these words** box.

Suggested Answer Key

Pilgrims (n): a group of people who left England and settled in North America in 1620

sail (v): to travel by ship or boat

newly discovered (adj): recently found out

land (n): a place/territory

ship (n): a very large boat

captain (n): the leader of the ship

voyage (n): a long journey on a ship

ill (adj): sick

settle (v): to set up/to establish residence in a new place

survive (v): to stay alive

native (n): (of an American) sb that belongs to one of the groups that lived in North America before Europeans arrived

hunt (v): to search for animals to use for food

crop (n): a plant such as wheat and rice that people grow for food

corn (n): a type of crop that has yellow seeds called kernels, also called maize

celebrate (v): to do sth enjoyable because of a special event

feast (n): a large meal, usually shared by many people

harvest (n): the crops gathered in a season

celebration (n): a party or gathering

tradition (n): a custom that has existed for a long time

2 **Aim** To practise new vocabulary

- Explain the task.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|--------------------|-----------|-----------|
| 1 Pilgrims | 5 settled | 9 harvest |
| 2 sailed | 6 survive | 10 feast |
| 3 newly discovered | 7 hunt | |
| 4 voyage | 8 crops | |

- Explain the task.
- Give Ss time to complete the task.
- Check Ss' answers.

3 **Aim** To consolidate information in a text

- Ask Ss to use their imagination and play the role of one of the natives.
- Allow Ss three minutes to write sentences describing the Pilgrims' arrival and settling in. Tell Ss to describe their feelings towards the Pilgrims.
- Ask various Ss to read their sentences in class.

Suggested Answer Key

About a year ago a ship arrived carrying a big group of people. They spoke a strange language and wore strange clothes. We were scared at first, but not any more. We even helped them to plant crops and hunt on our land. They had a big feast to celebrate the harvest and they invited us.

4 **Aim** To write about a traditional celebration

- Go through the short text about how Americans celebrate Thanksgiving nowadays. Ask if there's a similar celebration in Ss' country.
- Ask Ss to collect information from the Internet or from their school textbooks, encyclopaedias or other reference books, about a traditional celebration in their country.
- Allow Ss time to collect their information and write a few sentences about it. Alternatively, assign the task as HW.
- Ask various Ss to talk about the celebration.

Suggested Answer Key

A traditional celebration in my country is Canada Day. This celebrates the day that Canada became a nation. Every year on July 1st people celebrate with their friends and family with picnics, barbecues, fireworks, parades and more. It is a national holiday so schools and businesses close for the day.

3d Everyday English

1 **Aim** To present new vocabulary

Refer Ss to the pictures and activities and play the recording with pauses for Ss to repeat. Check for correct pronunciation.

BACKGROUND INFORMATION

Colonial Williamsburg is a living history museum in Williamsburg, Virginia, USA. The whole town is as it was in the 18th century with restored or rebuilt buildings and features. The people who work there re-enact all aspects of everyday life at that time and dress and talk as the people did then. It is a popular tourist destination and visitors can see famous historical figures, battle re-enactments, arts and crafts demonstrations and outdoor performances.

2 a) **Aim** To present situational language

- Ask Ss to read the sentences.
- Play the recording with pauses for Ss to repeat. Check for correct pronunciation.

b) **Aim** To listen and read for specific information

- Play the recording and ask Ss to follow the text in their books.
- Elicit answers to the questions from around the class.

Answer Key

John went on a day trip to Colonial Williamsburg last weekend. He went on a tour of some historical buildings and gardens. He met actors playing famous people from the past, like George Washington. He also watched a re-enactment of the Battle of Williamsburg.

3 **Aim** To present synonymous phrases

- Read out the phrases. Refer Ss back to the dialogue to find the synonymous ones.
- Check Ss' answers.

Answer Key

I want to visit that place. – I'd really like to go there!
Did you enjoy the visit? – Did you have a nice time?
I think you had a nice time. – That sounds very interesting!
It was just a normal weekend. – I didn't do anything special.

Intonation

4 **Aim** To present and practise word stress

- Explain the meaning of a stressed syllable (*emphasis on a syllable to make it more pronounced than the rest of the word*) and weak vowel (*unstressed in pronunciation*).
- Play the recording with pauses for Ss to repeat chorally and individually.
- Play the recording again for Ss to listen and mark the stressed syllables and the weak vowels in the words 1-6.

Answer Key

1 <i>báttlê</i>	3 <i>gârdên</i>	5 <i>învênt</i>
2 <i>înlûde</i>	4 <i>fâmoûs</i>	6 <i>Sâturday</i>

5 **Aim** To act out a dialogue

- Refer Ss to the dialogue in Ex. 2b and tell them to read it again.
- Refer Ss to the sentences in Ex. 2a.
- In closed pairs, ask Ss to act out a similar dialogue using the sentences in Ex. 2a and the plan.
- Monitor the activity round the class. Help Ss if necessary.
- Ask some pairs to act out their dialogues in class.

Suggested Answer Key

A: Hi Jenny, how was your weekend?
B: It was great, thanks. I went to the cinema on Saturday and on Sunday I went to the beach.
A: Oh, really? Did you have a nice time?
B: Yes, it was great. We saw a great film and guess what! I met your cousin, too! He was there with Tom and Ann and then, we all went for pizza. What about you? Did you have a good weekend?
A: Oh, I didn't do anything special. I just read a book and then on Sunday I went to the cinema.

3e Myths and legends

Vocabulary

1 **Aim** To present new vocabulary

- Direct Ss' attention to the legendary creatures.
- Ask Ss if they know anything about them.
- Play the recording with pauses for Ss to repeat individually and chorally.
- Allow Ss time to do the task and compare their answers with a partner.
- Check Ss' answers and elicit synonyms/L1 equivalents for the words in bold.

Answer Key

1 D	2 E	3 A	4 C	5 B	6 F
-----	-----	-----	-----	-----	-----

Suggested Answer Key

look like (v): to be similar to

long (adj): not short

neck (n): a body part that connects the head to the shoulders

wing (n): one of the parts of a bird/plane that helps it fly

magical powers (pl n): special, supernatural abilities

human (n): a person, a human being

huge (adj): very large

terrify (v): to scare sb a lot

horn (n): a hard, pointed body part attached to the head of an animal

breathe fire (phr): to make fire come out of the mouth

half (adj): one of two (nearly) equal parts

2 **Aim** To talk about legendary creatures

Ask various Ss to tell stories in class about any of the creatures in Ex. 1.

Suggested Answer Key

Once there was a boy called Jack. Jack and his mother were very poor so Jack went to market to sell their last cow. He only got five beans for it and his mother was very angry. She threw the beans out of the window. The next morning, there was a huge beanstalk outside, reaching up into the clouds. Jack climbed to the top and found a giant's castle. The giant smelt the boy, but his wife hid the boy until he could escape. She also gave him some gold coins. The next time Jack went up the beanstalk, he stole a goose that laid golden eggs. On the last visit, Jack took a magic harp that could talk. It called out to the giant for help. The giant chased Jack down the beanstalk, but Jack cut down the beanstalk with an axe. The giant fell and died. After that, Jack was rich and he lived happily with his mother.

Listening & Reading

3 **Aim** To predict the content of the text

- Refer Ss to the title and subheadings in the text and elicit what Ss know about these myths.
- Play the recording and ask Ss to follow the text in their books to see if they were correct.

Suggested Answer Key

The first myth is about a giant called Bolster who terrified people. He fell in love with a girl and ended up dying for her. The second myth is about a mermaid called Lara. A man went fishing with his father. She sang to him and pulled him under the water to be with her.

- Explain/Elicit the meaning of the words in the **Check these words** box.

Suggested Answer Key

legend (n): a story from the past that is not proven to be true

terrifying (adj): very scary

mysterious (adj): puzzling, strange

tale (n): story

step (n): a movement made by lifting up one foot and putting it down again or the distance covered by this movement

hilltop (n): the highest part of a small mountain

tip (n): the pointed end

terrify (v): to cause others to be scared or fearful

steal (v): to take sth from sb without their permission

fall in love (phr): to start having feelings of love for sb

get rid of (phr): to do sth to make sb leave because they are annoying or unwanted

for good (phr): finally and forever, permanently

win (v): to gain

fill up (phr v): to make sth become full

hole (n): an opening/cavity in sth solid

cliff (n): a high and steep face of rock

blood (n): a red liquid that the heart pumps through the body

lead (down) (v): to go in a particular direction

be the end of (phr): to not exist anymore, to not be a problem anymore

stain (n): a dirty or discoloured spot

hut (n): a small, simple shelter (usually with one or two rooms)

float (v): to stay on top of liquid without sinking

grab (v): to take or grasp sth suddenly

dive (v): to jump headfirst into deep water

to this day (phr): until now

deep (adj): being far beneath the top

lock (v): to secure sth using a key

far away (phr): at a great distance from

4 a) **Aim** To read for detailed comprehension

- Ask Ss to read the text again and allow Ss time to complete the task and compare with their partners.
- Check Ss' answers.

Answer Key

- travel from hilltop to hilltop/six miles in one step
- Cornwall, England
- asked her to marry him
- all his blood
- his dream
- into the water
- the sad song of Lara (the mermaid)

b) **Aim** To practise asking and answering questions

- Ask Ss to form closed pairs and practise asking and answering questions based on the text.
- Monitor the activity around the class and then ask various pairs to ask and answer in class.

Suggested Answer Key

A: Where did Bolster the giant live?

B: In Cornwall on the southwestern tip of England. What did he steal?

A: He stole sheep. Who did he fall in love with?

B: A girl called Agnes. What did he ask her?

A: He asked her to marry him. Did Agnes want to?

B: No, she didn't. What did she do?

A: She asked him to fill a small hole with his blood. Did he do it?
 B: Yes, he did. Where did the hole lead?
 A: It led to the sea. What happened next?
 B: He lost all his blood and died. Is this a popular legend?
 A: Yes, it is. People say you can still see a red stain on the cliffs.

A: Where did lara the mermaid come from?
 B: Brazil. Where did she live?
 A: In the Amazon River. What did the young man dream about?
 B: A beautiful woman singing a sad song. Where did he go the next day?
 A: He went fishing. What did he see?
 B: He saw the woman from his dream. What did she do?
 A: She sang to him. What did he do?
 B: He went towards her. What happened?
 A: She grabbed him and pulled him under the water. What happened after that?
 B: His father never saw him again. What do people say today?
 A: They say they can sometimes see a mermaid in the water. What do they do if they hear lara's sad song?
 B: They lock their doors and stay away from the river.

5 a) **Aim** To consolidate new vocabulary

- Explain the task.
- Allow Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | | |
|------------|-------------|--------------|
| 1 far away | 3 terrified | 5 get rid of |
| 2 grabbed | 4 legend | 6 lock |

b) **Aim** To narrate a story

- Ask Ss to look at the pictures.
- Invite various Ss to tell the legends in their own words.

Suggested Answer Key

Bolster the giant lived in Cornwall, England. He was huge and he could walk from one hilltop to the other. He terrified the local people and stole sheep. One day, he met a girl called Agnes and fell in love with her. He asked her to marry him. Agnes didn't want to. She made a plan to get rid of him. She told him to go to a cliff and fill up a hole with his blood. The giant lost all his blood in the sea and died. Agnes was then free.

A young man had a dream one night. He saw a beautiful young woman singing a sad song. The next day, he went out in a fishing boat with his father. He saw the woman from his dream singing to him. She was a mermaid and she grabbed him and pulled him into the water. His father never saw him again.

6 **Aim** To recognise adjectives and their synonyms

- Read the **Study Skills** box with Ss.

- Elicit that a synonym is a word with a similar meaning to another.
- Allow Ss time to do the task.
- Check Ss' answers.

Answer Key

unhappy – sad
 strange – mysterious
 unsafe – dangerous
 tiny – small

gorgeous – beautiful
 scary – terrifying
 wicked – evil
 well-known – popular

Speaking & Writing

7 a) **Aim** To consolidate information in a text

- Give Ss three minutes to complete the task.
- Ask different Ss to read out their sentences in class.

Suggested Answer Key

I don't think that the stories are true. I think people made these stories up for fun. People in the past didn't have television or cinema, so they made up stories instead.

b) **Aim** To write a short story

- Allow Ss time to write about a legendary creature from their country.
- Ask various Ss to read their stories in class.

(Ss' own answers)

3f Events

Vocabulary

1 a) **Aim** To present vocabulary related to breaking the law

Play the recording. Ss listen and repeat chorally or individually. Pay attention to Ss' intonation.

b) **Aim** To present vocabulary relating to school rules

Read the example sentence aloud and then elicit similar sentences from various Ss around the class.

Suggested Answer Key

Last month someone vandalised a statue in the town centre. We were angry.

Reading

2 **Aim** To predict the content of a text

- Ask Ss to read through the **Check these words** box and then look at the picture.
- Elicit what Ss think the text is about.

- Play the recording. Ss listen and follow the text in their books and find out.

Suggested Answer Key

I think the text is about the theft of a precious artwork (the Mona Lisa) from a museum.

- Explain/Elicit the meanings of the words in the **Check these words** box or ask Ss to look up the meanings of the words in their dictionaries.

Suggested Answer Key

guard (n): a person who protects sb/sth

reopen its doors (phr): to open to the public again after having been closed for some time

(someone) entered (v): (someone) got into a room or a building

unhooked from the wall (phr): removed from the wall (by undoing the hooks)

carried (it) off (phr v): took it away

thief escaped (phr): person who stole sth got away

precious artwork (n): a valuable piece of art

huge international search (n): an organised manhunt around the world

clue (n): an object or piece of information that helps to solve a crime

committed the crime (phr): did the illegal act

guard on duty (phr): the person who was working to protect sb/sth at a certain time

left his post (phr): (of a guard, etc) went away from the place which they were supposed to guard

unlocked the door (phr): opened the door with a key

attempted to sell (phr): tried to get sb to buy sth (police) caught (v): police arrested

served a sentence (phr): went to prison for a period of time

3 **Aim** To read for specific information

- Explain the task and ask Ss to read through the questions 1-5 and the 4 possible answers for each one.
- Give Ss time to read the text again and complete the task.
- Check Ss' answers.

Answer Key

- 1 B (before reopening its door to the public on Tuesday)
- 2 B (it wasn't until the following day)
- 3 A (was hiding ... within the museum)
- 4 C (in his small Paris flat)
- 5 C (Florence ... caught Peruggia)

4 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete the task, using their dictionaries to help them if necessary.
- Check Ss' answers.

Answer Key

- | | | |
|-------------|------------|------------|
| 1 removed | 5 catch | 9 resides |
| 2 admitted | 6 unhooked | 10 attempt |
| 3 committed | 7 assume | |
| 4 inspire | 8 hurry | |

Grammar

5 **Aim** To present the past continuous

- Direct Ss' attention to the theory box and ask various Ss to read sections of it aloud.
- Explain/Elicit that we form the past continuous affirmative with *personal pronoun + was/were + base form of the verb + -ing*; we form the negative form of the past continuous with *personal pronoun + wasn't/weren't + base form of the verb + -ing*; and we form the interrogative form of the past continuous with *was/were + personal pronoun + base form of the verb + -ing*.
- Explain that we use the past continuous for actions happening at a certain time in the past, two or more actions happening at the same time in the past and to give background information in a story.

Answer Key

were working, was shooting, was hiding

6 **Aim** To practise the past continuous

Explain the task and give Ss time to complete it. Then check Ss' answers around the class.

Answer Key

- | | |
|------------------------------|----------------------------|
| 1 was reading | 4 Were ... watching |
| 2 were looking | 5 was shining, was blowing |
| 3 was waving, (was) shouting | |

Speaking & Writing

7 **Aim** To practise the past simple and the past continuous using personal examples

- Explain the task and give Ss time to write their sentences.
- Check Ss' answers by asking various Ss to share their answers with the rest of the class.

Suggested Answer Key

I visited a museum yesterday morning.

Last Wednesday afternoon, I was doing my homework.

The last time I travelled abroad was a week ago.

While I was playing computer games last night, the lights went out.

At 8 o'clock last night I was watching TV.

I was playing computer games when the ground started shaking.

8 **Aim** To paraphrase information in a text as a first-person narrative

- Explain the task and give Ss time to read the text again and paraphrase the information and summarise the discovery of the theft of the painting as a first-person narrative.
- Ask various Ss to read their account to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

On that Monday, I went to work as usual. I noticed the Mona Lisa wasn't on the wall, but I assumed, like everyone else, that the official photographer was taking photographs of it. It wasn't until Tuesday morning when the painting still wasn't back that I thought something was wrong. I asked the photographer if he had it. When he said no, I started to panic. I told the head of security and he called the police. Everyone was very worried and upset. We couldn't understand where the Mona Lisa was!

3g Skills

Vocabulary

1 **Aim** To present new vocabulary

- Refer Ss to the pictures of famous people and elicit who these people are and what Ss know about them. Use the background information to stimulate a discussion.
- Allow Ss time to do the task.
- Play the recording for Ss to check their answers.

Answer Key

A 1	C 6	E 7	G 2
B 4	D 5	F 3	

BACKGROUND INFORMATION

Salvador Dalí was a Spanish surrealist artist who created unusual paintings, sculptures, drawings and photographs. His best-known works are *The Persistence of Memory* (1931) and *Swans Reflecting Elephants* (1937).

Albert Einstein was a physicist and philosopher. He was born in the Kingdom of Württemberg which is now part of Germany. He is most famous for his Theory of Relativity which contains the equation $E=MC^2$.

Marie Curie was a Polish chemist and physicist who lived and worked in France. She discovered polonium and radium, created a theory of radioactivity and won two Nobel Prizes.

Florence Nightingale was a British nurse and writer who pioneered modern nursing during the Crimean War. She was named after the Italian city she was born in, but her parents were English and she grew up in England. Many people came to know her as 'the lady of the lamp'.

Michael Jackson was a world-famous pop star from the USA. Guinness World Records call him the most successful entertainer of all time.

Charles Dickens was a famous English writer. His Victorian novels are classics of English literature. They are popular all over the world, and have never gone out of print. Some of his most famous novels are *Oliver Twist* (1837-39), *David Copperfield* (1849-50) and *Bleak House* (1853).

Abraham Lincoln was the 16th American president and is famous for his involvement in the American Civil War and the abolition of slavery.

Speaking

2 **Aim** To practise asking and answering questions

- Explain the task and read the **Study Skills** box aloud.
- Ask Ss to work in pairs and ask and answer questions about the famous people, as in the example.
- Monitor the activity around the classroom and then ask some pairs to ask and answer in class.

Answer Key

- A: Who was Albert Einstein?
B: He was a German physicist.
A: Where was he born?
B: In Ulm in the Kingdom of Württemberg, Germany.
A: When was he born?
B: In 1879.
A: When did he die?
B: In 1955.
- A: Who was Marie Curie?
B: She was a Polish scientist.
A: Where was she born?
B: In Warsaw, Poland.
A: When was she born?
B: In 1867.
A: When did she die?
B: In 1934.
- A: Who was Florence Nightingale?
B: She was a British nurse.
A: Where was she born?
B: In Florence, Italy.
A: When was she born?

B: In 1820.

A: When did she die?

B: In 1910.

5 A: Who was Michael Jackson?

B: He was an American pop singer.

A: Where was he born?

B: In Indiana, USA.

A: When was he born?

B: In 1958.

A: When did he die?

B: In 2009.

6 A: Who was Charles Dickens?

B: He was a British writer.

A: Where was he born?

B: In Portsmouth, England.

A: When was he born?

B: In 1812.

A: When did he die?

B: In 1870.

7 A: Who was Abraham Lincoln?

B: He was an American president.

A: Where was he born?

B: In Kentucky, USA.

A: When was he born?

B: In 1809.

A: When did he die?

B: In 1865.

Listening

3 **Aim** To listen for specific information (multiple choice)

- Read the **Study Skills** box with Ss.
- Allow Ss three minutes to read the questions and possible answers in their books and elicit the possible content of the recording.
- Play the recording. Ss listen and choose the correct answer.
- Check Ss' answers. Play the recording again with pauses for Ss to check their answers.

Answer Key

1 C 2 B 3 B 4 C 5 A 6 C

3h Writing

1 **Aim** To read for gist

- Allow Ss three minutes to read the text in their books.
- Elicit answers to the questions in the rubric.
- Read the **Writing Tip** box with Ss.

Answer Key

Frida Kahlo was a Mexican artist. She was famous for a style that combined Mexican folk art with surrealism.

2 a) **Aim** To scan a text

- Ask Ss to scan the text and find examples of phrases showing the sequence of events.
- Check Ss' answers.

Answer Key

- | | |
|---------------------|----------------------|
| – on 6th July, 1907 | – When Frida was 21 |
| – As a child | – in 1929 |
| – in 1922 | – Nine years later |
| – at the age of 18 | – on 13th July, 1954 |
| – It was then that | |

b) **Aim** To give a summary from notes

- Write the headings on the board and give Ss time to prepare their answers. Elicit Ss' answers and write them under the headings.
- Tell Ss to give their partner a summary of Frida Kahlo's life using the notes.
- Monitor the activity. Then ask some Ss to give their summary in class.

Suggested Answer Key

where and when born: Coyoacán, Mexico, 6th July, 1907
early years: dreamed of becoming a doctor, in 1922 began studying Medicine, bus accident at age of 18, taught herself to paint while recovering, developed her own style of Mexican folk art and surrealism

later years & achievements: met artist Diego Rivera at age of 21, married in 1929, first exhibition nine years later in New York City, Paris exhibitions

where and when died: in her hometown, 13th July, 1954

Frida Kahlo was born in Coyoacán, Mexico, on 6th July, 1907. As a child, she dreamed of becoming a doctor, so she began studying Medicine in 1922. She had to stop at the age of 18 because she had an accident. She had to stay in bed to recover and she felt bored, so she taught herself to paint, and developed her own style of Mexican folk art and surrealism.

At the age of 21, she met the artist Diego Rivera, and they got married in 1929. Nine years later she had her first exhibition in New York City. She also exhibited work in Paris.

She died in her hometown on 13th July, 1954.

3 a) **Aim** To read for specific information

- Read the **Study Skills** box with Ss.
- Ask Ss to read the biography of Frida Kahlo again and find examples of linking words.
- Check Ss' answers.

Answer Key

and, so, also, but

b) **Aim** To practise using linking words

- Give Ss time to complete the task.
- Check Ss' answers.

Suggested Answer Key

- 1 His concerts were always sold out **because** his music was very popular.
- 2 Frida had a mirror **so** she could paint herself.
- 3 He started writing when he was young **and** he wrote over 50 books.
- 4 She sang well. She danced well, **too**.
- 5 He was a genius, **but** people didn't recognise his talent.

Writing

- 4 a) **Aim** To prepare to write a biography of a famous person

Read through the plan of a biography with Ss. Play the recording and tell Ss to take notes about Albert Einstein.

Suggested Answer Key

Albert Einstein: scientist, philosopher, physicist – born 14th March 1879 in Ulm – grew up in Munich, attended Luitpold Grammar School, interested in Maths and Science, played violin – at 15 left school, went to Milan, ambition to be Maths/Physics teacher – finished university in Zurich in 1900 – in 1901 got job in Swiss Patent Office – worked on maths problems in spare time – in 1905 published scientific theories including 'Special Theory of Relativity' – Nobel Prize in 1921 – published over 400 scientific works, gave lectures in Europe and America – died 18th April 1955 at 76

- b) **Aim** To write a biography

- Write these phrases/sentences on the board and ask Ss to copy them in their notebooks and use them to do the task.

Useful phrases for biographies

... is a famous artist, scientist, etc.	When he/she was ... years old.
... was born in (place), on (date).	He/She became ...
At the age of ...	He/She got married etc.
As a child ...	He/She died in (place), on (date)
	He/She was a genius ...

- Allow Ss time to write their biographies using their notes. Alternatively, assign the task as HW.
- Ask Ss to read out their biographies in class and check.

Suggested Answer Key**Albert Einstein**

Albert Einstein was a world-famous scientist and physicist. He was born on 14th March, 1879 in Ulm, which is now in Germany. As a child, he grew up in Munich. He attended Luitpold Grammar School where he was a quiet student interested in science and mathematics. He also enjoyed

playing his violin. At the age of 15, he left school and went to live with his family in Milan. He wanted to become a Maths or Physics teacher. He took his exams in Switzerland and finished his studies in 1900, in Zurich. In 1901, Einstein got a job as a technical assistant in the Swiss Patent Office. In his spare time, he worked on maths problems and in 1905, he published some of his famous scientific theories, one of which was the well-known 'Special Theory of Relativity'. During the 1920s, he received many different honours. He got the Nobel Prize for Physics in 1921. Throughout his life, he published over 400 scientific works and gave lectures in Europe and America.

Albert Einstein died on 18th April, 1955. He was 76 years old. He was a genius.

3i Curricular: History

- 1 a) **Aim** To present a famous person

Ask various Ss to say what they know about Christopher Columbus and stimulate a discussion on what Ss will learn in the text.

Suggested Answer Key

Christopher Columbus was an explorer. He lived in the 15th century and he is famous for discovering the New World.

- b) **Aim** To read for specific information

- Elicit various questions from Ss around the classroom. Write three on the board.
- Allow Ss time to read the text and answer the questions.
- Check Ss' answers.

Suggested Answer Key

Where was Columbus from? (Genoa, Italy) How many voyages did he make? (5) What things did he bring back with him from his voyages? (plants, gold, cloth, ornaments and other riches)

- Explain/Elicit the meaning of the words in the **Check these words** box.

weaver (n): a person whose job is to make baskets or cloth out of threads or strips

southern (adj): located in the south

tip (n): the pointed end of sth

sail (v): to travel by boat or ship

trade route (n): a passage of travel used by merchants and traders

supplies (n pl): things, like food and materials, needed to do sth

sailing ship (n): large boat with sails

import (v): to bring in goods from a foreign land in order to sell them

gold (n): a type of yellow metal that is used to make jewellery or coins

spice (n): a type of powder/seed that comes from plants, used to give food flavour

cloth (n): a woven material, like cotton or silk, that people use to make clothing and blankets

ornament (n): an object people use to decorate

explore (v): to travel with the aim of discovering sth

coast (n): the part of land that is next to the sea

importance (n): significance

brilliant (adj): great, amazing

brave (adj): showing or feeling no fear, having courage

sailor (n): a person who works on a ship

2 **Aim** To read for specific information

- Read the **Study Skills** box with Ss. Do item 1 with Ss to help them understand how to do this type of exercise.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 C 2 A 3 E 4 B

3 **Aim** To consolidate new vocabulary

- Allow Ss three minutes to do the task.
- Check Ss' answers.

Answer Key

expensive things – riches laughed at – made fun of
left by boat – set sail way – route
love – passion bring in – import
journey by sea – voyage

4 **Aim** To listen for specific information and narrate an imaginary experience

- Play the recording for Ss to listen to the text.
- Ask Ss to imagine they were on one of Christopher Columbus' voyages and have just returned home.
- Allow Ss two minutes to prepare their answers.
- Ask various Ss to talk about their experience.

Suggested Answer Key

We had a long tiring **voyage** and sailed through a terrible **storm**. It took ten long **weeks** to get there, but the New World was an amazing place. We saw long sandy **beaches** and palm **trees**. We met the **natives** there and they seemed friendly. I saw some strange **plants**. I didn't know what they're called, but Columbus wanted to bring some back **home**. He was very happy when we **arrived** in India. He is a very **brave** man and loves exploring.

Activity for weaker classes

Photocopy the text in the Suggested Answer Key, make it a gapped text giving the missing words in a list. Ask Ss to fill in the words. For a suggested list of words use the words in bold in the Suggested Answer Key.

5 **Aim** To give a presentation on a famous explorer

- Ask Ss to work in small groups and collect information from the Internet using the key words in the search bar or from their school textbooks, encyclopaedias or other reference books, about another famous explorer.
- Allow Ss time to collect their information and write their presentation. Alternatively, assign the task as HW.
- Invite Ss to present their information in class.

Suggested Answer Key

Francis Drake was born in Devon, England in 1544. He started his sea career when he was a young boy. He had his own ship at the age of 20.

In 1567, Drake made one of his first voyages, with his cousin John Hawkins, to San Juan de Ulua in Mexico. There, the Spanish defeated him. He decided to take revenge by attacking and stealing Spanish treasure.

In 1577, queen Elizabeth I sent him on an expedition against Spanish colonies on the American Pacific coast. He successfully defeated Spanish ships and became the first Englishman to navigate the Straits of Magellan. Drake's most famous battle was the Battle of Gravelines in 1588, when he defeated the Spanish Armada.

Drake became a knight, a mayor and an MP (Member of Parliament). He was a hero to the English. In 1596, at the age of 55, he died of a disease on board his ship near Panama.

Language Review 3

- | | | | |
|---|-------------|-------------|------------|
| 1 | 1 painter | 5 explorer | 9 engineer |
| 2 | composer | 6 queen | 10 writer |
| 3 | warrior | 7 inventor | |
| 4 | philosopher | 8 architect | |

- | | | | |
|---|------------|----------------|----------------|
| 2 | 1 king | 5 According to | 9 terrifying |
| | 2 invented | 6 held | 10 to this day |
| | 3 land | 7 made | |
| | 4 built | 8 created | |

- | | | | | | |
|---|------|------|-----------|------|------|
| 3 | 1 of | 2 in | 3 against | 4 of | 5 on |
|---|------|------|-----------|------|------|

- | | | | |
|---|-----------|-------------|-----------|
| 4 | 1 human | 5 trade | 9 harvest |
| | 2 magical | 6 popular | 10 grow |
| | 3 win | 7 flying | |
| | 4 known | 8 poisonous | |

GAME

Aim To consolidate vocabulary from the module

- Divide the class into 2 teams. Each team takes turns writing or saying a sentence with one of the words/phrases in the list.
- Each correct sentence earns one point. If the sentence is incorrect, the team misses a turn.
- The team with the most points after all the words have been used, wins.

Suggested Answer Key

Christopher Columbus **discovered** the New World.
 Thomas Edison **invented** the light bulb.
 Frida Kahlo **was a very talented** artist.
 Genghis Khan **fought against** huge armies.
 The family **became ill** after eating **poisoned food**.
 The Pilgrims **survived** their journey to the New World.
 Families **get together and have a big feast on** Thanksgiving.
 There **wasn't enough food to share** on the huge ship.
 Genghis Khan **started the** Mongol Empire.
 Alexander the Great **fought against** many armies.
 Columbus **was a brave** sailor.
 Columbus **wanted to explore** the world.
 Sailors **have a real passion** for the sea.
 At Colonial Williamsburg you can see a **re-enactment of a battle**.
 Caesar **conquered** Asia Minor.
 A sea monster **terrified the locals** for centuries.
 Dragons **can breathe fire**.
 Columbus **sailed in many** sailing ships.
 The captain **set sail** from England and sailed to the New World.
 During the celebration people **wore traditional clothing**.
 A unicorn **has a single horn** on its head.
 The statue **was beautiful with perfect proportions**.

Quiz

Answer Key

- | | |
|----------------|--------------------------|
| 1 F (Florence) | 5 F (a dragon) |
| 2 T | 6 F (Mayflower) |
| 3 T | 7 F (she taught herself) |
| 4 T | 8 F (1492) |

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 3 and select information to compile their quiz. Ask Ss to exchange quizzes, do them and then check their answers.

Suggested Answer Key

- George Washington was a sailor. (F – US president)
- Thomas Edison was an inventor. (T)
- Da Vinci sketched Vitruvian Man. (T)
- The best known drawing in the world is by Van Gogh. (F – Da Vinci)

- Julius Caesar was a Roman ruler. (T)
- A snake killed Genghis Khan. (F – Cleopatra)
- Tutankhamun died young. (T)
- Thanksgiving is in October. (F – November)

Skills 3

Listening

- a) **Aim** To analyse a rubric and prepare for a listening task

- Ask Ss to read the rubric and the statements 1-5.
- Tell them to underline the words they think are the most important in each statement and that they may hear in the recording and think of synonyms for them.
- Ss check their answers with their partners.

Suggested Answer Key

radio news report, bank robbery, robber, went into bank (entered the back), green bag (green rucksack), escape (get away), train (train station), casually dressed (scruffy, wearing jeans), weren't many people (few people), Mary terrified (scared, frightened)

- b) **Aim** To listen for specific information

- Play the recording. Ss listen and complete the task.
- Check Ss' answers and elicit whether any of the words/phrases they thought of were in the recording.

Answer Key

1 F 2 F 3 T 4 F 5 F

Suggested Answer Key

Words/phrases I heard: entered the bank, train station, wearing jeans, scared, frightened

Reading

- a) **Aim** To prepare for a reading task

- Read out the **Study Skills** box and explain that this tip will help Ss to complete the task successfully.
- Ask Ss to read the rubric and heading A. Then give Ss time to read paragraph 6 in the text.
- Elicit synonyms/paraphrases for the words in the heading from paragraph 6 from various Ss around the class.

Suggested Answer Key

Fast – in one minute

Food – ate, meal, breakfast

b) **Aim** To read for detailed comprehension

- Give Ss time to read the whole text carefully and complete the matching task.
- Check Ss' answers. Ss justify their answers.

Answer Key

1 C	3 H	5 F	7 B
2 E	4 I	6 A	8 D

Speaking

3 a) **Aim** To present and practise direct/indirect questions

- Read out the **Study Skills** box and point out that this is a useful tip for speaking tasks.
- Ask Ss to read and compare the direct and indirect questions in the table and then give them time to complete the task.
- Check Ss' answers.

Answer Key

- 1 ... whether 4 o'clock next Tuesday is suitable
- 2 ... what special equipment you supply
- 3 ... what your best achievements so far are

b) **Aim** To act out a dialogue

- Read the rubric aloud and elicit words/phrases related to the topic.
- Ask Ss to write the four points in their notebooks and make notes for each one.
- Ss then work in pairs and act out their dialogues following the diagram in their books. Monitor the activity around the class and then ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

things you plan to talk about: how I became a professional athlete, sports achievements, personal qualities of an athlete, training schedule

equipment for giving the talk: microphone, podium, slide projector and screen (with remote control)

date/time: Monday, 3rd June, 2 pm

age and sports interests of pupils: 11-16, football, hockey, basketball, swimming

Suggested Answer Key

A: Thank you so much for agreeing to come.

B: No problem. When would you like me to do it?

A: Well, whatever date is best for you from 25th to 30th May or between 3rd and 5th June at 2 in the afternoon. Is that convenient?

B: Yes. 3rd June is good for me because I am not training then. Can you tell me about the ages and sports interests of the students I'll work with?

A: Of course. The students are all aged from 11-16 and they take part in football, hockey, basketball or swimming.

May I suggest that you talk a bit about your family and home life a little? I think the students will find that interesting.

B: I'd like to keep my personal life private and I think the students will benefit much more from hearing about how I became a professional athlete, my sports achievements, what I believe are the necessary personal qualities of an athlete and so on. Will you have a microphone and a podium set up? Also, I will need a slide projector and a screen.

A: Of course. Will you need anything else?

B: I would like a remote control for the projector.

A: No problem. Well, then I look forward to seeing you on 3rd June at 2 pm. Please call me if you have any other questions.

B: Yes, thank you. Goodbye.

Writing

4 a) **Aim** To prepare to write a formal letter

- Explain the task and ask Ss to think about the structure of a biography.
- Ss complete the task. Check Ss' answers.

Answer Key

- 1 date and place person was born
- 2 school(s) attended
- 3 university education
- 4 job/occupation
- 5 achievements
- 6 date and place person died

b) **Aim** To write a formal letter

- Read the rubric aloud and explain the task.
- Give Ss time to think of an important famous person from their country and think of the biographical information they know about this person or find out information about them.
- Give Ss time to complete the task using the plan provided.
- Check Ss' answers.

Suggested Answer Key

Dear Mayor Johnson,

I would like to suggest that you name the park after the famous physicist and chemist Marie Curie.

She was born on 7th November, 1867 in Warsaw. After boarding school, she became a governess to help pay for her sister's education. Later, she went to university in Paris and got degrees in Physics and Maths. Marie and her husband, Pierre, discovered Polonium and Radium and Marie developed a theory of radioactivity. She won the Nobel Prizes in Physics and Chemistry.

Marie Curie was a scientific pioneer and an inspirational woman. I think she is a very good choice to name the park after.

Yours sincerely,
Anna Smith

Russia 3

Reading & Listening

1 **Aim** To introduce the people in the text/To read for specific information

- Direct Ss' attention to the people in the pictures and ask various Ss to say what they know about each person. Ask Ss if they know what the people had in common.
- Play the recording. Ss listen and follow the text in their books and check their answers.

Suggested Answer Key

Yuri Lisyanski was the captain of a ship called the Neva, Ivan Kruzenshtern was in the Russian Navy and wanted to establish communication between Russia and China and Nikolai Rezanov was the leader of the expedition that all 3 were part of.

What they had in common was that they were all part of a voyage, taking three years, to establish trade with China and Japan, diplomatic relations with Japan and to make trade with the Americas easier.

- Explain/Elicit the meaning of words in the **Check these words** box.

Suggested answer key

navigator (n): explorer who travelled by sea in the past
Imperial Navy (n): the sailors and ships of Russia during the time of the tsars

establish (v): to create

direct communication (n): immediate/straight contact

permission (n): authorization

commander (n): officer in charge

set sail (v): to leave a port (a boat/ship)

leader (n): person in charge

expedition (n): organised journey e.g. of exploration

report (n): official document written about a situation or event

translate (v): to write again in a different language

admiral (n): a senior officer who commands a navy

medal (n): small metal disk given as award for bravery or prize in a sporting event

2 **Aim** To read for specific information

Give Ss time to read the text again and complete the task, then check Ss' answers.

Answer key

- 1 F (Ivan Kruzenshtern was from Estonia.)
- 2 F (Kruzenshtern went on the voyage with Captain Yuri F. Lisyanski and Nikolai Rezanov.)
- 3 F (Tsar Alexander 1st gave his permission.)
- 4 F (The voyage lasted more than three years.)
- 5 F (They wrote detailed reports of their trip.)
- 6 T

Speaking & Writing

3 **Aim** To consolidate information in a text/To give an oral summary

- Write the words on the board and give Ss time to read the text again and write notes about each one. Elicit some of the Ss' notes and write them on the board.
- Tell Ss to give their partner a summary of the text using their notes.
- Monitor the activity. Then ask various Ss to give their summary in front of the class.

Suggested Answer Key

Kruzenshtern, who was born in Estonia in 1770, joined the Russian Imperial Navy. Tsar Alexander 1st gave him permission to establish communication between Russia and China via the Cape of Good Horn. In 1803, Kruzenshtern, Captain Yuri F Lisyanski and Nikolai Rezanov set sail on the ships Nadezhda and Neva. They wanted to establish trade with China and Japan and diplomatic relations with Japan and make trade with the Americas easier. Rezanov was the leader of the expedition, which lasted over three years. When they returned from their round-the-world voyage, the men created detailed reports, maps and drawings.

4 **Aim** to narrate imaginary feelings

- Explain the task to Ss, then give them a few minutes to prepare their answers.
- Ss describe their feelings to their partner. Monitor the activity around the class, then ask a few Ss to share their answer with the class.

5 **Aim** To collect information about a voyage

- Ask Ss to collect more information about Russia's first round-the-world voyage using the Internet or their school textbooks, encyclopaedias or other reference materials.
- Allow Ss time to collect their information in class. Alternatively, assign the task as HW.
- Invite Ss to present their information to the class.

Suggested Answer Key

Lisyanski travelled to England to buy the two ships for the voyage, Nadezhda and Neva, for 22,000 pounds. He also bought other necessary equipment and clothes for the voyage. In late Summer, 1803, the two ships left Kronstadt and sailed around Cape Horn. After this, Neva headed for Russian America and Nadezhda for Petropavlovsk-Kamchatsky. Kruzenshtern explored and mapped the eastern and northern coasts of Sakhalin. Kruzenshtern and Rezanov visited Nagasaki but unfortunately the Japanese didn't want to establish trade agreements with Russia. Lisyanski sailed on to Macao with lots of furs, and there the two ships met again. Then the Nadezhda and Neva sailed to Canton and the Cape of Good Hope. After returning home after three years at sea, the men's reports inspired many more navigators.