



Summer Camps Pack

Secondary School

Teacher  Edition  A1 – B2

Share your students' video creations at →

cambridge.org/videoproject

STUDENTS IN THE DIRECTOR'S CHAIR



INTRODUCTION

LEVELS A1+/A2

INTRODUCTION: VIDEO CREATION IN THE CLASSROOM

Watching and making video is a part of everyday life for today's *YouTuber* teens and increasingly a part of the modern classroom experience, thus increasing learner engagement.

These developments have been assisted by the digital medium, with video becoming easier to access, produce and share. If students are given the chance to produce their own video, then they will hopefully be more engaged in the learning process.

This Teacher's Pack takes a 3-stage collaborative project to harness students' enthusiasm for creating video across a variety of genres, old and new:

Lesson 1: looking at model video clips

Lesson 2: preparing to film

Lesson 3: reporting back

For each stage you will find:

- teacher's notes
- worksheets at A1+/A2 level
- worksheets at B1+/B2 (so that you can choose which worksheet best suits your students' needs).

A task-based approach to video creation means that language is generated throughout the stages of the activity: planning, discussion, negotiation, reflection and feedback. It is the language produced here which is as important, or even more important, than that produced in the final task itself.

Students will be developing language in three ways:

- they are presented with the language required to enable them to engage with the tasks.
- they produce language during the task, which the teacher monitors.
- the product (the video) requires students to use functional language to collaborate, plan, write, reflect on and finally, edit a script.

If you want further ideas for video projects, then take a look at the Digital Projects for each level of Eyes Open and Uncover, which can be found on the CLMS. These are supported by a Digital Teacher Training Course to help you manage them.
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STUDENTS IN THE DIRECTOR'S CHAIR

LESSON 1 LEVELS A1+/A2

TEACHER'S NOTES: A1+/A2 (SEE LESSON 1 A1+/A2)

LESSON 1: LOOKING AT MODEL VIDEO CLIPS

- Students watch and respond to examples of student-made videos.
bit.ly/videosproject
- Students learn language to talk about different types and features of digital videos.

Exercise 1

- Look at the list of video types with your students and ask them to think of an example of each one to check they understand them.
- Tell them to discuss in pairs which type of videos they prefer and explain why.

EXTRA CHALLENGE

Ask students to rank the video types from favourite to least favourite. Then compare their list with their partner's.

Ask them to add more video types to the list. Suggested answers: film trailers, haul videos (showing what they bought when they went shopping), challenges (where *youtubers* play games with each other).

Exercise 2

- Before watching the clips, ask students to predict the video type by looking at the titles of the videos. Explain that there may be more than one video for some of the types.
- You may want to watch all three videos in a row, or you may want to stop after each video and ask the students to identify the type and justify their choice.

ANSWER KEY:

- House of Cards: a tutorial - how to make a house of cards.
- Madrid Tour: a guided tour of Madrid
- Spanish Omelette: a tutorial - how to make a Spanish omelette

Exercise 3

- Read through the list of features with the students and make sure they understand what each feature is.
- Watch the clips one by one and complete the table.
- After watching all three clips, check the answers with the class.
- For extra challenge** you could ask students to try to remember which features were in each clip before watching the videos to check their answers.

ANSWER KEY:

	House of Cards	Madrid Tour	Spanish Omelette
music		✓	
narration (you can't see the person)			✓
face-to-camera (a person speaks into the camera)	✓	✓	✓
captions (words on the screen)	✓	✓	
photos		✓	
credits (names of the people who made the video)			

EXTRA CHALLENGE:

Ask students if they noticed any other features in the videos which could be added to the table.

Exercise 4

- Ask students to look at the example and write a sentence to explain which video they liked the most and why.
- Students can then compare their answers in pairs or small groups and decide on their favourite answer.

Exercise 5

- Explain that the students need to match the comments to the three videos they've seen.
- Ask them to read the comments and complete the task individually or in pairs and then check their answers.

ANSWER KEY:

1b 2c 3a

Exercise 6

- Ask the students to choose one of the videos and imagine they are going to write a comment to the students who made it.
- Ask them to decide what they liked about the video and what they'd like to say to the students.
- Encourage them to use the useful language prompts.

EXTRA CHALLENGE

Ask students to suggest a few more sets of comments. Then ask them to write their comments on separate sheets of paper without naming the video clip. When they have finished, display the comments on the desks or the walls of the classroom and ask the students to read each other's comments and identify the video clip.

STUDENTS IN THE DIRECTOR'S CHAIR

LESSON 2 LEVELS A1+/A2

TEACHER'S NOTES: A1+/A2 (SEE LESSON 2 A1+/A2)

LESSON 2: PREPARING TO FILM

- Students prepare to make a video about something they are interested in or an aspect of their culture.
- They decide on the topic, angle, genre and features of their video and create a simple storyboard.

Exercise 1

- Tell students they are going to make a video in groups. You may want to let the students choose their own groups, or you may want to form groups with a balance of weaker and stronger students. The groups should ideally have three or four members.
- Ask them to look at the list of video genres then discuss and decide on the type of video they would like to make.

Exercise 2

- Tell students to look at the plan for an example video.
- Get students to brainstorm ideas about what their video should be about. This will give you the opportunity to monitor carefully and guide the students towards creating a video which reflects the students' culture or interests and is accessible and interesting for viewers from another town or country. Alternatively, if you prefer, you could give each group a topic for their video.
- Once they have decided on a topic, each group should appoint a group secretary who will complete the *my video* column with notes about what their video should include.

Exercise 3

- Tell students to look at the list of people involved in making a video and match each one to the correct description.

ANSWER KEY:

1b 2a 3e 4c 5d 6f

Exercise 4

- Allow the groups plenty of time to discuss the roles and how to share the workload. Be ready to help with advice or intervene with your own suggestions, if necessary.
- Read the note about the technical equipment with the class and ask each group to think about how they will make their video. Smartphone cameras are often the easiest cameras to use as the video files are easy to share and edit. Explain that the students will need to be able to save the files as MP4 files and will need to be able to store these online. You may want to discuss the best ways of doing this with the students as a whole class at this stage, or with each group individually, depending on your class. (See the notes at the end of Lesson 2 for further information.)

Remember! If students are below the age of 18 please seek parental permission before sharing their videos online. Please also ensure that students ask permission from any individuals they choose to include on film.

Exercise 5

- Tell students to look at the storyboard plan for the example video.
- Explain to the students that this is the most important stage and that they need to take time to make the right decisions as it will make the rest of the project much easier. Refer them back to the videos they watched in Lesson 1 for an example of how much information can be covered in the time. You could show them one of the videos as a reminder, if time allows.
- Students should then discuss and complete the table with notes about their own video.

Exercise 6

- Once students have decided what will happen in each scene, they should complete the storyboard with basic sketches to show this.
- Each group should choose the best storyboard and use this to present their ideas to the class.
- While listening to each group's ideas, the other students in the class can make notes with suggestions about how the video could be improved.
- In groups students can then revise their plan accordingly to incorporate their classmates' suggestions.
- This plan should act as a statement of intent and motivate the students to feel a sense of ownership and commitment to their project.

Exercise 7

- Each group will work on these five steps at their own pace. You may want the groups to work on these stages outside of class time, or you may want to supervise their work during class. This will depend on your students, your teaching context and the time you have available. If the students are working independently outside class, arrange for regular short catch up sessions with the groups to monitor their progress and help with any problems they may have. If you are using classroom time, be aware that classrooms can be very noisy places and the groups will probably need to find quiet spaces away from the classroom to record any video which involves voices.

NOTES ON TECHNICAL ISSUES

- Make sure students have access to a **mobile device**, capable of capturing video footage.
- Filming in **landscape orientation** is best.
- Once students have their footage, consider **basic film editing software tools** online (e.g. iMovie) or apps (e.g. Vine, Tellagami).
- **Internet access** is useful. Consider where film footage can be stored – Google Drive, Dropbox or a flash drive could be useful options.
- Remember that **royalty-free music only** should be used.

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INTRODUCTION

LEVELS A1+/A2

INTRODUCTION: VIDEO CREATION IN THE CLASSROOM

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These developments have been assisted by the digital medium, with video becoming easier to access, produce and share. If students are given the chance to produce their own video, then they will hopefully be more engaged in the learning process.

This Teacher's Pack takes a 3-stage collaborative project to harness students' enthusiasm for creating video across a variety of genres, old and new:

Lesson 1: looking at model video clips

Lesson 2: preparing to film

Lesson 3: reporting back

For each stage you will find:

- teacher's notes
- worksheets at A1+/A2 level
- worksheets at B1+/B2 (so that you can choose which worksheet best suits your students' needs).

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LESSON 3 LEVELS A1+/A2

TEACHER'S NOTES: A1+/A2

(SEE LESSON 3 A1+/A2)

LESSON 3: REPORTING BACK

Exercise 1

- Ask students to read the two descriptions and say which video they would prefer to watch giving reasons for their answers. Model an example to help them think of ideas e.g., 'I'd like to watch the video about Los Angeles because I'd like to go there one day'.

Exercise 2

- Ask students to work in groups to write a short description of their own video. Refer back to the examples from Exercise 1.
- Highlight to the class how each of the introductions is structured. For example, they include an introductory sentence (e.g. 'In today's video...') or a question to catch the reader's attention (e.g. 'Do you like pizza?') and some exclamations, for example with an imperative (e.g. 'Watch the video to find out more!'). Notice how the viewer is addressed directly in the second introduction.
- Give the students a guide limit of 40 words for their descriptions.
- Once they have written the introductions, ask a spokesperson from each group to read out their description to the class. The rest of the class can listen and predict which video will be their favourite.

Exercise 3

- Students can work individually first and reflect on their own experience. Then encourage them to compare and discuss their answers to see if they can reach a consensus. Remember to get students to provide reasons where possible.

EXTRA CHALLENGE:

Ask what role students would like to take next time they make a video and why.

Exercise 4

- Tell students to look at the table and read through the headings.
- Let the class watch each of the videos and complete the table.
- Once students have collated their notes, get them to compare their ideas in groups or feed back to the class.

EXTRA CHALLENGE

If the students feel comfortable with the idea, you could get them to evaluate each other's work by giving a score or comment for each category, e.g. script, music, performance, filming, editing, etc.

Exercise 5

- Tell students to imagine the videos have been uploaded online and that they are going to post a message as a comment on a video-sharing platform like *YouTube*. This can be done individually or in groups. Focus students' attention on the useful language section. You could write an example which could act as a model: e.g. 'I love your how-to recipe for chocolate brownie. I love the photos and the narration. I'd like to try it. It looks delicious and it's really easy to make.'
- Students can then give their messages to the video makers to read, and possibly, respond to.
- Ask students if their favourite video was in fact the same video they predicted it would be in Exercise 2.

STUDENTS IN THE DIRECTOR'S CHAIR



INTRODUCTION

LEVELS B1+/B2

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STUDENTS IN THE DIRECTOR'S CHAIR

LESSON 1 LEVELS B1+/B2

TEACHER'S NOTES: B1+/B2 (SEE LESSON 1 B1+/B2)

LESSON 1: LOOKING AT MODEL VIDEO CLIPS

- Students watch and respond to examples of student-made videos.
bit.ly/videosproject
- Students learn language to talk about different types and features of digital videos.

Exercise 1

- Individually or in pairs, students match the video types to the definitions.
- Check answers with the class and ask the students to suggest examples of each video type.

ANSWER KEY:

1e 2a 3d 4c 5b

EXTRA CHALLENGE

- Ask students to rank the video types from favourite to least favourite. Then compare their list with their partner's.
- Encourage students to add more video types to the list. Suggested answers: film trailers, haul videos (showing what they bought when they went shopping), challenges (where *youtubers* play games with each other).

Exercise 2

- Before watching the clips, ask students to predict the video type from the titles of the videos. Explain that there may be more than one video for some of the types.
- You may want to watch all three videos in a row, or you may want to stop after each video and ask the students to identify the type and justify their choice.

ANSWER KEY:

- House of Cards: a how-to tutorial - how to make a house of cards.
- Madrid Tour: a guided tour of Madrid
- Spanish Omelette: a how-to tutorial - how to make a Spanish omelette

Exercise 3

- Ask students what a hashtag is (a word or short phrase preceded by the symbol # which summarises or comments on the contents of a video, article, photo etc. and can be used to search for similar content) and where they might see them (generally on social media).
- Give students time to read and understand the hashtags.
- Ask students to choose the best hashtag for each video. Explain that there are more hashtags than videos.

ANSWER KEY:

House of Cards: #cardtricks, #justjoking, #funathome
Madrid Tour: #bigcity, #famousmonuments, #mytown
Spanish Omelette: #funinthekitchen, #myfavouritedish, #traditionalfood
Not applicable: #eatingout, #justanormalday, #shoppingwithfriends

Exercise 4

- In pairs, students write one more hashtag for each clip.

SUGGESTED ANSWERS:

Madrid Tour: #somuchtosee, #funinthecity, #allthesights
Spanish Omelette: #easyandelicious, #classicSpanishdish #yummy
Castle of Cards: #havingfun, #goodprank, #clevertrick

Exercise 5

- Read through the list of features with the students. Make sure they are clear about what each feature is before they watch the videos again.
- Allow students to check answers with their partner then feed back to the class.

ANSWER KEY:

	House of Cards	Madrid Tour	Spanish Omelette
music		✓	
narration (you can't see the person)			✓
face-to-camera (a person speaks into the camera)	✓	✓	✓
captions (words on the screen)	✓	✓	
photos		✓	
credits (names of the people who made the video)			

EXTRA CHALLENGE

- Ask the students to try to remember which features they saw in each clip before watching the videos to check their answers.
- Ask students if they noticed any other features in the videos which could be added to the table.

Exercise 6

- Ask students to look at the example and write a sentence explaining which video they liked the most and why.
- Students then compare their answers in pairs or small groups and decide on their favourite answer.

Exercise 7

- Explain that the students need to match the comments to the three videos.
- Ask them to read the comments and complete the task individually or in pairs and then check their answers.

ANSWER KEY:

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Exercise 8

- Ask the students to choose one of the videos and imagine they are going to write a comment to the students who made it.
- Ask them to decide what they liked about the video and what they'd like to say to the students.
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EXTRA CHALLENGE

Ask students to suggest a few more sets of comments. Then ask them to write their comments on separate sheets of paper without naming the video clip. When they have finished, display the comments on the desks or the walls of the classroom and ask the students to read each other's comments and identify the video clip.

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STUDENTS IN THE DIRECTOR'S CHAIR



LESSON 2 LEVELS B1+/B2

TEACHER'S NOTES: B1+/B2 (SEE LESSON 2 B1+/B2)

LESSON 2: PREPARING TO FILM

- Students prepare to make a video about something they are interested in or an aspect of their culture.
- They decide on the topic, angle, genre and features of their video and create a simple storyboard.

Exercise 1

- Tell students they are going to make a video in groups. You may want to let the students choose their own groups, or you may want to form groups with a balance of weaker and stronger students.
- Ask them to look at the list of video types then discuss and decide on which type of video they would like to make.

Exercise 2

- Tell students to look at the plan for an example video.
- Get students to brainstorm ideas about what their video should be about. This will give you the opportunity to monitor carefully and guide the students towards creating a video which reflects the students' culture or interests and is accessible and interesting for viewers from another town or country. Alternatively, if you prefer, you could give each group a topic for their video.
- Once they have decided on a topic, each group should appoint a group secretary who will complete the *my video* column with notes about what their video should include.

Exercise 3

- Tell students to look at the list of people involved in making a video and match each one to the correct description.

ANSWER KEY:

1b 2a 3e 4c 5d 6f

Exercise 4

- Allow the groups plenty of time to discuss the roles and how to share the workload. Be ready to help with advice or intervene with your own suggestions, if necessary.
- Read the note about the technical equipment with the class and ask each group to think about how they will make their video. Smartphone cameras are often the easiest cameras to use as the video files are easy to share and edit. Explain that the students will need to be able to save the files as MP4 files and will need to be able to store these files online. You may want to discuss the best ways of doing this with the students as a whole class at this stage, or with each group individually, depending on your class. (See the notes at the end of Lesson 2 for further information.)

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Exercise 5

- Tell students to look at the storyboard plan for the example video.
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Exercise 6

- Once students have decided what will happen in each scene, they should complete the storyboard with basic sketches to show this.
- Each group should choose the best storyboard and use this to present their ideas to the class.
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Exercise 7

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LESSON 3 LEVELS B1+/B2

TEACHER'S NOTES: B1+/B2

(SEE LESSON 3 B1+/B2)

LESSON 3: REPORTING BACK

Exercise 1

- Ask students to read the two descriptions and say which video they would prefer to watch, giving reasons for their answers. Model an example to help them think of ideas e.g., 'I'd like to watch the video about Los Angeles because I'd like to go there one day'.

Exercise 2

- Ask students to work in groups to write a short description of their video. Refer back to the examples from Exercise 1.
- Highlight to the class how each of the introductions is structured. For example, they include an introductory sentence (e.g. 'In today's video...') or a question to catch the reader's attention (e.g. 'Do you like pizza?') and some exclamations, for example an imperative (e.g. 'Watch the video to find out more!'). Notice how the viewer is addressed directly in the second introduction.
- Give the students a guide limit of 50 words for their descriptions.
- Once they have written the introductions, ask a spokesperson from each group to read out their description to the class. Students listen and predict which video will be their favourite.

Exercise 3

- Students can work individually first to reflect on their own experience. Then encourage them to compare and discuss their answers to see if they can reach a consensus. Remember to get students to provide reasons where possible.

EXTRA CHALLENGE

Ask which role students would like to take next time they make a video and why.

Exercise 4

- Tell students to look at the table and read the headings.
- Let the class watch each of the videos and complete the table.
- Tell students to compare their ideas in groups or report back to the class.

EXTRA CHALLENGE

If the students feel comfortable with the idea, you could get them to evaluate each other's work by giving a score or comment for each category, e.g. script, music, performance, filming, editing, etc.

Exercise 5

- Individually students come up with a hashtag for each video. You could prompt them with several ideas. For example, in the case of a video about how-to make a chocolate brownie, you could suggest 'perfectchocolatebrownie', 'browniemadesimple', etc.
- Allow students to share their ideas with the class and decide on their favourite.

Exercise 6

- Tell students to imagine the videos have been uploaded online and that they are going to post a message as a comment on a video-sharing platform like *YouTube*. This can be done individually or in groups.
- Focus students' attention on the useful language section. You could write an example which could act as a model e.g. 'I love your how-to recipe for chocolate brownie. I love the photos and the narration. I'd like to try it. It looks delicious and it's really easy to make.'
- Students can then give their messages to the video makers to read, and possibly, respond to.
- Ask students if their favourite video was in fact the same video as they predicted it would be in Exercise 2.



Schooldays

Unit aims

I can ...

- describe my school and school subjects.
- talk about what I like and don't like.
- understand about schools in other countries.
- talk about things we can and can't do.
- ask and answer questions about personal information.
- write an email about my school.

Unit contents

Vocabulary	Places in a school School subjects Nouns and verbs Adjectives
Reading	A magazine article • Kung Fu school A profile
Language focus	<i>can</i> for ability and permission Object pronouns <i>like, love, hate, don't mind + -ing</i>
Listening	A podcast
Discover culture	• South African schoolgirl
Speaking	Asking and giving permission • Real talk: <i>Can you use your mobile phone at school?</i>
Pronunciation	<i>can</i>
Writing	An email Informal language used in emails
Get it right!	• <i>can</i>
CLIL	Design and Technology: Drawing tools • Da Vinci's design

Be curious

- Books closed. Ask: *What do you like and dislike about school?* Elicit students' answers to the question, e.g. *I like break time. I don't like lunch at school.*
- Ask students to open their books at page 32.
- Refer student to the photograph and ask them to describe what they see. To help students with this, check understanding of the following vocabulary and write it on the board: *truck, roof, road, children, bags.*
- Put students into pairs.
- Students ask and answer the questions.
- Check answers.
- Tell students that the theme of Unit 3 is school.

Suggested answers

It is a country somewhere in Asia. They are schoolchildren. They're probably going to school.

CEFR

SKILL AREA	GOAL	EXERCISE
Listening	OVERALL LISTENING COMPREHENSION	2–4 p36 5–7 p38 1–5 p40
Reading	READING CORRESPONDENCE	1–2 p39 1–2 p41
	READING FOR INFORMATION & ARGUMENT	1–3 p34 1–2 p39
Speaking	CONVERSATION	4 p40 3–5 p41
	INFORMATION EXCHANGE	4 p33 5 p34 3, 6 p35 5 p36 6 p37 2, 6–7 p40
Writing	OVERALL WRITTEN PRODUCTION	4–5 p35 6 p36 7 p37 8–9 p38 5–6 p39
	CORRESPONDENCE	6–8 p41
Communicative language competence	VOCABULARY RANGE	1–4 p33 4 p34 4–6 p36 3–4 p39
	GRAMMATICAL ACCURACY	1–2 p35 1–7 p37
	PHONOLOGICAL CONTROL	2 p33 2 p35 4 p36
	SOCIOLINGUISTIC APPROPRIATENESS	4 p40 3–5 p41

Vocabulary Places in a school


Objectives

- learn vocabulary for places in a school.
- draw and describe a map of a school.

Warm-up

- Books closed. Put students into small groups and give them one minute to think of as many places in a school as they can.
- Ask one member of each group to report back to the class.
- You could make this competitive by telling students that the group which comes up with the most correct places is the winner.

- 1
- Ask students to open their books at page 33.
 - Read out the places on the plan of the secondary school and check students' understanding of them.
 - Point out that *lab* is an abbreviation of *laboratory*, that the acronym *IT* stands for *Information Technology* and that the adjective *main* refers to *the most important or largest example of something*.
 - Put students into pairs. Students tell each other which places they have in their own schools, e.g. *We've got a library in my school, but we haven't got a playing field*. If students all attend the same school, ask them to tell each other their favourite place in the school, e.g. *I like the IT room because the computers are really good*.

- 2
-  **1.27** Check students' understanding of the following vocabulary: *whole*, *outdoor*, *indoor* and *experiment*.
- Write: *The whole class does homework* on the board. Underline *whole* and explain that it refers to every member of a particular group, e.g. we say *the whole team*, *the whole family*, *the whole school*. Point out that the 'w' is silent, so that the pronunciation is /həʊl/.
 - Draw two swimming pools on the board, one in a park and one in a sports centre. Explain that the one in the park is an *outdoor* pool, i.e. it is outside and not inside a building, and that the one in the sports centre is an *indoor* pool, i.e. it is inside a building.
 - Ask: *What happens when we throw a pencil in the air?* Elicit the answer (it falls to the ground) and ask: *How do we know this?* Elicit or introduce the idea that we conduct an *experiment* to test out ideas.
 - Ask a student to read out the example.
 - Put students in pairs to complete the matching exercise.
 - Play the recording for students to check their answers.
 - Play the recording again for students to repeat the words.
 - Encourage students to pay attention to how to say the new words that they learn.

Fast finishers

Students can turn to the **Vocabulary Bank** on page 109 and do the *Jog your memory!* activities.

Answers

2 main hall 3 playing field 4 sports hall 5 IT room
6 science lab 7 library 8 classroom

Game

- Play *Correct the sentence* using the vocabulary for places in a school.
- See **Games Bank** on page 28.

Your turn

- 3
- Give students 2–3 minutes to draw and label a map of a school. This could be their own school or one of their own inventions. Encourage students to use all the words in Exercise 1.
 - Monitor while students do this. Check that students are labelling the places on their map correctly.
- 4
- Ask two students to read out the example.
 - Put students in pairs.
 - Students ask and answer questions about the maps they drew in Exercise 3.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary bank** on page 109 and do the *Jog your memory!* activities.

Optional activity

- Put students in pairs (A and B).
- Student A describes a place on their map, e.g. *We do experiments here*.
- Student B identifies the place being described.
- Students swap roles.

Optional activity

- Put students into small groups of three or four.
- Ask them to go to this website and do the quiz about places in a school:
<http://learnenglishkids.britishcouncil.org/en/word-games/multiple-choice/school>
- Students keep a record of their score.
- Find out which group got the highest score.



Set Exercises 1, 2, 3, 4 and 5 on page 27 of the **Workbook** for homework.

Students can also take photographs of different places in their school. At the beginning of the next lesson, they show and describe them to their partner, e.g. *This is the playing field. It's very big. We usually play football here.*

Reading A magazine article

Objectives

- read about a Kung Fu school.
- learn noun and verb forms.
- talk about learning martial arts.

Preparation


- Bring photos of people doing martial arts or look for images to show on the interactive whiteboard.

Background

Kung Fu is an ancient method of self-defence, which involves striking an attacker's body using legs and hands. The term *Kung Fu* comes from the Chinese *gongfu*, with *gong* meaning *merit* and *fu* meaning *master*.

Warm-up

- Books closed. Distribute photos of people doing martial arts or show them on the interactive whiteboard.
- Explain that martial arts are forms of self-defence and attack, which originated in Asian countries such as Japan, China and Korea.
- Find out if any students practise a martial art. Ask them to tell the class something about it, e.g. *I do judo three times a week*.

- 1  1.28 Ask students to open their books at page 34.
- Ask students to describe the pictures. Explain that moves in Kung Fu are named after animals and three of them are shown in the book (Dragon, Frog and Snake).
 - Students read the text quickly to find the answers to the three questions. Encourage them to focus on finding the answer and not to worry about any words or phrases they might not understand.

Answers

The school is in China. The students are there to learn Kung Fu. The girl in the photo is 13 years old.

- 2
- Read out sentences 1–4.
 - Ask students to work alone to decide whether or not the sentences are true or false. Make sure they know they have to correct the false sentences.
 - Students compare their answers in pairs, before you check answers with the whole class. Invite students to volunteer to read the answers to a complete exercise. Other students say if they agree or disagree with each answer.
 - Read out the information about martial arts in the **FACT!** box. Tell students that not all martial arts are very old. Judo, one of the most well-known martial arts, was invented in Japan in the late 19th century.

Answers

- 2 F (They are from different parts of China.)
3 F (She wants to be a police officer.) 4 T

- 3
- Ask a student to read out the questions.
 - Elicit answers from the class and then ask students to read the text again to check.

Answers

- 1 She wants to be a police officer.
2 She sees her parents in the holidays.



Explore nouns and verbs

- 4
- Before you refer students to the chart, elicit some examples of nouns and verbs.
 - Ask students to work in pairs to find the words in the article and to copy and complete the chart.
 - While students do this, put the chart on the board.
 - If you have the Presentation Plus software, put the chart on the interactive whiteboard and ask individual students to complete the chart with the correct nouns and verbs.
 - Students can then work alone to complete the sentences. To help **weaker students**, tell them whether the gaps in each sentence need to be filled with nouns (sentences 1, 3 and 4) or a verb (sentences 2).
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 109 and do the *Explore vocabulary* exercise on nouns and verbs.

Fast finishers

Students write their own gapped sentences using some of the words in the chart in Exercise 4. Use these with the class as further practice.

Answers


- a study b practise c training d exercise
1 exercises 2 practise 3 studies 4 training

Your turn

- 5
- Before students do this activity, write *Yes, I would* and *No, I wouldn't* on the board. Explain that these are the short answers used when responding to *Would you ...?* questions.
 - Encourage students to justify their answers and to say as much as possible.

You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.



-  Ask: *What is Kung Fu?* Elicit the answer (a martial art from China).
- Play the video.
- Students watch it and answer the three questions.
- Check answers.
- Then ask: *Would you like to go to the Kung Fu School? Why? Why not?*
- Put students into small groups to answer the questions.
- See page 126 for further activities you can do with this video.

Answers

They learn Kung Fu.
There are 30 boys.
They learn how to fight and how to live.



Set Exercises 1, 2, 3, 4 and 5 on page 31 and Exercise 5 on page 28 of the **Workbook** for homework.

Language focus 1 *can* for ability and permission

Objectives

- learn *can* for ability and permission.
- learn the different ways of pronouncing *can*.
- ask and answer questions about what I can do.

Warm-up

- Books closed. Mime playing tennis well. Do this by miming a serve and raising your arm in triumph to indicate you have served an ace. Write *I _____ play tennis very well* on the board. Elicit the verb to complete the gap (*can*).
- Mime playing tennis very badly. Write *I _____ play tennis very well* on the board. Elicit the verb to complete the gap (*can't*).
- Elicit or teach the idea that we use *can* to talk about ability.
- Introduce the idea of permission by writing the following question on the board: *Can I play tennis in my bedroom, please?* Ask students to imagine that a child is asking its parent this question.

- 1
- Ask students to open their books at page 35 and copy the chart into their notebooks.
 - Students to work alone to complete the chart. Encourage them to underline the grammatical forms they are learning when writing example sentences in their notebooks.
 - Students check their answers with the text on page 34.
 - For further information and additional exercises, students can turn to page 101 of the **Grammar reference** section.

Answers

	I / You / He / She / It / We / They
+	He can break a brick with his hand! Chinese children can go to special schools and study Kung Fu every day!
-	Li can't live at home. They can't see their parents during the week.
?	Can Li break a brick with her hands? Yes, she can . / No, she can't . Can they break a brick with their hands? Yes, they can . / No, they can't .

Get it right!

Read through the correct example with the class.
Draw attention to the fact that *can* does not change in the third person.

Common Error


Students may confuse the modal verb *can* with ordinary verbs such as *play* or *go*. Modal verbs do not take an -s in the third person, e.g. we say *she can sing well* not ~~*she cans sing well*~~.

- 2
- Read out the examples.
 - Students choose four ideas from the list to write sentences about and write further sentences using their own ideas.
 - Students work alone to write their sentences.
 - Monitor while students do this. Help as necessary.

Fast finishers


Students write four pairs of sentences about what their family can or can't do, e.g. *My father can draw. My mother can't sing.*

Say it right!

- a  1.29 Refer students to the **Say it right!** box. Explain that the *a* in *can't* is a long sound and it is pronounced the same as the one in *car* (/ɑ:/).
- Play the recording for students to choose which verb they hear.
 - Students compare answers before you check answers with the class.

Answers

2 can 3 can't 4 can 5 Can

- b  1.29 Play the recording again for students to listen and repeat the sentences.
- Pay particular attention to students' pronunciation of *can't*.

Optional activity

- Students record each other saying the sentences in the **Say it right!** box using their phones.
- They play the recording back. Did they pronounce *can* and *can't* correctly?

Your turn

- 3
- Put students in pairs.
 - Students ask and answer questions using the information in Exercise 2.
- 4
- Give students a couple of minutes to write some sentences about their partners.
 - Ask some students to read their sentences out to the class.

Game

- Play *The memory game* using *can* for ability.
- See **Games Bank** on page 29.

- 5
- Explain that *can* for permission is practised here.
 - Read out the instructions. Make sure that students understand what they have to do.
 - Ask students to work alone to write their sentences.
- 6
- Put students in pairs to ask and answer questions using the information in Exercise 5.
 - Check that they are pronouncing *can* and *can't* correctly.
 - Ask some students to report back to the class on what their partner said.

Optional activity

- Ask one student to sit at the front of the class with his/her back to the board.
- Write the name of an object on the board, e.g. *ball*.
- The class gives the student clues using *can* or *can't*, e.g. *You can throw it*.
- The student has to guess what the object is.



Set Exercises 1, 2, 3 and 4 on page 28 of the **Workbook** for homework.

Listening and Vocabulary


Objectives

- listen to a boy talking about his school.
- learn vocabulary for school subjects.
- talk about the school subjects.

A podcast

Warm-up

- Books closed. Write *performing arts school* on the board.
- Explain that students at a performing arts school learn acting, dancing and singing.
- Ask: *Would you like to go to a performing arts school?*


- 1 • Ask students to look at the photos on page 36 or put them on the interactive whiteboard. Ask students to describe the photos.
• Put students in pairs to ask and answer the question.
- 2  **1.30** Read out the question. Ask students to guess what the answer is.
• Play the recording. Encourage students to listen for key words in a recording.
• Check answer. Find out which students guessed correctly.

Audioscript

Teen boy: Hello! My name's Tom – that's me in the blue shorts! I'm a pupil at the New Bank School of Performing Arts. It's a really good school and I love it! The teachers are great. Everyone likes them. Pupils at New Bank want to be professional dancers, singers or actors in the future, so we study the performing arts – Singing, Music, Dance and Drama. As well as performing arts, we also do academic subjects like Maths and English. I like them but I prefer Dance. Our teachers tell us it's really important to do our academic schoolwork and pass our school exams. The timetable at New Bank is different from a normal school. Lessons start at 9 o'clock in the morning and finish at four o'clock in the afternoon. We have a lot of lessons – three in the morning and three in the afternoon. In the morning, we study performing arts and in the afternoon we do our 'normal' or academic subjects and other schoolwork! I don't mind working this hard but it's a very long day. In the evening, we do our homework so there's no time to relax! We also have lessons on Saturday, but only in the morning. I like the lessons but I'm really tired at the end of the week. And I *really* don't like getting up early on Saturday mornings! My best friend loves Dance too. I practise with him on Saturday afternoons. My favourite subject is Dance. I love dancing! I want to be a professional dancer when I leave New Bank.

Answers


Dance

- 3  **1.30** Give students time to read through the gapped sentences.
• Play the recording again.
• Students listen to it and complete the sentences.
• Check answers.

Answers

2 4 pm 3 three 4 morning 5 dancer

School subjects

- 4  **1.31** Books closed. Elicit school subjects students know. Write the words on the board.
• Ask students to look at the list of school subjects in the box on page 36.
• Point out that the acronyms *ICT* and *PE* stand for *Information and Communication Technology* and *Physical Education* respectively.
• Students work in pairs to match the words in the box with the pictures.
• Alternatively, if you have the Presentation Plus software, put Exercise 4 on the interactive whiteboard and ask students to come to the board in turn to do the matching activity.
• Play the recording. Students listen to it, check their answers, and repeat the words.

Fast finishers

Students turn to the **Vocabulary Bank** on page 109 and do the *School subjects* activity.

Answers

b French c Music d ICT e Maths f Science
g Geography h PE i English

Your turn

- 5 • Read out the instructions.
• Put students into pairs to ask and answer the questions about school subjects.
- 6 • Give students a couple of minutes to write sentences about the subjects they and their partner like, dislike and are good at.
• Ask some students to read their sentences out to the class.

Optional activity

- Create your own class podcast, using e.g. Audacity (<http://audacity.sourceforge.net>).
- Start by doing a feature on school subjects (this could take the form of an interview with the students).
- Create a class blog or social media page and upload the podcast to it.
- You can return to this throughout the course, adding episodes to build up an archive.



Set Exercises 1, 2 and 3 on page 29 of the **Workbook** for homework.

Language focus 2 Object pronouns

UNIT
3

Objectives

- learn object pronouns.
- learn (*don't*) *like*, *don't mind*, *love*, *hate* + *-ing*
- talk about what I like and dislike.

Warm-up

- Books closed. Write *Susan loves tennis* on the board. Elicit the pronouns *she* and *it* to replace the underlined words.
- Teach the difference between subject and object pronouns. Use L1 if necessary.
- Explain that a subject pronoun tells us who does an action (*She* in our example), whereas an object pronoun tells us what the verb refers to or what is affected by the verb (*it* in our example).
- Write *John likes Tom and Richard* on the board. Elicit subject and object pronouns to replace the proper nouns. Write the new sentence on the board: *He likes them*.

- 1
- Ask students to open their books at page 37.
 - Explain that the gapped sentences are from the listening on page 36.
 - Students to copy and complete the sentences with object pronouns. Help **weaker students** by pointing out that the object pronoun forms can be seen in the box in Exercise 2.
 - Play the recording for students to check their answers.

Answers

1 me 2 it 3 them 4 him 5 us

- 2
- Students work in pairs to complete this matching exercise.
 - Check answers.
 - For further information and additional exercises, students can turn to page 101 of the **Grammar reference** section.

Answers

you – you it – it he – him she – her we – us
they – them you – you

Game

- Play *The ball game* using subject and object pronouns.
- See **Games Bank** on page 28.

(*don't*) *like*, *don't mind*, *love*, *hate* + *-ing*

- 3
- Read out the sentences. Ask students the question.
 - Elicit that the second verb in each sentence has the *-ing* ending.
 - For further information and additional exercises, students can turn to page 101 of the **Grammar reference** section.

Answers

-ing ending

- 4
- Read out the example sentence.
 - Students work alone to complete the exercise.
 - Remind students to use the *-ing* ending and pay attention to which verbs are in the third person singular and so require an *-s* ending.
 - Check answers.

Optional activity

- Give each student a piece of paper. Students write four more sentences using *like*, *hate*, etc.
- Collect these and then read them out to the class. Say *This is a sentence from Marek about TV. What does he think of TV?*
- Students say *I think he hates it* or *I think he doesn't mind it*.
- Respond by saying *No, that's wrong, he doesn't hate it* or *Yes, that's right, he doesn't mind it*.

Background

Mo Farah is a British long-distance runner. Born in Somalia in 1983, he moved to the UK when he was eight years old. At the 2012 Olympics in London, he won gold in both the 5,000 and 10,000 metres.

Dakota Fanning is an American actress. She first came to attention in *I Am Sam*, in which she appeared when she was only seven years old. Born in 1994, she has starred in several high-profile films, including the *Twilight* series.

- 5
- Ask students to work alone to complete the quiz questions.
 - Remind students to write one more option for the *Sport* and *People* categories.

Your turn

- 6
- Point out that we always use an object pronoun after (*don't*) *like*, *don't mind*, *love* and *hate*.
 - Put students in pairs to ask and answer the questions using the information in the quiz in Exercise 5. Encourage students to write down their partner's answers as they will need this information for the next exercise.
 - Monitor while students do this.
- 7
- Give students a few minutes to write sentences based on their conversations in Exercise 6.
 - Ask some students to tell the class something they found out about their partner.

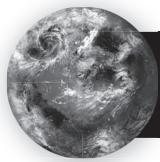
Optional activity

- Ask students to work in pairs.
- Give them 15 minutes to write and record a dialogue using as many examples of the target grammar (*like*, *love* + *-ing*, object pronouns) as they can manage.
- One pair plays their recording for another to note down examples of the target grammar.



Set Exercises 1, 2, 3, 4 and 5 on page 30 of the **Workbook** for homework.

Ask students to choose three objects that are important to them. They bring these to the next lesson, show them to a partner and explain their significance, e.g. *This is my MP3 player. I love it! I take it with me all the time because I love listening to music.*



Discover Culture

South African schoolgirl

Objectives

- watch a video about a schoolgirl from South Africa.
- compare my school day to the schoolgirl's.

Preparation

- Bring photocopies of the videoscript.

Background

South Africa is located in the southernmost part of the African continent. Rich in minerals, it is known around the world for its extraordinary natural beauty.

Nelson Mandela spent 27 years in prison for resisting South Africa's apartheid system. He became the country's first democratically elected president in 1994. He died in 2013 at the age of 95.

Zulu is the language of the Zulu people of Southern Africa.

Warm-up

- Write *South Africa* on the board.
- Ask: *What do you know about the country?* Students can think of places, climate and people.

- 1 • Ask students to open their books at page 38.
• Use the interactive whiteboard, focus students' attention on the map and photographs, and elicit answers to the two questions.

Answers

Nelson Mandela, South Africa

- 2 • Read out the three questions.
• Put students into pairs and ask them to guess answers.

- 3 • **3.2** Play the video so that students can check their answers to Exercise 2.

Videoscript

This is South Africa. Tobilay Subezi lives here.

This is Tobilay. She's 14 years old. And this is her village.

In the morning, Tobilay walks to school. Her school is five kilometres from her home. It's a long walk!

School starts at 8 o'clock. Every morning, Tobilay and the other students sing the national song. It's a special song. It's got words from five different South African languages in it.

This is Tobilay's class. Their teacher tells them about a very important president in South Africa.

TEACHER: "This is Nelson Mandela."

Today is Nelson Mandela's birthday. Tobilay answers her teacher's questions in class. She really loves school.

At midday, the students have lunch. The school makes lunch for 300 children!

In the afternoon, they study Zulu history and culture. They learn traditional South African songs and dances. Tobilay loves dancing! In the PE lesson, Tobilay and her classmates play netball. Netball is similar to basketball. Tobilay is very good at it!

In the evening, Tobilay does her homework. She writes in her notebook and reads notes from her class. She works fast because she always has a lot of homework.

But she usually finishes in time! Good night Tobilay!

Answers

- 1 She's at school. 2 She's 14 years old.
- 3 She's from South Africa.

- 4 • **3.2** Give students a minute to read through sentences 1–5.
• Play the video for students to decide if the sentences are true or false.
• Give **weaker students** a copy of the script, which they can then read as they watch the video.

Answers

- 1 F (The school children wear blue shirts.)
- 2 F (They have rice for lunch.) 3 T 4 T
- 5 F (Tobilay does her homework at home.)

- 5 • **3.2** Give students a minute to read the gapped profile.
• Play the video.
• Students watch and complete the gaps.

Answers

- 1 14 2 5 3 8 4 sings 5 history 6 songs
- 7 dances 8 dancing 9 homework 10 notebook
- 11 notes 12 homework

- 6 Ask students to work in pairs to try to complete the captions.

- 7 • **3.2** Play the video for students to check their answers to Exercise 6.

Answers

- a birthday b 5 c songs, dance

Your turn

- 8 • Read out the example.
• Put students in pairs and ask them to compare their own school day with Tobilay's.
- 9 • Give students a few minutes to write a short description of how their school day compares to Tobilay's.
• Monitor while students do this task. Help as necessary.

Optional activity

- Ask who goes to school by car, train, etc., and who walks or cycles.
- Students keep a record of how many students use each different mode of transport, then work in small groups of three or four to produce a graph to illustrate the information.
- Students report back to the class, e.g. *Five students cycle to school.*



For homework, students find out five facts about South Africa, e.g. capital city or population. At the beginning of the next lesson, students share their facts in small groups and turn those facts into questions to ask you.

Reading A profile

Objectives

- read a profile of a school in Wales.
- learn some adjectives opposites.


Warm-up

- Books closed. Write *UK* on the board and ask: *What does 'the UK' stand for?* (The United Kingdom of Great Britain and Northern Ireland).
- Ask: *Can you name any places in the UK?* Elicit students' answers and write them on the board.

Background


Wales is a mountainous region to the west of England. It is the smallest of the four countries that make up the United Kingdom. Its language, *Cymraeg* – known as *Welsh* in English – is one of the oldest in Europe.

Aberystwyth is a small university town on the coast of West Wales. It plays a significant role in Welsh-language culture.

- 1  **1.32** Ask students to open their books at page 39.
- Use the interactive whiteboard to show students the map of the British Isles.
 - Put students in pairs to identify Wales on the map (it's to the west of England) and say what activities they think students in Wales can do.
 - Check answers.

Answers

Wales is to the west of England.
guitar club, hip-hop group, rugby club, surf club

- 2  **1.33** Tell students to cover the profile.
- Ask: *What can you remember from Gareth's profile?*
 - Read out the gapped sentences and elicit information to fill the gaps. Do not confirm or deny students' ideas at this point.
 - Students can then look at the profile to check their ideas.
 - Check answers with the class.
 - Refer students to the information in the **FACT!** box.
Tell students that Welsh does not have a single word for *yes* and that the affirmative is dependent on the verb used in the question. (If English worked in the same way, the question *Are you happy?* would be answered by the word *am*.)

Answers

1 Gareth speaks two languages, English and Welsh. He speaks Welsh with his family. He goes to the Surf Club. He can swim fast. He loves surfing. 2 Isabel goes to the Guitar Club. She loves playing music and singing. 3 Darren goes to the Rugby Club. He can run very fast.

Answers

great, brilliant

- 4
- Ask students to work alone to do this exercise.
 - Students can then compare answers in pairs before you check answers with the class.
 - Encourage students to read the article again and make a note of an idea or a fact in it that interests them. They can then share this with a partner.

Answers

b terrible c slow

Your turn

- 5
- Ask: *Do you remember Tobilay from the video? What do you remember about her?* Elicit some ideas. If you have enough time, you could play the video again.
 - Refer students to the chart and then ask them to work alone to copy it and complete the information in it. Alternatively, use the interactive whiteboard and complete the chart as a class.

Suggested answers

	Tobilay's school	Gareth's School
Languages	different South African languages	English and Welsh
Activities/ Clubs	singing and dancing, netball	guitar club, hip-hop group, rugby club, surf club
Likes/Loves	dancing	surfing

- 6
- Read out the example sentences and then ask students to write some sentences of their own.
 - Monitor while students write their sentences. Help as necessary.
 - Put students in pairs to compare their sentences and then ask some students to report back to the class on their partner.

Optional activity

- Put students into pairs or small groups.
- Students log on to this website using their phones: <https://site.saysomethingin.com/communities/welsh-for-english-speakers/courses/course-1-cyen>
- Give students a few minutes to learn a word, phrase or sentence in Welsh.
- Ask some students to say their Welsh word, phrase or sentence to the class.



Set Exercises 6 and 7 on page 30 of the **Workbook** for homework.

Explore adjectives

- 3
- Refer students to the list of adjectives and then ask students to work alone to find them in the text.
 - Identify which adjectives mean *very good* with the class.
 - You could then write *synonym* on the board and explain that it refers to words with the same or similar meaning such as *brilliant* and *great*.
 - To **extend** this work, ask students to turn to the **Vocabulary bank** on page 109 and do the *Adjectives* activities.



Speaking Asking and giving permission

Objectives

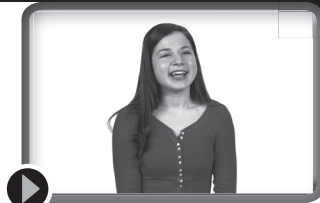
- watch or listen to teenagers talking about using their mobile phones at school.
- practise asking for and giving permission.

Warm-up

- Books closed. Ask: *What verb do we use to ask permission?* Elicit *can* and write the verb on the board.
- Elicit some *Can I ...?* questions that students might ask teachers in school, e.g. *Can I give you my homework tomorrow?*

Real Talk: Can you use your mobile phone at school?

- 1 3.3 Ask students to open their books at page 40.
- Tell students they are going to watch some teenagers answering the following question: *Can you use your mobile phone at school?*
 - Read out the three questions and then play the video.
 - Students work alone to answer the questions. They can compare answers in pairs before you check answers with the class.



Videoscript

- Adult:** Can you use your mobile phone at school?
Girl 1: We can use our mobiles at school, but we can't take them into the classroom.
Boy 1: We can't use our phones anywhere in school.
Boy 2: We can use our phones to surf the Internet, but not to make a call.
Girl 2: We can only use them in the school in an emergency.
Boy 3: In my school, we can't use them at all.
Girl 3: We can't use them, but the teachers can.
Adult: Can you use your mobile phone at school?

Answers

a none b one c three

- 2 Ask students to work in pairs to ask and answer the question. Encourage them to ask additional questions, e.g. *What do you like most about your phone? How many texts do you send a day?*
- Ask some students to report back to the class on what their partner said.
 - To **extend** this activity, you could then ask the class: *Are mobiles in class a good or a bad idea?*

Optional activity

- Write *I can't live without my mobile phone* on the board.
- Elicit or teach some phrases used in discussions, e.g. *I think, I agree, I disagree, In my opinion.*
- Put students into small groups of three or four and give them two or three minutes to discuss the statement you put on the board. Encourage them to justify their views and to say as much as possible.
- Ask a member of each group to tell the class what the group's general view was.

- 3 1.34 Give students time to read the question, then play the recording.
- Students can compare answers in pairs before you check the answer.
- 4 Ask **stronger students** try to complete the conversation without looking at the phrases in the *Useful language* box.
- 5 1.34 Play the recording for students to check their answers to Exercise 4.

Answers

- 1 Can I 2 sorry, I'm afraid you can't 3 Why not?
 4 Can we 5 Yes, you can 6 Great, thanks

- 6 Ask students to work in pairs to practise the conversation. They can read the conversation twice, taking a different part each time.
- 7 Read through the instructions and make sure that students understand what they have to do.
- Put students in pairs to practise their conversations.
 - Monitor while students are practising their conversations. Check that they are using the phrases from the *Useful language* box.

Fast finishers

Students can write a short gapped conversation based on the one in Exercise 4. You can then use this as further practice with the class.

Optional activity

- Put students into pairs and tell them to take it in turns to play the roles of teacher and student.
- Students ask each other permission to do something using *can* and respond by using phrases from the *Useful language* box, e.g. *Can I use my mobile in class? I'm sorry, I'm afraid you can't.*



Students can read this article about what British parents, teachers and students think of mobile phones and learn some text message abbreviations: <http://learnenglishteens.britishcouncil.org/uk-now/read-uk/mobile-phones>

Objectives

- read an email.
- learn informal language used in emails.
- write an email about my school.

Warm-up

- Books closed. Ask students to tell their partner what form of digital communication they prefer, e.g. emails, tweets, text messages, Facebook updates.

Background

Penzance is in a town in the county of Cornwall in the southwest of England. A popular destination for British holidaymakers, it was the birthplace of the chemist **Sir Humphrey Davy**, who, in 1815, invented the Davy Lamp, a portable safety lamp for miners.

- 1 • Ask students to open their books at page 41 and read Günter's and Anna's emails.
- Elicit answer to the question from the class.

Answer

Anna's school is in Penzance, England. It's got 900 pupils.

- 2 • Put students into small groups and tell them to close their books.
- Read out the questions and see how many students can answer from memory.
- Students can then uncover the email and check their answers.

Answers

1 Humphrey Davy School 2 It's big. 3 They are from 11 to 16 years old. 4 Yes, they do. 5 School starts at 9 o'clock and finishes at 3.30pm. 6 Anna does 12 subjects. 7 Her favourite subject's Maths.

- 3 • Write *formal/informal language* on the board and check that students understand the difference between the two.
- Ask students to find examples of informal language.
- Check answers.

Answers

to start: Hey

to end: Write back if you need more info!

contractions: It's, can't, subject's, teacher's

- 4 • Read out the words and phrases and then ask students to work in pairs to put them into the *Useful language* box.

Answers

to start: Hello! How are you?

to end: Bye for now!

contractions: How's it going?

Language note

Informal language, contractions, abbreviations, exclamation marks and emoticons are common features of email, text messages, tweets and blog posts. However, students should avoid them when writing more formally.

- 5 • Go through the first sentence with the whole class as an example.
- Students can then work alone or in pairs to rewrite the sentences so that they are more informal.
- Check answers.

Suggested answers

1 Hi Anna, 2 My class teacher's great. 3 My school's very big → it's got 1,500 pupils. 4 We've got a new teacher. 5 Bye, Günter

Get Writing

PLAN

- 6 • Students should do their planning in class. The writing can either be done in class or at home.
- Tell students they are going to write an email to Günter about their school.
- Refer students back to the information in Exercise 2 and then ask them to work alone to make notes about their school.

WRITE

- 7 • Make sure students know how to use the language in Exercise 7 before they write their emails. Elicit example sentences using the language and write them on the board.
- Tell students to use Anna's email as a model to follow. Encourage them to add extra information to their own descriptions, e.g. a description of the school buildings, their favourite teacher, etc.
- Give students ten minutes to complete the writing task.
- Monitor while students are writing. Help with grammar and vocabulary as necessary.

Fast finishers

Students can write Günter's response to their email.

CHECK

- 8 • Give students a few minutes to look through their emails and check them against the points here.
- Alternatively, students check their partner's email.
- Collect students' descriptions and mark them.
- Use students' written work as a means of finding common errors. You can then use these as a basis for revision in the next lesson (but do not refer to who made the mistake). Also share good sentences from students' work with the rest of the class.



Ask students to make contact with other students in schools around the world via this website: <http://www.epals.com/>. Students under the age of 13 will need their parent's email address to sign up. You can also set Exercises 1–12 on pages 32 and 33 of the **Workbook** for homework.

3 Kung Fu School

Summary

High in the mountains of China is the town of Song Shan, where there is a famous Kung Fu school. We watch the students practising traditional movements and see up close how they are extremely strong in mind and body.

Background

Chinese martial arts were popularized in the West by the 1973 film *Enter the Dragon*.

Before you watch

1 Answer the question.

- Ask the class: *What is Kung Fu?*
- Elicit students' answers and write them on the board. Elicit examples of other types of martial art, e.g. aikido, judo, karate.

Suggested answer

Kung Fu is a Chinese martial art in which opponents attack and defend using their legs and hands.

While you watch

2 Watch and find out.

- Tell students they are going to watch a video about daily life at a Kung Fu school in an old town in China.
- Ask students to watch the video to find out what students learn at the school.
- Play the video.

Answer

They learn how to live and how to fight.

3 Watch and retell the story.

- Write the following on the board: *Song Shan, China, mountains, Master Li Yu, the mornings, water, sticks and swords, 30, 12, Shi-Yow Sway, bricks.*
- Tell students that they will put the information on the board into full sentences to retell the story of the Kung Fu school.
- Play the video again.
- Put students into small groups to write sentences using the information on the board.
- At the end, reconstruct the story with the whole class, asking one member from each group in turn to expand on the words, numbers and phrases on the board.

Suggested answer

Song Shan is a town in the mountains in China. Master Li Yu is a Kung Fu teacher. The boys practise outside in the mornings. Sometimes they practise with water. They also fight with sticks and swords. There are 30 boys at the school. They have lunch at 12. Shiyow Shay can break bricks with his hand.

After you watch

4 Work with a partner. Answer the questions.

- Put students into pairs to answer the following questions:
 - a Can you or any of your friends do a martial art? Which one(s)?
 - b Which martial art would you most like to learn?
- Ask some students to report back to the class on their partner's ideas.

At home

5 Find out about martial arts.

- Ask students to find out about the following martial arts:
 - a karate
 - b judo
 - c aikido
- Students should find out which country the martial arts are from and how the names translate into English.
- They can share what they find out with a partner at the beginning of the next class.

Background

Karate, judo and aikido are Japanese martial arts. **Karate** means 'empty hand', **judo** means 'gentle way', and **aikido** means 'way of adapting the spirit'.

6 Invent and describe your own school.

- Students invent a school where students can learn a special skill, e.g. playing the guitar, dancing, acting or doing yoga.
- Students write a description of the routine at the school. E.g. *At Vladimir's Electric Guitar Academy, students start the day at 8 am.*
- Students can tell their partner about their school at the beginning of the next lesson.



Kung Fu School

This is China. Song Shan is a very old town in the mountains. This is Song Shan's famous traditional kung fu school and this man is a kung fu teacher. His name is Master Li Yu.

These boys are his students. They always practise outside in the mornings. They sometimes practise traditional kung fu movements with water. It's a difficult exercise and the water is often very cold!

They practise traditional kung fu movements with a partner. They can fight with sticks and swords and they can fight with just their hands.

The school isn't very big. There are only 30 boys here. Master Li Yu teaches them the correct movements, but fighting is only one small part of this school. Students also learn about life.

Every day, at 12, they eat lunch together.

This is Shi-Yow Sway. In the afternoon, he practises alone. He can break a brick with his hand! He's got a strong body ... and a strong mind, too.

The Kung Fu school in Song Shan has some great students. They learn how to fight ... and how to live.

3 CLIL Da Vinci's design

Summary

Two teams take part in a competition to design carts based on 500-year-old drawings by the Italian Renaissance artist Leonardo da Vinci. We follow the design and development of the carts and find out which of the two is the fastest in a race.

Background

Leonardo da Vinci (1452–1519) is seen in the West as the epitome of the Renaissance man, a phrase used to describe an individual of great talent and knowledge who excels in several fields in the arts and sciences.

Before you watch

1 Answer the question.

- Ask the class: *Do you know the names of any paintings or drawings by Leonardo da Vinci?*
- Elicit students' answers and write them on the board.
- If you have access to the Internet and an interactive whiteboard, put some works by da Vinci up and ask students to say what they think of them.

Suggested answers

Students should be able to name the *Mona Lisa* (or *La Gioconda* as it is also known). They may also come up with *The Last Supper* or da Vinci's famous drawing entitled *Vitruvian Man*.

While you watch

2 Watch and tick the words you hear.

- Tell students they are going to watch a video about teams attempting to design a cart from 500-year-old drawings by Leonardo da Vinci.
- Put the following words on the board for students to write in their notebooks: *calculator, l-square, ruler, computer, scissors, pens, TV, pencil, rubber, camera, tape measure, paper, pencil sharpener*.
- Check students' understanding of the words and then ask them to put a cross (x) alongside the ones they expect to hear in the video.
- Play the video for students to tick the words in the list that are used in the video.

Answers

The following are all heard in the video: *l-square, ruler, 3D, computer, pens, pencil, rubber, tape measure and paper*.

3 Watch and write questions.

- Tell students they are going to watch the video again and write four comprehension questions to ask their partner.
- Play the video.
- Students write their questions. Monitor and help as necessary.
- Put students into pairs to ask and answer the questions.

Suggested questions

How many teams are there? (two)
What do they study first? (the drawings)
How do they design the 3D carts? (with a computer)
Which cart wins the race? (the dark brown one)

After you watch

4 Work with a partner. Answer the questions.

- Put students into pairs to answer the following questions:
 - a Which is your favourite cart from the video – the light brown one or the dark brown one?
 - b Would you like to make da Vinci's cart?
 - c What colour would your cart be?
- Ask some students to report back to the class on their partner's ideas.

Extension Activity

5 Describe and draw the cart.

- Ask students to describe and draw the cart from the video, e.g. *The cart is small and made of wood. It is brown and has four wheels.*
- Collect and check students' descriptions in the next lesson.

6 Find your favourite work of art by Leonardo da Vinci.

- Ask students research da Vinci's paintings, drawings, designs and sculptures.
- They could use this website as a resource (<http://www.wga.hu/frames-e.html?/html/l/leonardo/>), but will be able to find other online resources themselves.
- They share their favourite work of art by da Vinci with a partner at the beginning of the next lesson.



Da Vinci's Design

These are drawings of a cart by the famous artist, Leonardo da Vinci. They're more than 500 hundred years old. And these men are in a competition. They want to build Da Vinci's cart.

First they study the drawings.

How do they make these 2D drawings into these 3D carts?

They use pens and paper to draw their designs. They draw the wheels of the cart with a ruler. They design the 3D cart with a computer.

Now they can build it. They use lots of different tools ... a tape measure ... a soft pencil and a rubber, and an L-square. And now, the two teams race their carts.

They're off!

Both carts look great, but the brown cart is faster.

Leonardo's plans really work!

Name _____ Class _____ Date _____

1 Choose the correct answers: a, b or c.

- 1 She _____ the guitar.
a can to play b can play c cans play
- 2 _____ come to my house?
a Do you can b You can c Can you
- 3 Sheila and Susan _____ Shakira songs.
a can speak b can sing c can to dance
- 4 Can you swim? _____
a Yes, I can. b Yes, I can't. c No, he can't.
- 5 _____ watch TV?
a Can't he b Cans he c Can he

2 Make sentences using the correct form of *can*.

- 1 She plays chess. (x)

- 2 Jo speaks English. (?)

- 3 We do music after school on Tuesdays. (+)

- 4 You play the piano. (?)

- 5 I swim. (x)

- 6 He plays basketball. (+)

- 7 We go to the cinema. (?)

- 8 My aunt teaches Spanish. (x)

- 9 My grandma uses a computer. (+)

- 10 You sing. (?)

3 Complete the dialogues.

- 1 A: Mum, ¹ _____ (I / borrow) £20?
B: No, you ² _____ !
- 2 A: _____ (I / go) to a football match with James?
B: Yes, you _____ .
- 3 A: _____ (Maria / come) for dinner tonight?
B: No, she _____ .
- 4 A: _____ (we / play) our new computer game?
B: Yes, you _____ .

- 5 A: _____ (I / go) cycling with Sam tomorrow?
B: Yes, you _____ .
- 6 A: _____ (I / watch) a film at Tom's house on Saturday?
B: Yes, you _____ .
- 7 A: _____ (we / have) pizza for breakfast?
B: No, you _____ !
- 8 A: _____ (I / watch) TV now?
B: Yes, you _____ .

4 Write sentences about Jenny with *love, like, doesn't mind, doesn't like* and *hate*.

- 1 😊😊 reading playing the piano
Jenny _____
- 2 😊 pasta History

- 3 😞 doing homework watching football

- 4 😞😞 watching TV Maths

- 5 😊 playing tennis Geography

5 Complete the text.

My best friend Dave lives in a big house. He likes ¹ *it* very much. It has got a garden with trees and flowers. I often go to his house because he invites ² _____ to go after school. We study together and play games. We play ³ _____ when we finish our homework. Dave is very good at Maths and he helps ⁴ _____ a lot. He has got a dog and he takes ⁵ _____ for a walk every day. We play in a band too. We love ⁶ _____ . Dave plays the guitar and I play the drums. We make a lot of noise with ⁷ _____ and the neighbours are not very happy with ⁸ _____ !

Name _____ Class _____ Date _____

1 Match the places at school with what happens in them.

- | | |
|--|-----------------------------------|
| 1 <input type="checkbox"/> playing field | a where students do PE |
| 2 <input type="checkbox"/> IT room | b where students relax |
| 3 <input type="checkbox"/> canteen | c where students do experiments |
| 4 <input type="checkbox"/> science lab | d where students have ICT classes |
| 5 <input type="checkbox"/> sports hall | e where students have lunch |

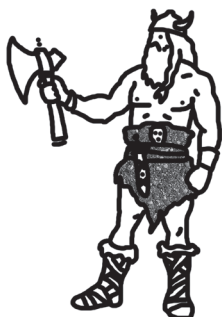
2 Label the pictures with school subjects.



1 M



2



3 H



4 G y

$$X \pm Z \frac{S}{n}$$

5 M

3 Underline the odd one out.

- | | | |
|---------------|-------------|------------|
| 1 science lab | experiment | guitar |
| 2 canteen | IT room | ICT |
| 3 guitar | main hall | Music room |
| 4 PE | sports hall | paint |
| 5 Geography | sandwich | canteen |

4 Match the verbs and the nouns.

- | | |
|-------------------------------------|------------|
| 1 <input type="checkbox"/> exercise | a practice |
| 2 <input type="checkbox"/> practise | b studies |
| 3 <input type="checkbox"/> study | c training |
| 4 <input type="checkbox"/> train | d exercise |

5 Complete the sentences with the correct form of the words from Exercise 4.

- At school I s.....y for five hours every day.
- I have hockey p.....e every Saturday morning.
- I do some e.....e every day after school.
- My brother has a lot of IT t.....g for his job.
- After she finishes her she wants to go to New Zealand for a year.
- They Spanish conversation with a their friend after school.
- I with my mum in the park on Sunday mornings. We are always tired, but it is fun.
- I really want to run a marathon, so I for an hour before work.

6 Complete the table with the adjectives.

boring great terrible brilliant interesting

😊	☹
great	

Name _____ Class _____ Date _____

1 Find five differences between the pictures.

A



B



2 Use the pictures to complete the crossword.

across

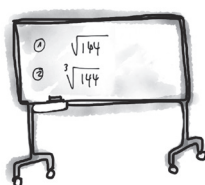
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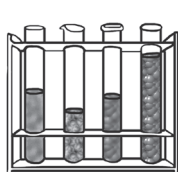
3



5



8



down

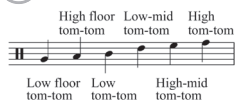
2



4



5



6



7



3 Write down as many school subjects as you can in one minute.

.....

.....

.....

.....

Eyes Open 1

Unit 3 Schooldays Communication

Student A

- 1 Write a sentence about what you can and can't do in each of the places below.

sports hall canteen library classroom

- 1 *You can read books there.*
You can't talk on your mobile phone.
- 2
- 3
- 4

- 2 Read your sentences to your partner. He/she then guesses the place.

A: *You can read books there but you can't talk on your mobile phone.*

B: *Is it a library?*

A: *Yes, it is.*

- 3 Complete the table below about you. Then ask your partner about the things in the table and complete the table for him/her.

A: *Do you like Geography?*

B: *Yes, I love it!*

KEY

1 = hate 2 = don't like 3 = don't mind
4 = like 5 = love

	You	Your partner
Geography	1 2 3 4 5	1 2 3 4 5
Drama	1 2 3 4 5	1 2 3 4 5
sport	1 2 3 4 5	1 2 3 4 5
Science	1 2 3 4 5	1 2 3 4 5
pizza	1 2 3 4 5	1 2 3 4 5
parties	1 2 3 4 5	1 2 3 4 5
homework	1 2 3 4 5	1 2 3 4 5
shopping	1 2 3 4 5	1 2 3 4 5
ICT	1 2 3 4 5	1 2 3 4 5

- 4 Write three sentences about you and your partner.

I love Geography, but Manuela hates it.
Manuela likes parties, but I hate them.

Eyes Open 1

Unit 3 Schooldays Communication

Student B

- 1 Write a sentence about what you can and can't do in each of the places below.

playing field IT room science lab main hall

- 1 *You can use a computer there.*
You can't eat your lunch.
- 2
- 3
- 4

- 2 Read your sentences to your partner. He/she then guesses the place.

B: *You can use a computer there but you can't eat your lunch.*

A: *Is it the IT room?*

B: *Yes, it is.*

- 3 Complete the table below about you. Then ask your partner about the things in the table and complete the table for him/her.

A: *Do you like Geography?*

B: *Yes, I love it!*

KEY

1 = hate 2 = don't like 3 = don't mind
4 = like 5 = love

	You	Your partner
Geography	1 2 3 4 5	1 2 3 4 5
Drama	1 2 3 4 5	1 2 3 4 5
sport	1 2 3 4 5	1 2 3 4 5
Science	1 2 3 4 5	1 2 3 4 5
pizza	1 2 3 4 5	1 2 3 4 5
parties	1 2 3 4 5	1 2 3 4 5
homework	1 2 3 4 5	1 2 3 4 5
shopping	1 2 3 4 5	1 2 3 4 5
ICT	1 2 3 4 5	1 2 3 4 5

- 4 Write three sentences about you and your partner.

I love Geography, but Manuela hates it.
Manuela likes parties, but I hate them.



Eyes Open 1

Kung Fu school Unit 3 Video 3.1

Name _____ Class _____ Date _____

Before you watch

1 Find four martial arts in the wordsquare.

A	K	Z	N	U	F	G	E	J	C	E
O	U	M	P	A	K	Y	C	H	D	R
X	N	K	A	R	A	T	E	I	J	X
I	G	E	M	L	N	K	V	Y	U	B
L	F	U	W	R	T	L	O	W	D	H
Z	U	D	N	A	I	K	I	D	O	K
A	W	I	O	L	W	P	O	N	L	G



2 Label the pictures.

stick sword fight



1 _____ 2 _____ 3 _____

While you watch

3 Watch the first part of the video (up to 00:30) and complete the text with the words in the box.

mountains famous old traditional

Song Shan is a very ¹ _____ town in the ² _____. It's got a
³ _____, ⁴ _____ Kung Fu school.

4 Watch the whole video and answer the questions.

- Where is Song Shan? _____
- Who is Master Li Yu? _____
- What do the students do each morning? _____
- What do the students fight with? _____
- How many boys study at the school? _____
- What time do they eat lunch? _____
- Students at the school learn to fight. What else do they learn? _____

After you watch

5 What are the advantages and disadvantages of living like the students at the Kung Fu School? Make notes and then discuss your ideas with a partner.

advantages	disadvantages

Eyes Open 1

CLIL Da Vinci's design Unit 3 Video 3.4

Name _____ Class _____ Date _____

Before you watch

1 Match the verbs with the definitions.

- | | |
|-----------------------------------|---|
| 1 <input type="checkbox"/> build | a make a picture with a pen or pencil |
| 2 <input type="checkbox"/> draw | b make something by putting parts together |
| 3 <input type="checkbox"/> design | c prepare a plan or drawing of something you want to make |

2 Label the pictures.

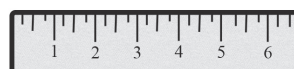
tape measure wheels L-square ruler pencil cart



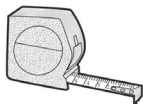
1



2



3



4



5



6

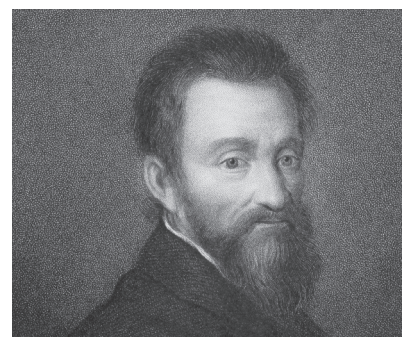
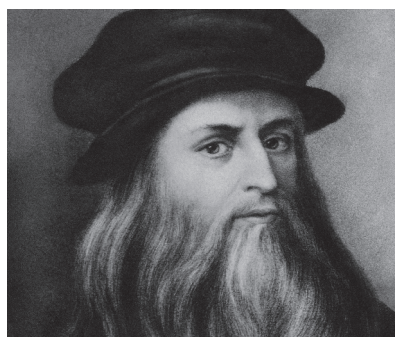
While you watch

3 Watch the video and answer the questions.

- What are the drawings of?
- How old are Da Vinci's drawings?
- What do the men do first?
- What do they draw their designs on?
- What do they draw the wheels of the cart with?
- What do they design the 3D cart with?
- What tools do they use to build the carts?
- Which cart wins the race?

After you watch

4 Complete the table with information about the two most famous artists of the Italian Renaissance. Look for information in books or online.



Name	Where was he from?	When was he born?	What did he do?
Leonardo da Vinci			
Michelangelo			

5 Work with a partner. Discuss the statements.

Anyone can be an artist. You don't need to draw or paint well.