

A Play in two teams of two.

Instructions: Take turns throwing a die and moving around the board. Do the color challenge to win a point.



The Red Challenge

Choose a photo and say a definition for your partner to guess. They have one guess only. Choose a different photo each time.



The Blue Challenge

Roll the die again. Read the challenge that matches your number (1–6). You have 20 seconds to complete the challenge.

1. Find four different countries in the book.
2. Find four activities in the book that you have both done this year.
3. Find four animals in the book. What are they?
4. Find four different kinds of transportation in the book. What are they?
5. Find an example of the simple present and the simple past.
6. Find an example of a comparative and a superlative.

Welcome

In this unit, students will:

- review vocabulary from Level 5.
- review grammar from Level 5.

Twenty-First Century Skills

Collaboration

Work in pairs to complete the challenges, Welcome Game

Communication

Ask and answer personal questions, Welcome Activity B

Creativity

Come up with new challenges, Welcome Game

Critical Thinking

Summarize the most interesting information, Welcome Activity C

Welcome Game

In this lesson, students will:

- play a game in teams.
- do challenges to review language from Level 5.

Resources: eBook, Classroom Presentation Tool, Game cube (one per group), Formative Assessment Strategies Guide

Materials: a small, soft ball; game pieces (two per group); small pieces of blue, green, red, and yellow paper (six of each per group)

Warm Up

- Write the following categories on the board: *music, sports, home, family, school, and hobbies*. Say *Welcome to your English class! Let's play a game*. Hold a ball up so that students can see it. Then throw it up in the air and catch it. As you catch it, say *My name is...* Then point to one of the categories on the board and say something personal about it. For example, point to *music* and say *I love listening to music when I get up in the morning*. Toss the ball to a student and have that student stand up. Prompt him or her to say his or her name and to give one personal fact. Point to a category, to elicit a fact related to that category, or allow students to choose a category themselves.
- Once all students have had a turn, have one student stand up. Use gestures to indicate the student, say his or her name, and repeat the fact that he or she gave. Then have that student choose another student and try to remember the name and fact that he or she gave. Continue around the class.

A

- Write *challenge* on the board. Ask *Do you like doing challenging things?* Invite students to answer and give examples. Write challenging things students have done on board. Then ask *What other challenging things would you like to do in the future?* Invite different students to share their ideas and add them on the board.
- Have students open their books to pp. 4–5. Say *Look at this board. What colors do you see?* (red, blue, green, and yellow) *Each color is a different challenge*. If necessary, point out that

a *challenge* is something difficult. Ask *What's the challenge when you land on a red square?* Invite a student to read aloud the instructions for the red challenge. Then invite different students to read aloud the instructions for the other colors. For the blue challenge, clarify that students roll the game cube again and do the challenge that corresponds to the number shown. For the green challenge, clarify that they have to do all the tasks in English.

- Put students in pairs. Have each pair play against another pair. Say *Put one book on the table to play the game. Each team can have a book, too, to do the blue challenge*. Ask *How do you win points?* (by completing the challenge correctly) Say *Write your points in your notebook*.
- Ask *Where do you start?* (on the square with the arrow) Place a game piece in your book and roll the game cube. Move the number of places shown. Ask *What color did I land on? What challenge do I need to do?* Give a good example of completing the challenge. Then ask *Did I do the challenge correctly?* (yes) *Then I win a point*.
- Give each group of four students a game cube. Say *Each team should roll the game cube once. The team that rolls the highest number can go first*. Identify which pair in each group is going first. Then give each pair a game piece to place on the starting square.
- Gesture to indicate moving around the board and say *If you go all the way around the board, continue playing. We're going to play the game for twenty minutes. After twenty minutes, we'll see which team completed the most challenges correctly*. You may wish to modify the length of the game to accommodate your own students and the length of your class.
- Monitor as students play the game. After 20 minutes, say *Everyone, stop playing and count how many points your team has*. Invite each team to share how many points they earned.
- **Extra Challenge** As you monitor students while they're playing the game, you may find that they have completed all of the challenges. For the red challenge, have students describe a word they know in English. You can also provide them with a list of words from Level 5. For the blue challenge, have students ask the other team a question using words that came up in the six blue challenges. For the green challenge, encourage students to think of other English challenges the other team can do, such as naming five adjectives or making three comparisons about their teammate. For the yellow challenge, tell students to think of other words to act out or provide them with a list of words and phrases.

- **Extra Support** Before students start playing, read through the vocabulary in the yellow challenge. Make sure that students are familiar with the different actions. If they are unfamiliar with any vocabulary, clarify the meaning for them. For the red challenge, check that students remember the items in each photo by pointing to each one and calling on different students to say what it is.

Extension 1

- Say *Let's add some new challenges. What color are the four different challenges?* (red, yellow, green, and blue) Write the four colors on the board. Say *For a blue challenge, you have to answer a personal information question. What questions can we ask?* Invite different students to share their ideas, such as *Have you ever been camping?* or *Where did you go last weekend?* Write *Personal information questions* under *blue* on the board. Say *For a red challenge, you have to describe an object, like the photo challenge in the book.* Write *objects to describe* under *red*. Say *For the yellow challenge, you have to act out an object, similar to the challenge in the book.* Write *act out using an object* under *yellow*. Then say *For the green challenge, you have to describe a photo from the book and keep talking for at least twenty seconds.* Write *photo page number* under *green* on the board.

Extension 2

- Say *Work with the students in your group. In your notebooks, write six questions for the blue challenge, find six photos and write the page number for the green challenge, and write twelve objects—six for the red challenge and six for the yellow challenge.* Give students time to work in their groups. Monitor as students work. Check their question forms for the blue challenge. Check that students have the correct page numbers for the green challenge.

- Give each group 24 slips of paper—six of each color. Say *Copy the challenges onto the correct color paper.*
- After students copy their challenges, take the 24 slips of paper from each group. Mix the papers into a single pile and give each group a new set of challenges from their classmates. Say *Work in two teams again. Each team has to complete twelve challenges. Take turns. If you take a red card, describe the object for your teammate. If you take a yellow card, act out the object for your teammate. If you take a green card, open your book to that page and describe the photo. Remember, you have to keep talking for twenty seconds. If you take a blue card, ask your teammate the question and listen to his or her answer. If you complete the challenge correctly, you win a point.*
- Give students time to complete the 24 challenges.
- If you have time, groups can trade challenges again and play with another set of challenges.
- After playing, find out how many points each team earned.

Wrap Up

- Say *Think about all of the challenges you've done in the lesson today—both the challenges in the book and the challenges you invented for each other. Tell your partner: Which was the easiest challenge? The most difficult? The most fun? The silliest* Give students time to reflect on the challenges. Then invite different students to share their responses.
- Say *Challenge me!* Invite individual students to give you a challenge from the lesson. Complete the challenges they give you. Continue until you have completed ten challenges, or as time allows.

Additional Practice: Workbook pp. 4–5, Online Practice

The Green Challenge

The other team chooses a challenge for you! Choose a different challenge each time.

1. Stand on one leg and say the alphabet.
2. The other team chooses a word for you to spell.
3. Name ten animals in 15 seconds.
4. Count backwards from 20 to 1.
5. Name ten fruits or vegetables in 15 seconds.
6. Sing a song in English.
7. Ask and answer a question with your partner.
8. Name ten things that you usually take on vacation. You have 15 seconds.
9. Say five irregular simple past verbs.
10. Tell a short story (no more than 30 seconds).

The Yellow Challenge

Look and act out a word or phrase for your partner to guess. They have one guess only. Choose a different word or phrase each time.

- | | |
|-------------------|---------------------|
| play party games | play the flute |
| put on leggings | brush your teeth |
| go ice skating | rest |
| play golf | eat olives |
| buy ice cream | go hang gliding |
| play the drums | go horseback riding |
| play the cello | send a text |
| go on an elevator | crawl |
| walk downstairs | get exercise |

Welcome

A Put the words into the correct row on the word mountain.

bracelet broccoli cello chili pepper circle corn e-book
 flute headphones jam leggings lettuce laptop microphone
 nuts office building sneakers square sunglasses tablet violin

1. Buildings office building
2. Shapes circle square
3. Musical instruments cello flute violin
4. Clothes & Accessories bracelet leggings sneakers sunglasses
5. Technology e-book headphones laptop microphone tablet
6. Food broccoli chili pepper corn jam lettuce nuts

B Ask and answer around the class. If someone answers “yes,” write his/her name in the table and ask more questions. Try to keep the conversation going.

Find someone who...	Name	Notes
...is enjoying school.		
...went to the theater during the vacation.		
...has never eaten watermelon.		
...visited his/her grandparents during the vacation.		
...helps take care of his/her little brother or sister.		
...plays soccer every day.		

Are you enjoying school?

Yes, I am.

What are you enjoying?

I'm enjoying the classes and seeing my friends again.

C Tell the class three things you learned about your classmates.

Yasmin went to the theater during the vacation. She saw a dance show.

Paulo visited his grandparents during the vacation. He helped them in the garden.

Mila plays soccer every day.

6 WELCOME ACTIVITY

Welcome

In this lesson, students will:

- review and use vocabulary from Level 5.
- get to know their classmates by asking and answering questions.
- share information they learned about their classmates.

Resources: eBook, Classroom Presentation Tool, Online Practice, Formative Assessment Strategies Guide

Warm Up

- Have students work in pairs or small groups. Write the categories from Activity A on the board: *Buildings, Shapes, Musical Instruments, Clothes & Accessories, Technology, and Food*. Say *I want you to brainstorm words for each category with the people in your group. Try to think of two words for each category*. Elicit an example for each category from the class, e.g. *castle, triangle, piano, shoes, phone, and burger*.
- Give students, in their pairs or groups, two or three minutes to brainstorm at least two words for each category. Then invite a student from each pair or group to call out their words. Write them on the board.

A

- Read aloud the instructions. Have students scan the words in the box and find out which words they thought of in the Warm Up.
- Ask *How many food words do you have to write?* (six) *How many technology words do you have to write?* (five) *How many clothes and accessories words do you have to write?* (four) *How many musical instruments words do you have to write?* (three) *How many shapes words do you have to write?* (two) *How many buildings words do you have to write?* (one)
- Read aloud the first word in the word box. Say *Bracelet is a word for clothes and accessories, so we write it here*. Point to where the word is written in the fourth row.
- Have students work individually to put the words into the correct row.
- **Extra Challenge** In pairs, have students create a smaller word mountain for these categories: *Jobs, Places, and Sports*.
- **Extra Support** Help students by writing the initial letters of the six food words on the board (*b, cp, c, j, l, n*). After they find these, do the same for the technology words (*e, h, l, m, t*).

Extension 1

- Ask students to choose five words from Activity A and use them in a sentence. Have students discuss ideas in pairs before writing their sentences. Then put students in different pairs, taking turns to read out their sentences to each other.
- **Extra Challenge** Have students write a short story in pairs using as many of the words in Activity A as they can. You can set a word limit of 40 words. Then invite students to read out their story to the class.

B

- Read the instructions aloud. Check that students understand the instructions. Ask students, in pairs, to look through the list of questions they have to ask. Direct their attention to the example. Point out that they have to choose the right question word and possibly change the verb. Ask them to decide which question word they need for each one. Check ideas with the class. Also, point out that they should ask follow-up questions to find out more information about the other student.
- Divide the class into pairs. Assign each pair either the first three or the second three questions. Ask students, in their pairs, to think of a follow-up question they can ask for each of their questions. Monitor and help.
- Have students go around the class and do the activity individually. Monitor and make sure they are asking the right questions and making notes.
- **Extra Challenge** Have students make their own charts with a few statements. Then have them mingle with the class. Monitor and check for grammatical accuracy.
- **Extra Support** Have students underline the verbs in the statements. Instruct them to use these to guide them.

C

- Ask students to get back into their pairs. Have them check their answers together. Go through the instructions and examples in Activity B. Ask each pair to report back to the class on their questions, including the follow-up information.

Extension 2

- Ask students, in pairs, to think of five questions they might ask someone about a single activity they did over the weekend. Encourage them to use a range of *Wh-* and *yes/no* questions. Put students in new pairs. Have them ask and answer the questions orally. Then put students back in their original pairs to report back orally.

Wrap Up

- Say *There are a lot of ways to practice English*. Then give an example. Say *When you listen to English songs, you learn new words. Can you think of other ways to practice?*
- Have pairs think of at least three ways they can practice English outside the classroom. Write their ideas on the board. Encourage students to try at least one new way of practicing English this school year. Invite students to say which one it will be.

1

Go For It!

In this unit, students will:

- talk about competitions and sports.
- listen to a report about the Marathon des Sables in Morocco.
- use the past progressive to talk about past actions in progress.
- read about climbing Mount Kilimanjaro.
- talk about interrupted actions in the past using the simple past and the past progressive.
- write a story about an event in the past.
- listen to and sing a song about endurance events.
- identify the value of challenging yourself.

Language

Vocabulary

competition, prize, race (n & v), rider, stadium, take part (in), win, winner; breathe, give up, great grandmother, sign, train

Grammar

- Past progressive
- Simple past and past progressive

Twenty-First Century Skills

Collaboration

Compare ideas with a partner, Lesson 5

Communication

Discuss whether they would like to climb Mount Kilimanjaro, Lesson 3

Creativity

Write own story, Lesson 5

Critical Thinking

Predict content from visual clues, Lesson 5

In the Unit Opener, students will:

- respond to a photo of a man climbing a tree.
- talk about challenging themselves.

Resources: Home-School Connection Letter, eBook, Classroom Presentation Tool, Formative Assessment Strategies Guide

Introduce the Theme

- Write *Go For It!* in large letters on the board. Elicit or explain the meaning. (Try your best to do a difficult task, to complete a challenge.) Give an example of a challenge that you have attempted. For example, say *Last month, I went on a difficult climb. I tried climbing a tall mountain.*
- Have students, in pairs, think about a challenge that they have faced recently. Encourage them to think about different kinds of challenges—physical, academic, musical, social, and so on.
- Invite one or two pairs to share their experiences with the class. Ask *Who likes spiders? Who's scared of spiders?* Choose a student who likes spiders and ask *Can you pick up a spider? Is it a challenge?* Then ask the same question to a student who doesn't like spiders. Explain that challenges can be different for different people.

A

- **Use the Photo** Have students open their books to p. 7. Focus their attention on the photo. Ask some simple questions to engage the class. For example, ask *What kind of tree is it? How big do you think it is? Do you think the man is going to climb to the top of the tree?*
- Read out the four statements. Explain that students should check the statements they agree with. There are no right or wrong answers. Have students compare the sentences

they checked in pairs. Encourage them to explain why they checked each sentence. Give an example: *I'd like to climb the tree in the photo. It looks fun!*

B

- Have students discuss the questions in pairs or small groups. For question 1, have students make a list of challenging things and then compare their lists with their partner(s). Elicit ideas on the board.
- For question 2, brainstorm students' answers on the board. If necessary, give some ideas to get students started, e.g. *Challenging yourself is important because it's a way to learn new things.*
- Read question 3 aloud. Say *Raise your hand if you and your friends are careful when you do something new.* Have students keep their hands up. Then ask them to give examples of new things and explain how they are careful. Call on students with hands down to give examples of new things and explain if something happened because they weren't careful.

FORMATIVE ASSESSMENT STRATEGIES

- **Before You Teach** Start each lesson by telling students what they're going to learn, and have them tell you what they know and what they want to learn. Use Formative Assessment Strategies like Concept Maps, Checklists, etc.
- **While You Teach** Model each activity clearly. Monitor students' work and check their understanding constantly. Use Formative Assessment Strategies like Matching Activities, Sentence Prompts, etc. Provide students with timely feedback and support when needed.
- **After You Teach** Wrap up each lesson by having students reflect on their own learning. Use Formative Assessment Strategies like Computer Surveys, Inside-Outside Circles, etc.

A large, textured redwood tree trunk dominates the center of the image. A man in a black t-shirt, shorts, and a cap is climbing the tree, using a large, rounded protrusion on the bark as a handhold. The forest floor is covered in ferns and other green plants. In the background, other tall redwood trees are visible.

1

Go For It!

ABOUT THE PHOTO

The man in the photo is climbing a tree in the Redwood National Park in California, US. This park is home to many redwood trees, tall trees that are native to this area. Some redwood trees can reach 110 meters (360 feet) tall and have a diameter of 7 meters (24 feet). The trees within the park's 56,200 hectares (139,000 acres) are now protected, after suffering a decline due to logging in the nineteenth and twentieth centuries.

Tree-climbing in Redwood National Park, California, US

A Check (✓) the sentences you agree with. Compare with a partner.

1. I'd like to climb that tree in the photo.
2. Climbing trees seems dangerous to me.
3. Most of my friends enjoy being active.
4. I like challenging myself with new things.

B Work in pairs. Discuss.

1. What's the most challenging thing you've ever done?
2. Why is it important to challenge yourself?
3. Are you and your friends careful when you're doing something new? Explain.

Lesson 1 Vocabulary

A Listen and read. TR: 1.1

There are many different types of **competitions**—for example, there are **races** where people run or swim and races with **riders** on horses, motorbikes, or bikes. Some races take place in a **stadium**, others in parks or fields. There are also music competitions, writing competitions, and cooking competitions. For some people, the **prize** is the most important part of the competition. They always want to be the **winners**. Other people don't mind if they **win** or lose. They enjoy **taking part** and having fun. How about you?

B Complete the text with words from Activity A. Then listen and check. TR: 1.2

"We're at the ^{1.} stadium and all the ^{2.} riders and their horses are ready to begin. And they're off! Garcia is in front, and behind him is Yakamuri. Who is going to ^{3.} win? This is a very exciting ^{4.} race. And...the ^{5.} winner is Yakamuri! He gets first ^{6.} prize. Congratulations, Yakamuri!"

C Listen to the report about the Marathon des Sables in Morocco. Circle the correct answer a, b, or c. TR: 1.3

- Where does the race take place every year?
 a. in the desert b. in a stadium c. in the forest
- An ultramarathon is _____ a normal marathon.
a. shorter than b. the same length as c. longer than
- How long is the Marathon des Sables?
a. about 50 kilometers b. about 150 kilometers c. about 250 kilometers
- How many days did the El Morabity brothers need to finish the race?
 a. 6 days b. 7 days c. 11 days
- What does the winner of the Marathon des Sables get as a prize?
a. flowers b. car c. money

ABOUT THE PHOTO

The Marathon des Sables is a six-day foot race on a course that's in the desert and 250 kilometers (156 miles) long. It began in 1984, when a French man named Patrick Bauer decided to cross the Sahara Desert, going 200 miles in 12 days. He wanted to create this fulfilling experience for others. He organized the first Marathon des Sables in 1986, and it had just 23 runners. Today, the event draws over 1,000 competitors. In addition to physical endurance, the race is meant to bring together people from various cultures and ability levels. Anyone can enter, and Bauer still attends the race to encourage all participants.

A runner in the Marathon des Sables, Morocco



Lesson 1 Vocabulary

In this lesson, students will:

- talk about competitions and sports.
- listen to a report about the Marathon des Sables in Morocco.

Resources: Audio Tracks 1.1–1.3, eBook, Classroom Presentation Tool, Graphic Organizer: Venn diagram (2 circles), Workbook p. 6, Workbook Audio Track 1.1, Online Practice, Formative Assessment Strategies Guide

Materials: a world map

Warm Up

- Have students make a list of five challenging things they'd like to do. Set a time limit of 30 seconds. Then have students compare their ideas in pairs.

A

- **Use the Photo** Have students open their books to p. 8. Draw their attention to the main photo. Ask *What is he doing?* (He's running.) *Where?* (in a desert)
- Give students a minute to read the text. Then play **TR: 1.1**. Elicit the base form of *taking part*. (take part) Ask *Do you like taking part in competitions? What kind?* Listen to several students' responses.
- **Extra Challenge** Draw students' attention to the nouns *winner* and *rider*. Explain that the *-er* ending is often used for a person who does something. Give or elicit other examples, such as *teacher, builder, farmer*.

B

- Have students read through the text quickly. Say *This is a person talking about a sports event. This person is called a commentator. Where can you hear a commentator?* (on TV or the radio) Pre-teach *And they're off*. Say *Commentators say this when a race has just started*. Then have students use the words from Activity A to complete the text. Explain that not all the words will be needed.
- Have students compare answers in pairs. Then play **TR: 1.2**. Check answers as a class.
- **Extra Support** Stop the audio after each sentence and check that students heard the missing word(s) correctly.

Extension

- Divide the class into groups of three. Give two students in each group a ball of crumpled paper each. These two students will race against each other to blow their ball of paper from one edge of their desk to the other. If the ball drops off the desk, they lose.
- The third student in each group is the race commentator. Tell them to use phrases from Activity B: *ready to begin, and they're off, exciting race, [Mia] is in front*, and so on. Have students switch roles twice so they all have a chance to be the commentator.

C

- Read aloud the instructions. Hold up the world map and ask students to find Morocco.
- Have students read through the questions and identify the key words in each question and answer. (1. where; 2. normal; 3. how long; 4. how many, finish; 5. prize)
- Play **TR: 1.3**. Give students time to read the questions again and select the correct answers.
- Play **TR: 1.3** again. Have students compare answers in pairs. Then check answers as a class.
- Ask *How do you think runners prepare for the Marathon des Sables?* Have students think about the possible risks for people taking part in an ultramarathon.
- **Listening Strategy: Identify Key Words** Getting students to identify the key words in questions before they listen is a useful strategy that should make them feel more confident about listening tasks.

Script for TR: 1.3

Not all competitions take place in a stadium. A marathon is a type of race and from start to finish, it is 42.2 kilometers. But have you ever heard of an ultramarathon? Every year, there is an ultramarathon in Morocco called the Marathon des Sables, or Marathon of Sands in English. From beginning to end, this competition is about 250 kilometers. That's about the length of six regular marathons! This ultramarathon takes place in a desert. And no, the competitors are not camel riders; they race on foot!

A Moroccan man named Rachid El Morabity took part in the race in 2011, and he was the winner. Since that race, he has won many more times. In 2017, his younger brother Mohamed joined the race. Each day, the brothers were spending hours under the hot sun and climbing large hills of sand. They were carrying all their food and water with them as they raced. They took six days to reach the end. Rachid finished first and Mohamed finished 23 minutes later.

So, what is the prize for the winner? The first-place winner gets money—money which they can share with their local communities.

Wrap Up

- Give students the Venn diagram organizer. Have them compare the Marathon des Sables with a normal marathon. Have them write at least two similarities in the overlapping section and two differences.

Additional Practice: Workbook p. 6, Online Practice

Lesson 2 Grammar

In this lesson, students will:

- use the past progressive to talk about past actions in progress.
- use the past progressive to describe a scene in the past.

Resources: Audio Track 1.4, eBook, Classroom Presentation Tool, Workbook p. 7, Online Practice, Formative Assessment Strategies Guide

Materials: photos from magazines of people doing different things

Warm Up

- Review *was/were* with students. Hold up a book in front of the class. Put it on a chair where all the students can see it. Then take it off the chair and put it on your desk. Ask *Where's the book?* (It's on the/your desk.) Then ask *Where was the book?* while pointing to the chair, if necessary. (It was on the chair.) Repeat with two pens, this time eliciting the question (Where were the pens?) and the answer (They were on the chair.).

A

- Have students open their books to p. 9. Read aloud the explanation in the grammar box. Then have two volunteers read aloud the two example sentences.
- Quickly practice how to form the past progressive. Write *I*, *She*, and *They* on the left-hand side of the board. Write *read a book*, *dance*, *listen to music*, *wear a hat*, and *eat a banana* on the right-hand side of the board. Point to *I* and then to *read a book*. Elicit the past progressive sentence. (I was reading a book.) Then invite a student up to the front of the class. Have that student choose and point to a pronoun on the left and a phrase on the right for the class to form the past progressive sentence. Continue with different students coming up to the board and pointing to the pronouns and phrases, until the whole class is confidently producing the past progressive.

B

- Focus students' attention on the photo. Explain that the photo shows a "sack race"—a short race in which participants' legs are inside sacks made of cloth, plastic, etc. Ask students if they have ever taken part in a sack race.
- Read the first sentence with the class. Have students look at the photo and find which part of the sentence is wrong. Elicit the corrected sentence. (Two boys were running in the race.) Have students continue to work individually, correcting the sentences based on the photo.
- Have students compare answers in pairs. Then play **TR: 1.4**.
- **Extra Challenge** Have students look carefully at the photo and write one more past progressive sentence to describe it. For example: *The children were running in white sacks. A girl was wearing a red T-shirt.*

Script for TR: 1.4

There was a sack race for children. The sacks were white and big. Two boys were running in the race. There were three girls in the race. One girl was wearing a white T-shirt. She had long hair, too. Another girl was wearing a red shirt. She was running next to a boy. There were people behind the children. They were sitting and watching the race.

Extension

- Put students in groups of three. Give each group a set of magazine photos of people doing different things. Ask them to write two or three past progressive sentences to describe what the people were doing at that time. Walk around the classroom, helping with vocabulary if necessary. Ask a few volunteers to hold up their photos and read aloud their sentences.

C

- Remind students, if necessary, that *a.m.* means "in the morning" and *p.m.* means "in the afternoon/evening." Tell the class to read aloud the digital times, for example, *nine thirty*. Then have two students read aloud the example sentences.
- Draw a clock for seven o'clock on the board. Point to it and say *At seven o'clock, I was having breakfast*. Then ask another student *What were you doing at seven o'clock?*
- Have students continue in pairs, saying past progressive sentences about the times given. Walk around the classroom and check that pairs are forming the past progressive correctly. Note any errors for class correction at the end of the activity.
- **Extra Support** Brainstorm ideas for activities on the board, such as *have lunch*, *take a shower*, *get dressed*, *sleep*, *watch TV*, *read a book*, *play a video game*. Then have students use these as prompts to make past progressive sentences.

Wrap Up

- Draw a three-by-three grid on the board with a verb in each square, as shown below. Instruct students to copy the grid in their notebooks.

write	read	eat
talk	swim	run
ride	sleep	drink

- Working in pairs, have students play the game. Tell them that to "win" a square, they have to make a past progressive sentence using the verb in the square, for example: *At three o'clock yesterday, I was talking to my friend*. Have students take it in turns to choose a square, make a sentence, and mark the square with their initials. Explain that the aim of the game is to get three squares in a row—horizontally, vertically, or diagonally.

Additional Practice: Workbook p. 7, Online Practice

Children in a sack race, Indonesia




A Study the grammar box.

Past progressive *was / were + ing form of verb*

We use the past progressive to talk about past actions in progress. We often use it for describing a scene.

The sun **was shining**.

Thousands of people **were waiting**.

B Look at this photo of a race in Indonesia. Read and correct the sentences. Then listen and check.  TR: 1.4

- One boy was jumping in the race. **Two boys were jumping in the race.**
- Two girls were wearing white T-shirts. **One girl was wearing a white t-shirt.**
- A girl in a green shirt was jumping next to a boy. **A girl in a red shirt was jumping next to a boy.**
- No one was sitting and watching the race. **Some people were sitting and watching the race.**

C Work in pairs. What were you doing yesterday at these times?

5:00 a.m. 9:30 a.m. 12:30 p.m. 4:15 p.m.
7:00 p.m. 8:30 p.m. 10:15 p.m. 11:30 p.m.

At 5:00 a.m., I was sleeping.

At 9:30 a.m., I was sitting in this classroom.

Lesson 3 Reading

A Listen and repeat.  TR: 1.5

breathe train sign great grandmother give up

B Listen and read.  TR: 1.6

Climbing Mount Kilimanjaro

Mount Kilimanjaro, in Tanzania, is the highest mountain in Africa. It is 5,895 meters (19,341 feet) high. Between 25,000–30,000 people try to climb the mountain every year, but less than 50% of climbers make it to the top.

It is difficult to climb Mount Kilimanjaro because as you go higher, the air gets thinner. This makes it hard to **breathe**. Climbers need to **train** a lot before they attempt to reach the summit. It is important to start training at least two months before a climb. They also need to eat a healthy diet and get plenty of sleep. At the summit, there is a **sign** to congratulate climbers for reaching Africa's highest point. They can take photos next to the sign.

Some amazing people have climbed Kilimanjaro. Anne Lorimor, a **great grandmother**, was 85 years old when she climbed Kilimanjaro for the first time. Then, a few years later, when she was 89, she climbed it again!

Coaltan Tanner was reading a book about exploring when he became interested in climbing. He and his parents hiked a lot and he could walk far. When he was only six years old, he climbed Kilimanjaro with his parents. Now he wants to climb more mountains. He says, "If you don't **give up**, then you can do anything!"



C Read again. Write T (true) or F (false).

1. Mount Kilimanjaro is almost 6,000 meters high. T
2. Everyone who tries to climb gets to the top. F
3. Climbers should start training a year before they go. F
4. Anne Lorimor has climbed Kilimanjaro more than once. T
5. Coaltan Tanner climbed the mountain on his own. F

D Would you like to climb Mount Kilimanjaro? Why? Why not? Compare your ideas in groups.

Lesson 3 Reading

In this lesson, students will:

- read an article about climbing Mount Kilimanjaro.
- identify true and false sentences about the text.
- discuss whether they would like to climb Mount Kilimanjaro.

Resources: Audio Tracks 1.5 and 1.6, eBook, Classroom Presentation Tool, Workbook p. 8, Workbook Audio Track 1.2, Online Practice, Formative Assessment Strategies Guide

Materials: map of Africa

Warm Up

- Display the map of Africa and ask students to identify the continent. Ask *What's the biggest mountain in Africa?* Elicit that it's Mount Kilimanjaro. Invite a student to point out Kilimanjaro on the map.

A

- **Use the Photo** Have students open their books to pp. 10–11. Focus their attention on the main photo. Point to the mountain and say *This is Kilimanjaro. Do you think it's easy or difficult to climb it?* Elicit responses from different students.
- Go through the words with the class. Then play **TR: 1.5** and point to the words in the box as they come up. Play **TR: 1.5** again and get students to repeat the words as a class, then individually.

B

- Play **TR: 1.6**. Have students listen and read the text at the same time. Ask a few questions to check understanding. For example, ask *Which country is Kilimanjaro in?* (Tanzania) *What changes as you climb higher up the mountain?* (the air gets thinner) *What did Anne Lorimor and Coaltan Tanner both do?* (They climbed to the top of Kilimanjaro.)
- **Reading Strategy: Listening and Reading** Listening and reading a text simultaneously can help students to understand the meaning. It discourages them from trying to understand the text on a word-by-word level, as they are forced to follow at the speed of the audio and think more in terms of sentences. It also provides a model for intonation and stress patterns.

C

- Read aloud the instructions. Give students time to read through the sentences first. Explain that they will have to read each sentence carefully and then try to find the part of the text that gives the relevant information. Point out that the sentences follow the same order as the text. Then have students complete the activity.

- Check answers as a class. Have students show you where in the text they found the relevant information.
- **Extra Challenge** Students can try to spot the false sentences first and then check their answers in the text. Ask them to write corrected versions of the false sentences.
- **Extra Support** Read aloud each sentence. Then help students underline the corresponding information in the text before they decide if the sentence is true or false.

D

- Have students discuss whether they would like to climb Mount Kilimanjaro. Before they discuss the question in pairs, elicit the facts that are mentioned in the text, e.g. the mountain is 5,895 meters high; less than 50% of climbers make it to the top, etc.
- Emphasize that there are no right or wrong answers, but encourage students to give reasons for their opinions.

Extension

- Ask students to imagine how Coaltan Tanner felt when he reached the summit at the age of six. Remind them of what he said later: "If you don't give up, then you can do anything!" Elicit students' ideas and have students draw a picture of Coaltan on the top of Kilimanjaro. Ask them to include a speech bubble with the first thing Coaltan said on the summit. Encourage them to write a full sentence.
- Invite one or two students to show their picture to the class and read out what they think Coaltan said.

Wrap Up

- Draw two big circles on the board with a heading each: *Good and Change*.
- Explain to students that they are going to climb Mount Kilimanjaro in six months. Have students work in pairs or small groups. Ask them to discuss what things in their daily routines will help them prepare for the climb and what things they need to change. Give an example. Say *I go to bed at 8 p.m. That's good. I don't eat fruit every day. I need to change that.*
- Elicit ideas from pairs or groups and write them in the circles on the board.

Additional Practice: Workbook p. 8, Online Practice

Lesson 4 Grammar

In this lesson, students will:

- talk about interrupted actions using the simple past with the past progressive.

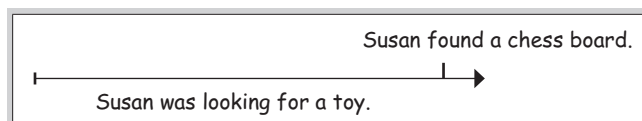
Resources: Audio Track 1.7, eBook, Classroom Presentation Tool, Workbook p. 9, Workbook Audio Track 1.3, Online Practice, Formative Assessment Strategies Guide

Warm Up

- Write the numbers 1-4 on the board. Have students race in pairs to write down four facts they remember from the text in Lesson 3.
- Have students compare their answers in groups of four. Then elicit some facts on the board. Invite students to check the facts in the text on p. 10 if there's disagreement.

A

- Read through the grammar box with students.
- Remind them, if necessary, how to form the simple past. Write the base forms of the following regular and irregular verbs on the left-hand side of the board: *sing, talk, arrive, come, win, get, ring, read, listen, turn*. Elicit the correct simple past forms. (sang, talked, arrived, came, won, got, rang, read, listened, turned) Write them on the right-hand side of the board, next to the base forms. Leave the words on the board to help students with Activity B.
- Draw a timeline on the board to help students understand the difference between the past progressive and the simple past:



B

- Read through the sentences once with the class. Explain that the sentences form a story. Students need to write down the missing verbs and number the sentences in order.
- Play **TR: 1.7**. Have students listen and number the sentences at the same time. Play **TR: 1.7** again for students to complete the sentences.

Script for TR: 1.7

This happened to me in 2010. It was summer and I was in Africa. I was ready to climb Mount Kilimanjaro. I wanted to climb it in 2009, but I got injured. I was riding my bike and I fell and hurt my leg. Anyway, I was talking to our guide when somebody called my name. I turned around and it was Harry, my friend from school. I couldn't believe it! He was living in Tanzania, working in an office. And he decided he wanted to climb the highest mountain in Africa in the spring. He was showing me a map of where he lived when our guide, Victoria, said "Let's go! It's time to start our climb." It was very early in the morning, so we walked in the dark for six hours. On our last break before the top, we saw the sun rise. I was having a sandwich when the sunlight filled the sky. After an hour, we got to the top. I felt amazing!

Extension

- Write the following sentence halves on the board. Ask students, in pairs or small groups, to match the sentence halves to make as many complete sentences as possible. Point out that there are many different variations. The challenge is to create as many logical sentences as possible.

I was swimming in the pool...
She was walking along the road...
They were playing in the garden...
I was talking to my friends...
...when a cat jumped out of a tree.
...when I heard someone scream.
...when they found a strange box.
...when it started to rain.

C

- Read aloud the first sentence stem: *I was talking to my pet fish when*. Ask *Is was talking past progressive or simple past?* (past progressive) Then ask students if they should use past progressive or simple past for the second part of the sentence and elicit the answer. (simple past) Invite one or two students to suggest possible ways of ending the sentence. Accept all grammatically correct endings.
- Have students write their own endings to the remaining sentences. Encourage them to think of funny or unusual endings.
Sample Answers: 1. *I was talking to my pet fish when he jumped out of the tank.*; 2. *When we arrived at our uncle's house, he was dancing in the garden.*; 3. *Why were you sitting on the table when we opened the door?*; 4. *She was looking for her socks when she saw a mouse under the bed.*; 5. *When the teacher came into the classroom, we were finishing our homework.*; 6. *When I got home from school, my sister was watching TV.*
- **Extra Challenge** Have students write their own sentence stems. Then have them exchange the stems with a partner for their partner to complete.
- **Extra Support** Go through each sentence stem. Check that students know which verb form is used and which form will be needed to complete the sentence.

Wrap Up

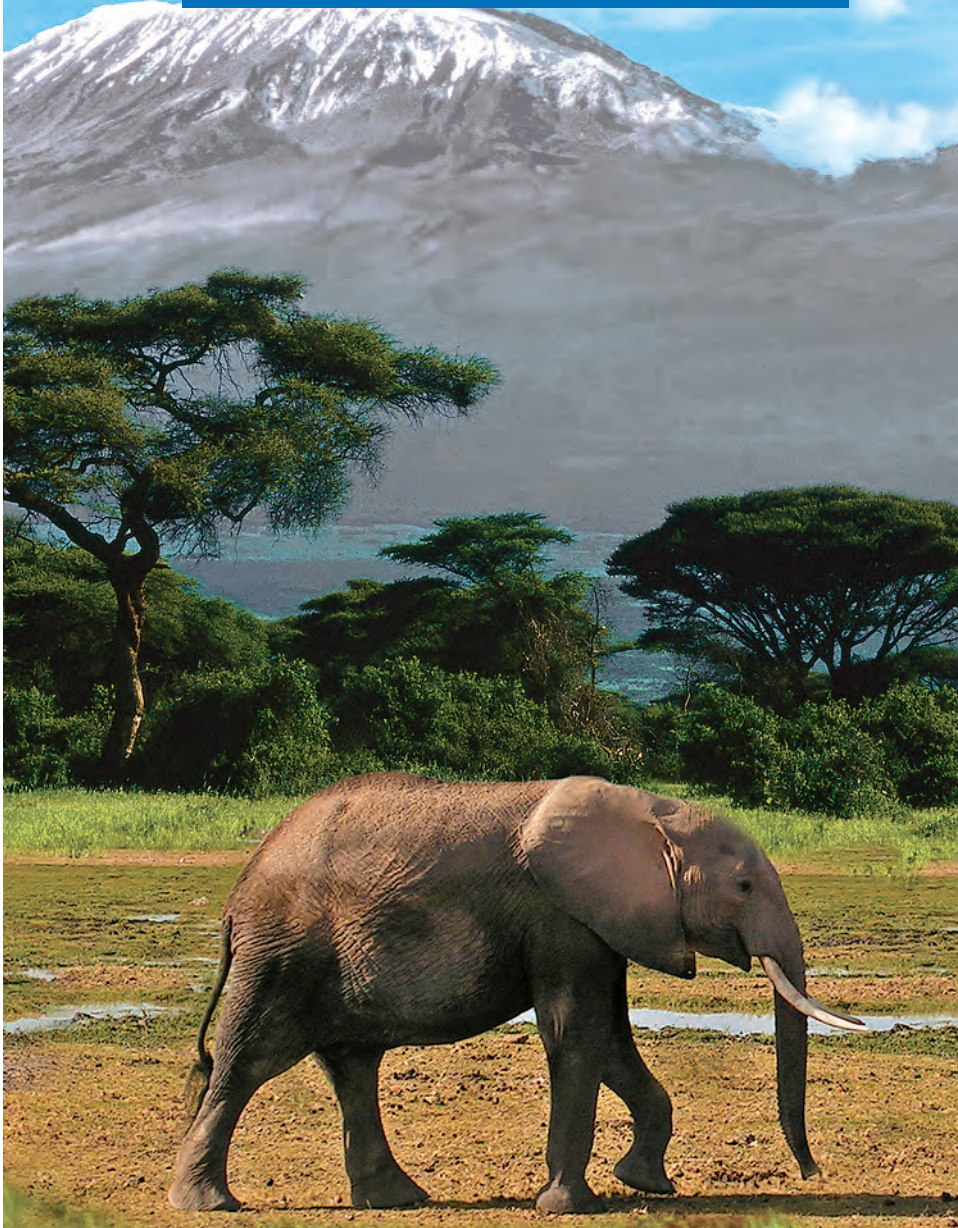
- Write the following list of nouns on the left-hand side of the board: *horse, mountain, competition, soccer, banana, bike, sandwich, chair*.
- Write the following list of verbs on the right-hand side of the board: *ride, play, see, hear, drop, eat, win, finish*.
- Underline one noun and one verb randomly. Challenge students, in pairs, to make a sentence with these words, using the simple past and the past progressive. Give an example to start them off. Underline the words *play* and *horse*. Then say *We were playing soccer when a horse ran into the park*.
- Ask different students to share their sentences with the class. Have the class vote on the funniest or silliest sentence.

Additional Practice: Workbook p. 9, Online Practice

Lesson 4 Grammar

ABOUT THE PHOTO

Not only is Mt. Kilimanjaro the highest mountain in Africa, but it's also the highest free-standing mountain in the world. There are three volcanic peaks on the mountain—two are extinct, and one is dormant. The last major eruption was over 350,000 years ago, and even though it's possible one peak could erupt again, for now visitors can probably keep climbing without worry.



An elephant by Mount Kilimanjaro in Kenya

A Study the grammar box.

Simple past and past progressive

We often use the simple past and past progressive together. The simple past action interrupts the past progressive action in progress.

Coaltan Tanner **was reading** a book about exploring when he **became** interested in climbing.

B Listen, number, and write. TR: 1.7

- 3 His friend called his name when he was talking to his guide.
- 1 He got injured when he was riding his bike.
- 5 He was having a sandwich when the sunlight filled the sky.
- 2 He was in Africa and ready to climb Mount Kilimanjaro.
- 4 His friend was showing him a map when his guide said "Let's go!"

C Think of your own endings for these sentences. Then compare your ideas with a partner's.

1. I was talking to my pet fish when...
2. When we arrived at our uncle's house, he...
3. Why were you sitting on the table when... ?
4. She was looking for her socks when...
5. When the teacher came into the classroom, we...
6. When I got home from school, my...