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Excerpt

[More information](#)

1

Disaster!

Pompeii was a city of 20,000 people in the south of Italy 2,000 years ago. It was a very modern city. Lots of the houses had running water. There was a busy marketplace, a theatre and there were lots of shops. The shopkeepers sold things that came on big ships from different countries around the world. The city was full of beautiful works of art.

1 smoke

2 volcano

3 temple

4 columns

5 fountain

6 theatre

7 horse and cart

8 servant

9 statue

10 vase

1 CD1
12

Listen and say the words. Check with your partner.

2 CD1
13

Read, listen and complete the sentences.

- 1 The gate takes the children into the _____.
- 2 Phoebe likes the gardens with the _____ and the _____.
- 3 There are no cars, only _____ and _____.
- 4 The mountain is not a mountain. It's a _____.

3 Choose a word. Mime it for your partner to guess.

Look! Can you guess the word?

I'm not sure ... Is it ... ?

10 Around Pompeii

1 Disaster!

Aims:

- to present and practise vocabulary for disasters
- to give students listening practice

New language: *disaster, smoke, volcano, temple, columns, fountain, theatre, horse and cart, servant, statue, vase, running water, marketplace, shopkeeper*

Recycled language: language from previous unit and levels of *Super Minds*

Materials: CD

Language competences: Your students will be able to talk about disasters.

Warm-up

Aim: to introduce the context of disasters

- Say and/or write on the board one or two disasters that your students will know, e.g. caused by a hurricane, an eruption, a flood, recent or in the past.
- Elicit what they know about them.
- Write the word *Disaster* on the board. Elicit any other disasters that students know and create a word map.
- Add *Pompeii* to the word map. Elicit what students know about this disaster.

Presentation

Aim: to present vocabulary for disasters

- Read the text at the top of the Student's Book page.
- Use the picture in the Student's Book to further set the context of Pompeii and to present the disaster vocabulary.
- Say each word for students to repeat.
- Check students understand the meanings of the words.
- Elicit what students think is happening in the picture.

1 ^{CD1}₁₂ **SB p10** Listen and say the words. Check with your partner.

Aim: to practise new vocabulary

- Students look at the numbered words and items.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in groups.
- Students practise the new words in pairs.
- They take turns to point to the numbered items in the picture and say what each one is.

2 ^{CD1}₁₃ **SB p10** Read, listen and complete the sentences.

Aim: to practise listening

- Read the statements aloud with the class.

- Check understanding. Encourage students to try to predict how the sentences finish.
- Play the recording. Students listen to find the answers.
- They check in pairs.
- Play the recording again. Check with the class.
- Tell students that *That's not a cloud* has the same meaning as *That isn't a cloud*.

Key: 1 past, 2 fountains, statues, 3 horses, carts, 4 volcano

3 **SB p10** Choose a word. Mime it for your partner to guess.

Aim: to give students practice with the new vocabulary

- Demonstrate the game with the class. Mime one of the vocabulary items, or show the shape using your hands.
- Students guess what it is, e.g. *vase*.
- Students take turns to mime the new vocabulary items, or show the shape using their hands, and to guess what it is.

1 **WB p10** Look and complete.

Aim: to practise writing the new vocabulary

Key: 2 fountain, 3 column, 4 cart, 5 theatre, 6 statue, 7 servant, 8 vase, 9 smoke, 10 temple

2 **WB p10** Do the crossword.

Aim: to give further practice with the new vocabulary

Key: Across: 7 volcano, 8 vase, 9 fountain;

Down: 1 servants, 2 smoke, 3 theatre, 4 column, 5 cart, 6 temple

3 **WB p10** Complete with the verbs from the box.

Aim: to check comprehension

Key: 2 realised, 3 admired, 4 went, 5 pulled, 6 left, 7 drank, 8 saw

Ending the lesson

Aim: to review vocabulary from the lesson

- Play the mime game again from SB Activity 3 to review the new vocabulary.
- When students give the word, ask them to spell it out.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the ten new vocabulary items in their vocabulary books.
- For each item, they draw a picture and write a short definition, e.g. *You can put flowers in a vase*.

Aims:

- to review past continuous
- to give students speaking practice

New language: *shake* (v)

Recycled language: disasters, past simple

Materials: CD

Language competences: Your students will be able to talk about what they were doing in the past.

Warm-up

Aim: to review disaster vocabulary

- Write the ten new items in scrambled letter order on the board.
- Ask a pair of students to come to the board, to write one of the items correctly and to draw a picture of it.
- Repeat with other pairs and other words.

- 1 **SB p11** Read the newspaper text and write the names under the pictures. There is one extra picture.

Aim: to review past continuous

- Students look at the photo in their Student's Book. Elicit what they can see.
- Focus students on the activity instructions. Check they know what to do.
- Remind them that there is one extra picture.
- Students work individually. They read the text and write the names under the pictures.
- Students compare ideas in pairs, re-reading parts of the text as necessary.
- Check with the class by asking *What were the people doing when the earthquake happened?* Students answer using the past continuous.

Key: a Mr Singh, b Ken Harmer, c Extra picture, d Claire, e Caroline,

- 2 ^{CD1}₁₄ **SB p11** Listen and say the sentences.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise all the sentences in pairs.
- Students turn to the Grammar focus section on page 119 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 was, 2 were, 3 were, 4 started, 5 was working

- 3 **SB p11** Ask and answer.

Aim: to consolidate grammatical form

- Demonstrate the activity for the class using open pairs.
- Prompt students to use different times for each question.
- Students work in pairs. They take turns to ask and answer.
- Students report back to the class at the end. They say what their partner told them they were doing, e.g. *At three o'clock yesterday, Julie was playing basketball.*

- 1 **WB p11** Play the game.

Aim: to give students further speaking practice with the past continuous

- 2 **WB p11** Write what the family was doing when there was an earthquake.

Aim: to give students further writing practice with the past continuous

Key: 2 Emily was playing a computer game. 3 Lily was listening to music. 4 The grandparents were watching TV. 5 Tom was doing (his) homework. 6 Oliver was reading a book.

- 3 **WB p11** What were you doing at the weekend? Write sentences about you.

Aim: to enable students to personalise the language

Ending the lesson

Aim: to practise key language from the lesson

- Elicit from students statements from WB Activity 3. Tell them to make some sentences true and some false.
- The other students in the class have to guess the true and false sentences.

Extension activity

Aim: to consolidate the past continuous

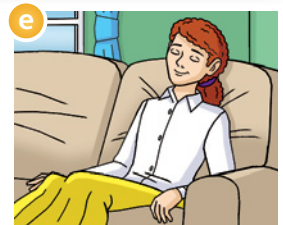
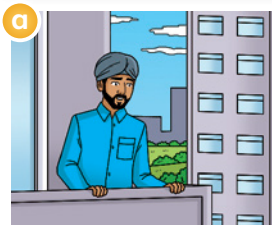
- Students work in groups of eight.
- They compare what they wrote for WB Activity 3.
- Provide students with the prompts, e.g. *On Saturday at 6 o'clock, four of us were watching TV, two of us were playing football, one of us was cooking and one of us was sleeping.*
- Go around the groups, eliciting information from each group about different parts of the weekend.

1 Read the newspaper text and write the names under the pictures. There is one extra picture.

Earthquake shakes London

At 5.37 p.m. yesterday many Londoners suddenly felt the earth shake. We talked to some of them this morning to hear their stories.

'My sons and I were playing football,' said Ken Harmer from Wimbledon. 'We didn't feel much and we weren't worried.' 'I was in the living room,' said his wife, Claire. 'I was reading – it was strange!' Their neighbour Caroline was sleeping when it happened. 'It was terrible. I was so scared!' she said. Another man, Mr Singh told us, 'When I felt the earthquake, I was standing on the balcony of our flat. It's on the 27th floor. 'I didn't know what to do so I sat down!'



2 CD1
14

Grammar
focus

Listen and say the sentences.

When the earthquake happened:
 ... Mr Harmer and his sons were playing football.
 ... his wife was reading in the living room.
 ... their neighbour was sleeping.



3 Ask and answer.



What were you doing yesterday at five o'clock?

I was ...

1 CD-1
15

Listen and correct the mistakes.
Then sing the song.

I was sleeping in the garden, ⁽¹⁾ _____
When the ground began to shake,
A vase fell in the fountain, ⁽²⁾ _____
The fountain fell in the lake.
I ran inside the shop, ⁽³⁾ _____
And I thought, 'No, this is it!'
Yeah, I was feeling pretty angry when ... ⁽⁴⁾ _____
The earthquake hit.

Danger. Danger. Danger, everywhere!
Life is full of danger,
You'd better take care!

I was walking in the city, ⁽⁵⁾ _____
When the day turned really grey.
I looked up at the clouds ⁽⁶⁾ _____
And I knew I couldn't stay.
There was rain in the clouds, ⁽⁷⁾ _____
There was smoke and thunder too.
I was feeling pretty happy when the ... ⁽⁸⁾ _____
Volcano blew.

All about music: Punk Rock

The first punk bands came from the USA and UK in the mid 1970s. Bands like The Ramones and The Clash wanted to change music forever. Their songs were fast, short and often very angry. Punk was about fashion too – scruffy torn clothes, amazing hair styles and lots of safety pins.

What I think

- It's great.
- It's OK.
- I don't really like it.

2 CD-1
17

Listen and say the dialogue.



Gran Your haircut is **cute**, Stan!
Stan I like your cap and **cape**, Gran!



Aims:

- to sing a song with the class
- to show that the letter e at the end of a word often makes the vowel sound long

New language: *punk, scruffy, torn, safety pins, cute, cape*

Recycled language: past continuous

Materials: CD, poster paper

Language competences: Your students will be able to join in with a song.

Phonics focus: Your students will be able to identify and say words which follow the spelling pattern *a-e* (called a split digraph), e.g. as in *cake*.

Warm-up

Aim: to review disaster vocabulary

- Write *Disasters* on the board and draw a circle around it.
- With books closed, elicit the disaster vocabulary from the previous lesson and create a mind map.

1 ^{CD1}₁₅¹⁶ **SB p12** Listen and correct the mistakes. Then sing the song.

Aim: to sing a song with the class

- Elicit what students can see in the pictures.
- Play the recording. Students listen and correct.
- Students check in pairs. Check with the class.
- Play the recording again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Use the karaoke version of the song for students to sing in groups.

Key: 1 sleeping working, 2 vase statue, 3 shop house, 4 angry scared, 5 city forest, 6 clouds sky, 7 rain fire, 8 happy scared

2 ^{CD1}₁₇ **SB p12** Listen and say the dialogue.

Aim: to practise identifying short and long vowel sounds in words

Intonation: giving compliments

- Point out that the letter e at the end of a word often makes a vowel sound long. Students find words that follow this pattern in the song and follow-up activity (*shake, lake, inside, earthquake, life, care, fire, smoke*).
- Play the recording. Students listen, read and repeat.
- Divide the class so that one half is Gran and the other Stan. The class says the dialogue twice, exchanging roles.
- Students practise the dialogue in pairs.

1 **WB p12** Remember the song. Look and write the sentences.

Aim: to activate memory skills and review past continuous

Key: 2 fell in the fountain, 3 ran inside the house, 4 feeling pretty scared, 5 was walking in the forest, 6 up at the sky, 7 fire in the clouds, 8 blew

2 ^{CD1}₁₈ **WB p12** Listen and say the words.

Aim: to show how adding a letter e to the end of a word makes the vowel sound long

- Read the phonics tip to the class.
- Play the recording. Students listen and repeat.

3 **WB p12** Complete the sentences.

Aim: to identify and say words from the Student's Book which follow the pattern

- Students read the words in the box aloud to hear the long vowel sounds before completing the sentences.

Key: 2 time, nine, 3 smoke, 4 lake, 5 inside, 6 safe, 7 tube

4 ^{CD1}₁₉ **WB p12** Listen, check and say the sentences.

Note: Word watch highlights exceptions to the spelling rule – in this case, words where the e at the end of the word doesn't make the vowel sound long.

- Students repeat *have* /hæv/ and *come* /kʌm/ after you to hear the short vowel sounds. Ask for other examples (e.g. *give, done, love*).

Ending the lesson

Aim: to show that although we drop the e at the end of a word when adding *-ing*, the pronunciation is still the same

- Write these words on the board: *take, amaze, write, excite, joke, amuse*.
- Students write the words with *-ing* (*taking, amazing, writing, exciting, joking, amusing*) and then read the words aloud.

Extension activity

Aim: to activate students' imaginations

- In groups, students change the actions in the first line of each verse of the Student's Book song.
- They practise their new song in their groups.
- Students then either perform their new songs for the class or write them on poster paper.

Aims:

- to present and practise two simultaneous actions with the past continuous
- to practise speaking

New language: *accidentally, while*

Recycled language: verbs

Materials: CD

Language competences: Your students will be able to talk about simultaneous actions in the past.

Warm-up

Aim: to review the past continuous

- Sing the song from the previous lesson again with the class.
- If students did the extension activity in the previous lesson, point to different groups to elicit their alternative past continuous sentences.
- When you have elicited two sentences, put them into a sentence and say, e.g. *So you were playing on your computer while you were eating pizza.*
- Repeat with other alternative sentences for the song.

Presentation

Aim: to present two simultaneous actions with the past continuous

- Write one of the example sentences from the warm-up on the board, e.g. *So (name) and (name) were playing on the computer while (name) and (name) were eating pizza.*
- Check students understand that the two actions were happening at the same time. You can use a time line.
- Ask two students questions about yesterday, e.g. *What were you doing at eight o'clock yesterday evening?*
- Prompt another student to report the information using *while*. Write the sentence on the board.
- Repeat with other questions.

- 1 **SB p13** Read Christopher's email to his friend. Some of the words were accidentally deleted. Look at the pictures and correct the email.

Aim: to practise two simultaneous actions with the past continuous

- Focus students on the pictures and the email. Elicit some of the things they can see.
- Students read and complete the email.
- Elicit simultaneous actions from students using *while*.

Key: 1 eating, 2 chasing, 3 breaking, 4 painting

- 2 **CD1 20** **SB p13** Listen and say the sentences.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 119 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 watching, 2 was talking, 3 were listening, 4 was helping, 5 was studying

- 3 **SB p13** Play the *wishidishing* game with a partner. Say a sentence. Your partner has to guess.

Aim: to give students further practice with past continuous simultaneous actions

- Students take turns to start the game and to guess.
- Play the game using open pairs as consolidation.

- 1 **WB p13** Read and match.

Aim: to practise past continuous simultaneous actions

Key: 2 e, 3 a, 4 b, 5 d, 6 f

- 2 **WB p13** Look and write the sentences about John and Ava.

Aim: to give further practice with the past continuous

Key: 2 While John was talking on his (mobile) phone, Ava was reading a map. 3 While John was playing football, Ava was walking the dog. 4 While John was eating cake, Ava was dancing, 5 While John was climbing a tree, Ava's dog was chasing a cat. 6 While John was making a fire, Ava was putting up the tent.

- 3 **WB p13** Complete the sentences with your own ideas.

Aim: to give further practice with past continuous simultaneous actions

Ending the lesson

Aim: to review vocabulary from the lesson

- Play the *wishidishing* game with the class.

Extension activity

Aim: to consolidate understanding

- Students use the email in SB Activity 1 as a model. They work individually and write an email to a friend about a disaster day.

1 Read Christopher's email to his friend. Some of the words were accidentally deleted. Look at the pictures and correct the email.

Hi Ryan,

Today we had a disaster day at home! Let me tell you all about it! While dad was sleeping, the animals were very bad. Our naughty cat was (1) _____ ing our lunch and our dog was (2) _____ ing birds in the garden! My sister and brother were even worse! My brother John was (3) _____ ing my mobile phone and my baby sister was (4) _____ ing on the walls.

I hope you had a better day!

Christopher

2 CD 1 20

Grammar focus

Listen and say the sentences.

While Mum was working in the garden, the dog was eating her socks.

While Christopher was reading, his brother was fixing the alarm clock.



3 Play the *wishidishing* game with a partner. Say a sentence. Your partner has to guess.

On Sunday afternoon while I was playing computer games, my mum was *wishidishing*

No, she wasn't.

No.

Yes, she was!

While you were playing computer games, your mum was reading.

Was she sleeping?

Was she listening to music?

1 Go through the text quickly and find answers to the questions.

- a Where are the kids? b What year is it?

2  Read and listen to the story to check your answers.

A narrow escape

Phoebe started running down the stone stairs. ‘Hey, wait!’ Alex shouted. ‘Where are you going?’ ‘Come quickly. Follow me!’ Phoebe shouted. ‘Why?’ Alex and Patrick didn’t understand what was happening. Phoebe was running through the city in the direction of the hills. Alex and Patrick followed her. They ran past the houses and the beautiful temples with their statues and columns, but Alex and Patrick didn’t have time to look at any of that. They followed Phoebe up a hill outside the city.

When Phoebe reached the top of the hill, she sat down, and the boys sat down next to her.

‘I don’t understand!’ said Patrick. ‘What are we doing here?’ Phoebe waited for her breathing to slow down. Then she began to speak. She looked worried. ‘This city is Pompeii. We learned about it in History. That volcano over there is going to erupt, and we’re in danger!’ ‘But how do you know it’s going to erupt now?’ asked Alex.

Suddenly there was a loud noise like thunder. The three friends looked up at the volcano. They were scared by what they saw. There was a lot of dark, grey smoke. ‘I was right,’ said Phoebe. ‘We have to go and tell the people who live in Pompeii.’ ‘But are you certain it’s going to erupt?’ asked Alex. ‘Look!’ said Phoebe. ‘Animals often run away from natural disasters. We learned that at school. Now come on! The people are in danger.’



Aims:

- to present a story
- to develop reading skills

New language: *narrow escape, thunder, erupt*

Recycled language: characters and language from the story, disasters

Materials: CD

Language competences: Your students will be able to listen to and read a story.

Your students will be able to role play a story.

Warm-up

Aim: to review the characters and the context of the story

- Write *Phoebe, Alex and Patrick* on the board.
- Elicit what students remember about them from this and the previous unit.
- Give prompts if necessary, e.g. *science lab, experiments, Mr Davis, the gate, Pompeii.*

- 1 **SB pp14–15** Go through the text quickly and find answers to the questions.

Aim: to encourage skimming and scanning skills

- Read the activity instructions with the class. Tell students that they only have to find the answers to the two questions. Make it a competition if you think it will help students read more quickly.
- Students do the task individually. They compare answers in pairs.

- 2 ^{CD1}₂₁ **SB pp14–15** Read and listen to the story to check your answers.

Aim: to present a story and to develop reading skills

- Play the recording. Students read and listen to check their answers.
- Check with the class.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (the children stepped back into the gate) and why (because the volcano erupted).
- Check understanding of *narrow escape*.

Key: a In Pompeii, b 79 AD

Practice

Aim: to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. *Where did Phoebe run to?* (A hill outside the city.) *Why did Phoebe run?* (Because she remembered what happened to Pompeii from her

History lessons.) *What do animals do when there's a disaster?* (Run away.) *What did the children try to tell the people in Pompeii?* (That the volcano was going to erupt.)

- 1 **Think!** **WB p14** Remember the story. Put the pictures in order.

Aim: to check comprehension

Key: 5, 4, 3, 2, 1

- 2 **WB p14** Read and write the words. Use the words from the box. There are four extra words.

Aim: to check understanding of the story

Key: 2 Pompeii, 3 volcano, 4 smoke, 5 danger, 6 people, 7 erupts, 8 gate

- 3 **WB p14** Correct the sentences.

Aim: to review the story

Key: 2 they ran past carts and horses houses and temples, 3 they built a fire sat down, 4 they heard people shout a loud noise, 5 they saw a lot of animals smoke, 6 a statue fell down there was a loud explosion, 7 very angry scared, 8 lots of birds in the sky a yellow light (through the smoke)

Ending the lesson

Aim: to practise the story

- Put students into groups of four.
- Students decide which of the characters they are.
- In character, they read through the story silently and find which dialogue is theirs.
- Students do their role plays, using the direct speech from the story.
- If time, they change roles.
- Volunteer groups do their role plays for the class.

Extension activity

Aim: to review ideas and concepts from the story

- Remind the class that the story is about a *narrow escape*.
- Elicit and discuss why the three friends had a narrow escape.
- Ask students if any of them have had a narrow escape.

Note: This topic may need to be treated with sensitivity.