Susan Sharp



Grammar GOALS

Teacher's Book

5

reported speech
present perfect
first conditional
passive voice
For ten years.
I used to live in a city.

MACMILLAN

British Edition

Pupil's Book contents

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Unit	Page	Grammar	Language in use
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1 Out of this world	4	Past continuous and past simple	He **was walking** to school **when** he **saw** a kangaroo.
	8	Questions with past continuous and past simple	What **were** you **doing when** you **saw** the tornado?
2 Then and now	10	*used to*: affirmative and negative	We **used to** speak Punjabi at home. I **didn't use to** play ice hockey.
	14	*used to*: question forms	**Where did** you **use to** live? **Did** you **use to** go to school?
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	36	*too* / *not … enough*	It's **too** dangerous. I'm **not** strong **enough**.
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	42	Present simple passive: *Wh-* question form	**What is** sugar **used** for? **How is** the air **cleaned**?
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	64	Indefinite pronouns: *someone* / *anything* / *nowhere*	**Someone** shouted. Did you hear **anything**? There's **nowhere** I like more.
10 **Keeping healthy**	66	Question tags with *be,* present simple, and *can*	It**'s** difficult, **isn't** it? You **can't** cook, **can** you? You **like** mushrooms, **don't** you?
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6 Products and processes

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Unit objectives

To talk and ask about things where the action is more important than the person who does it

Target language: *Gold is found in rivers.*
Peaches are grown near the coast.
What is sugar used for? How is the air cleaned?

Grammar: passive voice: present simple; present simple passive: *Wh-* question form

Materials: a stopwatch or clock with a second hand

Lesson 1

Grammar start Pupil's Book, pages 38–39

Warm up

- Elicit what pupils know about things that are produced in your country, e.g. things that are grown, mined, made, farmed. Which parts of the country do these happen in? Do they know what your country exports? Elicit if your country is famous for any of its exports.

1 14 Read the information. Match the sentence halves.

- Pupils look at the pictures and say what they can see. Elicit the meaning of the arrows to the smaller pictures (what happens to the product later).
- Ask: *What is exported to Australia?* Pupils read the text. If necessary, play Track 14 for additional support while pupils follow in their books. Elicit the answer to the question (*fruit*).
- Draw attention to the sample answer. Pupils find the sentence in the text. They then match the other sentence halves. Invite volunteers to read out the completed sentences to check answers.
- Pupils read and find two things that are made from things New Zealand produces (*woollen clothes and jewellery*).

Track 14
See Pupil's Book, page 38, activity 1

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

EXTRA ACTIVITY Pupils write lists of all the things New Zealand produces according to the text. They compare answers with a partner (*wool, lamb, beef, natural gas, iron, gold and fruit, e.g., peaches and plums*).

2 Read and complete the grammar box.

- Draw attention to the three notes in the grammar box. Pupils read them. Ask what is most important in passive sentences, the action or the person who does the action (the action). Elicit why we don't talk about the person who does the action (to emphasise the action itself, when it isn't important who does it, when we don't know who does it or when it's obvious who does it). Elicit what pupils notice about the pairs of sentences in each section (in passive sentences the object takes the position of the subject and the subject is left out). Ask which sentence in each pair sounds better to them.
- Draw attention to the note on forming the passive voice. Read it out. Pupils read and complete the sentences following the model. Elicit the answers.

Answers
is, are

Interference from L1 may mean that some pupils try to put the main verb at the end of the sentence or use the continuous form of the main verb rather than the past participle. If so, draw attention to the word order in the example sentences. Elicit that the verb *be* follows the object and the past participle of the main verb follows *be*.

3 Underline the passive sentence in each pair. Tick (✓) the sentence that sounds best.

This activity promotes thinking skills as pupils have to choose the most appropriate sentence based on information presented in the previous activity.

- Ask which is more important when we use the passive voice, the person or the action (the action). Elicit what pupils remember about when we use the passive voice. Refer them back to the grammar box if necessary.
- Draw attention to the first two sentences. Elicit why the first one has been underlined (it is the passive voice). Draw attention to the tick at the end of the line. Point out that this is because the passive voice sounds better than the other sentence.

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- Pupils read and underline the passive sentences. They then tick the one that sounds better. The passive sentence should be ticked in each case. If pupils disagree, remind them that this is because it focuses only on the action which makes the sentence clearer.
- Invite volunteers to read out their underlined sentences to check the answers.

Answers

a Silver is mined in new Zealand.
b Thirty varieties of apples and pears are exported.
c More than 50 different vegetables are grown.
d Nearly 18 billion litres of milk are produced a year.
e Oil, gas and coal are found underground.

Mixed ability If pupils need more support forming the passive, they circle the verb *be* and the past participle in each of the passive sentences. More confident pupils could be challenged to find the passive sentences in the text on page 38 that contain the past participles of the following verbs: *raise, export, sell, send*. Write the verbs on the board.

Extension Pupils read the text on page 38 and find the section that contains only passive sentences. They do not call out the answer when they find it but wait until everyone has finished reading. Write the section headings *wool*, *lamb and beef*, *fruit* and *gold* on the board. Ask: *Is it (wool)? Hands up!* … Elicit the correct answer (*lamb and beef).* If there are any votes for other sections, invite volunteers to read out the active sentences in that section. Pupils who need more support then circle the verb *be* and the past participles in all the sentences in the *lamb and beef* section.

Lesson 2

Grammar practice Pupil's Book, pages 40–41

Warm up

- Pupils find and read out passive sentences from the text on page 38. Elicit why the passive is used for sentences like these (to focus on the action instead of the person doing the action). Elicit which verb is always used (*be*) and what form the main verb takes (*past participle*).

1 15 **Listen and number the pictures in order.**

- Pupils say what they think the six pictures show. Accept all ideas. Elicit what they can see in each picture. Elicit some of the key vocabulary and give the words in English if necessary: *wheat, harvest* (verb), *mill, flour, yeast, dough, loaves.*
- Draw attention to the sample answer and elicit why it is next to picture C (it's the first stage of the process of making bread). Pupils try to guess the correct order of the other pictures.
- Play Track 15. Pupils listen and look at the pictures. Play the track again. Pupils number the pictures.
- Check answers. Write A–F on the board. Invite volunteers to come and write the numbers next to the letters.

Track 15

For many people in the world, bread is the most important part of their daily diet. Most bread is made from wheat. But how is bread made?
First, the wheat is harvested from fields. It is taken to a mill, where it is ground into flour. Next, the flour is mixed with yeast and water, and dough is made. The dough is made into loaves of bread and the loaves are put into hot ovens to bake. Finally, they are taken to super markets and bakeries, where they are sold.

Answers

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

Mixed ability If pupils need more support, pause the track after each stage of the process to give them time to number the pictures.

2 **Complete the sentences with *is* or *are*.**

- Pupils read the sentences and say what they describe (the bread-making process). Elicit what type of sentences they are (passive). Draw attention to the rubric. Elicit when pupils will use either *is* or *are* (when the object is singular or plural).
- Pupils complete the sentences. Divide the class into pairs to compare answers. Go round the class monitoring.

Answers

a is **b** is **c** is **d** is **e** is **f** are **g** are / are

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Mixed ability Before they complete the sentences, pupils who need more support circle the objects of each sentence. Elicit whether they are singular or plural. Clarify the meaning of any vocabulary if necessary, by inviting pupils who know the words to say them in L1 or point to the item in the pictures in activity 1.

3 Complete the sentences with the correct form of the passive.

- Pupils look at the picture and say what they can see (*rice*). Elicit what they think the text will be about.
- Divide the class into pairs. Pupils read the first two sentences. Elicit which one is the passive sentence (the second). Elicit which verbs are used in the first answer (*be* and *grow*). Elicit which form of *grow* is used (past participle). Pupils complete the text by using the correct form of *be* and the past participle of the verb in brackets.
- Check answers by inviting volunteers to read out parts of the text.

Answers

a	is grown	**d**	are lost	**g**	are sent
b	is harvested	**e**	are added		
c	are dried	**f**	is put		

Mixed ability If pupils need more support with the past participles of the verbs, write the infinitives in a column on the board, elicit the past participles and write them alongside before they complete the sentences. If necessary, elicit what the object of each sentence is and whether it is singular or plural.



Praise pupils for the work they have done so far. Tell them they have earned a bronze medal and they now have the chance to earn a silver medal.

4 Use the prompts to write about how chocolate is made.

- Brainstorm the different types of chocolate we can buy. Elicit what pupils know about how chocolate is made.
- Pupils look at the text and say what they think it will be about (the chocolate-making process). Draw attention to the prompts and the first sentence. Elicit the differences between them to indicate what pupils need to do (the prompts aren't passive, the verb *be* is missing, the main verb needs to change to the past participle form).
- Divide the class into pairs to write sentences. Pairs join other pairs to check their answers. Go round the class monitoring.

Answers

a Chocolate is made from cacao beans.
b The cacao beans are harvested.
c They are taken to the factory.
d The beans are roasted.
e They are ground into paste.
f Milk and sugar are added.
g The chocolate is mixed in a machine.

5 Write about how crisps are made. Use the prompts.

- Pupils look at the rubric and pictures and say which process they show (making crisps). Pupils say what they can see in each picture.
- Draw attention to the first sentence. Elicit the object of the sentence (*the potatoes*). Elicit the form of the verb (past participle). Elicit why *are* is used (because potatoes are plural). Draw attention to sentence e and elicit the object of the sentence (*salt*). Repeat for sentence f (*the crisps*). If necessary, elicit the past participles of the verbs before pupils write sentences.
- Pupils read out a sentence each to check answers.

Answers

a First, the potatoes are harvested.
b They/The potatoes are washed.
c They/The potatoes are cut into slices.
d They/The potatoes are fried.
e Salt is added.
f The crisps are put into packets.

Extension Pupils write two or three more sentences to extend the process in activity 5: *The packets are loaded/put onto lorries. They are taken to shops. They are put on display. They are sold.* More confident pupils could imagine what happens in another process and write about it: producing cartons of fresh orange juice (*The oranges are harvested. They are peeled* …). This could be done as a whole class activity or in pairs. Help out with vocabulary as needed.



Praise pupils for the work they have done so far. Tell them they have earned a silver medal and they now have the chance to earn a gold medal.

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Lesson 3

Grammar goal Pupil's Book, pages 42–43

Warm up

- Write some sentences from the previous lesson on the board. Pupils work with a partner to write them in the passive: *People add milk and sugar to cacao paste. People dry and clean rice. Bakers make dough with flour, yeast and water. Machines put crisps into packets.* Pupils call out the answers.

1 Read and point to the stages of the process.



This activity promotes thinking skills by requiring pupils to infer stages of a process from a picture.

- Pupils look at the picture and say what process it shows (*photosynthesis*). Elicit what each label tells us (a stage of the process). Elicit what pupils notice about the language of the labels (they're passive sentences).
- Divide the class into pairs. They read the interview and point to the stages of the process in the picture.
- Ask: *What does photosynthesis do?* (it helps plants grow and cleans the air) *How does photosynthesis help people?* (people need oxygen to breathe).

2 Read and complete the grammar box.

- Pupils look at all the questions and say what they are asking about (*photosynthesis*). Read out the first question. Elicit what pupils notice about the language of the question (it's passive). Elicit why we use passive questions to ask about photosynthesis (because they emphasise the action).
- Draw attention to the verbs and the word order. Elicit what starts the question (a question word). Elicit what is different about the position of the verbs and the object (word order: the object goes between *be* and the main verb). Pupils complete the sentences.
- Pupils find and call out other questions in the interview.
- Refer pupils to the Grammar reference, pages 89 and 90, to review and consolidate the present simple passive.

Answers
is, are

3 Write the words in order. Match the questions to the answers.

- Elicit what pupils remember about questions in the passive form. Refer them back to the grammar box if necessary. Elicit which words in the first question and answer help pupils match correctly (*Where? Through / roots*).
- Pupils write the words in order and match the questions to their answers. They refer back to activity 1 for help if necessary.
- Check answers. Invite volunteers to read out their questions and nominate another pupil to answer.

Answers
a Where is water absorbed? 3
b How is sugar made? 4
c Why is sunlight absorbed? 2
d Why is sugar produced? 1

4 Complete the questions with the verbs. Match the questions to the answers.

- Draw attention to the picture and elicit what it shows (breathing in and out). Elicit some of the vocabulary used in the activity: *lungs, release, respiration, breathe, windpipe*. Elicit the past participles of the main verbs and note them on the board. Elicit what topic the questions are about (the process of respiration).
- Draw attention to the first question and the verb in brackets. Elicit what pupils have to do to complete the questions (add *be* and the past participle of the verb). Elicit how they will know whether to use *is* or *are* (if the object is singular or plural).
- Pupils complete the questions. Then invite volunteers to read out their answers.
- Divide the class into pairs. Draw attention to the sample answer (sentence 4). First, pupils check that they understand the meaning of the questions and the answers. Then they match them.
- Invite volunteers from different pairs to ask and answer the questions.

Answers
a are / used 4
b is / taken 6
c is / absorbed 5
d are / used 2
e is / released 1
f is / connected 3

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Mixed ability More confident pupils could preview the key vocabulary in groups of three. Encourage them to try and guess the meaning from the other words in the sentence. They then note any words that they still don't understand. Elicit these from each group and call on other groups to help out. Pupils who need more support work individually circling any words they do not know before you check them as a class. Draw a simple reproduction of the picture on the board. Label the parts and explain the process of respiration to help contextualise the vocabulary. Alternatively, invite a pupil to explain the process.

5 Do a class quiz. Write four questions about photosynthesis or respiration. Ask and answer with a partner.

- Pupils work individually to write four questions each about either photosynthesis or respiration, using the texts on pages 42 and 43.
- Divide the class into pairs. Pupils ask and answer with their partner. Go round the class helping where necessary.
- Alternatively, do this as a whole class quiz: Invite three or four more confident pupils to the front to be the 'team'. The other pupils choose ten questions about respiration or photosynthesis to ask the team. When a pupil is ready with a question, they put up their hand and ask their question.
- The team has 30 seconds to answer (use a stopwatch or clock with a second hand to time this). They are allowed to look in their books. When the team thinks they know the answer they nominate a member to answer. The team gets 10 points for correct answers. The class gets 10 points for incorrect answers. If the team cannot answer within 30 seconds, the class gets 10 points. The team then has 15 more seconds to try and answer and win back five points. If the class asks the same question more than once, they lose 10 points. They mark each question in their books as it has been asked, to avoid repetition. Keep the score on the board.

Mixed ability If pupils need more support, play with two teams at the front. One team is asked questions about photosynthesis and the other about respiration. Both teams play against the rest of the class and any points they win are shared between both teams.

Extension Pupils look back at the text about New Zealand on page 38. They make present simple passive questions about the information: *Where is fruit grown? What is exported to the Far East?* They ask and answer with a partner.



Praise pupils for their work and tell them that they have now finished the unit and earned a gold medal.