

The Secret Parcel Mission

teacher's resource
A2

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Note to teachers:

This resource has been designed for students at an A2 level, but could be used with A1 level students with more support or B1 level students adapting some of the tasks to make them more advanced.

It focuses on grammar, vocabulary, and the four language skills (listening, speaking, reading, and writing), but it has been designed to make lessons more interesting and engaging for students, as every lesson builds on a story of which the students are part. The story develops from the first to the last lesson, so students will need to go through all the lessons to find out how the story ends.

The teacher's resource contains 60-minute lesson plans to accompany each chapter, but each lesson can be easily adapted into a longer session or two separate lessons if teachers want to go at a slower pace.

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Teacher's suggested plan for Lesson 1	
Activity	Duration
In the beginning of the lesson, the teacher and students introduce themselves if necessary and students write their names on the workbooks. Then the teacher introduces the way the lesson is going to run: they are going to go through the workbook, performing the tasks and learning English along the way.	4-5 mins
The story begins with a message from a character called 'the Professor', asking the students to head to the post office to collect a 'top secret' parcel for them. Students discuss briefly the two questions on page 2.	5-6 mins
The students are then asked to consider what they will need for the journey (page 3). They are first asked to identify the items in the images and then discuss which ones they will need to go to the post office (students can use the structure provided in the example). Then, the teacher elicits more items that might be necessary for the journey.	5-6 mins
The teacher will then introduce the notes section on page 7 where students should write down anything they find useful and any unknown vocabulary.	1 min
Once all the necessary items have been identified, general directions can be introduced (page 4). The students will be asked to identify the directions shown in the images by completing the matching activity on page 4.	5-6 mins
The map on page 5 is then introduced. The teacher can elicit information such as the names of the landmarks and brief descriptions of their location using the information learned in the previous section.	5-6 mins
The main task incorporates speaking, listening, writing, and reading. It is to be done in pairs, with the teacher explaining the task and monitoring. Individually (and without sharing with their partner), both students select which post office they will navigate to and write down a route between the university and that post office. They will utilise the landmarks and directions from the previous task. Then, student A will provide directions for student B to their selected post office (they can read what they previously wrote). Having followed the directions, student B will show A where they have arrived. If they have arrived at the right place, that's great. They can now swap roles. If not, they can try again or the teacher can ask what went wrong and correct the directions.	20 mins

<p>After the task is completed, the students read through the sequence of arriving at the post office (page 6). On the way in, they pass a person carrying a large parcel. When they present the postage slip to the clerk, they inform them that there has been an error - the person they passed has their parcel. They run outside only to see the person drive off.</p> <p>Students discuss/role play in pairs the conversation with the clerk when they arrive at the post office.</p>	<p>10 mins</p>
<p>Additional tasks:</p> <ul style="list-style-type: none"> • Look at the parcel and try to identify what could be inside it. • What do you think about the person carrying the parcel judging by his appearance? • Navigate each other around the map to different locations if time remains. 	

Teacher's suggested plan for Lesson 2	
Activity	Duration
The lesson begins with the teacher asking the students about what happened in the previous lesson.	2-3 mins
The teacher then directs the students' attention to page 8. The students read the text. They then proceed to page 9, where they perform the recap activity of tracing their route to the man's house, calling out the directions.	4-5 mins
Next, the students proceed to page 10. It displays the scene outside the man's house. He is about to walk in. The students are asked what is the polite way to get his attention.	2-3 mins
The students' attention is then directed to the first task. Now that they have the man's attention, the students are told that they need to prepare to introduce themselves. They are provided with two sample introductions using the people that are in the image. The teacher then elicits more types of greetings and hobbies, which the students write in the workbooks.	6-7 mins
The students are then asked to complete the last introduction (page 11) using the vocabulary that has been elicited. Next, the students are asked to write their own introductions. When completed, students can introduce themselves to each other.	7-8 mins
The teacher then directs the students to the next task on page 11, where pronouns are introduced. The teacher explains what they are and demonstrates personal subject pronouns (I, you, he...) and their corresponding possessive adjectives (my, your, his...). Students are then asked to create sentences using the personal pronouns and possessive adjectives. These will be necessary for the following task.	4-5 mins
The following task applies the use of possessive adjectives. Students are asked to read the example provided and to apply it to instances from the illustration. The teacher then elicits more instances of possessive adjectives based on items from the classroom/students.	6-7 mins

<p>For the main task (page 12), the students create a roleplay in pairs of the conversation between themselves and the man who has taken their parcel.</p> <p>At the end of the conversation, the man must hand the parcel over to them.</p> <p>The teacher ensures that the students make use of the vocabulary and grammar learned in the lesson.</p> <p>Students then read the conversation to the rest of the class.</p>	<p>15 mins</p>
<p>Students read through the final sequence, in which a mysterious motorcyclist appears out of nowhere, grabs the parcel from the student's hands, and speeds off.</p> <ul style="list-style-type: none"> • Who might the motorcyclist be? Why does she want the parcel? • What do they think is in the parcel? Is it different from what they thought in lesson 1? 	<p>5-6 mins</p>
<p>Additional tasks:</p> <ul style="list-style-type: none"> • Introduce the possessive '-s' • More practice with personal pronouns and possessive adjectives • Introduce the people from the picture to each other 	

Teacher's suggested plan for Lesson 3	
Activity	Duration
Warmer: the lesson begins with a recap of the story so far (use page 14 to remind students).	2-3 mins
The students are then directed to page 15, which instructs them that they need to get in touch with the Professor. To prepare to tell the Professor about what happened, they will need to use Past Simple.	2-3 mins
Grammar: past simple is introduced and the students write down what it is. Students are then directed to the conjugation table, which demonstrates the Present Simple vs Past simple conjugations of 'to be'. The table features a column in which students practice using 'to be' conjugations in a sentence.	10 mins
In the following exercise on page 16, the students practice applying the conjugation rules to regular verbs from the previous lessons. The exercise is in the form of a crossword (they have to figure out three of the verbs based on pictures 1, 4 and 8; the other verbs are given to them). The verbs included are: <ul style="list-style-type: none"> • Collect • Ask • Answer • Want • Arrive • Walk • Cycle • Introduce • Borrow • Follow 	5-6 mins

<p>Next, irregular verbs are introduced. On page 17, students complete the exercise of using them in a sentence.</p> <p>The verbs are:</p> <ul style="list-style-type: none"> • Come • Go • Leave • Get • See • Meet • Give • Take • Think • Speak • Tell • Say 	<p>8-10 mins</p>
<p>For the main task (page 17), the students work in pairs to create a role play in which they explain the preceding events to the Professor over the phone. One student can assume the role of the Professor. Students make use of the lesson's structures and vocabulary. While introducing the activity, the teacher can elicit other useful vocabulary and structures from past lessons.</p>	<p>20 mins</p>
<p>Students are directed to the closing illustration (page 18), in which the Professor asks them to meet her friend who will help them retrieve the parcel.</p>	<p>5-6 mins</p>
<p>Additional tasks:</p> <ul style="list-style-type: none"> • Students can practice with present simple and past simple in the negative form (with verb to be and other verbs) and with the past simple of other regular and irregular verbs. 	

Teacher's suggested plan for Lesson 4	
Activity	Duration
For the warmer, students are asked questions about what they did in the previous lessons and about the story so far. They are encouraged to respond using Past Simple.	4-5 mins
Students are then directed to the opening illustration (page 20), which shows a text message from the Professor.	1-2 mins
Students are then directed to the Vocabulary section on page 20. The teacher elicits the names of the body parts in the illustration (legs, head, arms, etc.) and face parts (hair, eyes, mouth, etc.). Students write them in the workbook	5-6 mins
For the next task (page 21), students are asked to name clothing items that are shown in illustrations (jacket, t-shirt, trousers, shoes). Then, the teacher elicits the items' descriptions (colour, features). Students write them in the workbooks.	5-6 mins
To begin the Grammar section, the teacher explains the conjugations of 'be' and 'have' and how to use them. For the task on page 22, students complete the sentences with the appropriate form of 'be' and 'have'. On the last two lines, students create their own sentences.	7-8 mins
The students are asked to describe themselves first and then one of their classmates using the grammar and vocabulary learned. Students then read their classmates' descriptions and the rest of the students have to guess who is being described.	10 mins
Next, the teacher explains how questions are formed using the 'be' and 'have' grammatical structures. Students practice using question structures by creating questions for the answers provided in the task.	7-8 mins

<p>Main task - In pairs, students play “Guess Who” using the illustration on page 23. Student A selects a person from the picture and student B has to find out which person student A has selected by asking yes/no questions about their appearance. Once student B has found the selected character, he chooses a new character and student A asks the questions this time. They can repeat this activity choosing different characters until time is up.</p>	<p>10 mins</p>
<p>Students read the final illustration sequence (page 24).</p>	<p>4-5 mins</p>
<p>Additional tasks:</p> <ul style="list-style-type: none"> • Comparatives and superlatives 	

Teacher's suggested plan for Lesson 5	
Activity	Duration
Warmer: the teacher elicits a recap of the previous lesson with questions which encourage use of past simple, descriptions, and use of questions.	4-5 mins
Students go through the opening illustration (page 26).	2-3 mins
The teacher introduces Present Continuous, the difference between it and Present Simple, and explains the conjugation table.	6-8 mins
Vocabulary (page 27): based on the images, the teacher elicits vocabulary (hiding, writing, standing, etc). Students write it in the workbooks. Students practice using the vocabulary in sentences ("Is this man sitting? This man is not sitting, he is standing.")	6-8 mins
Students proceed to the exercise on page 27. They read the paragraph and complete the sentences with either Present Simple or Present Continuous.	7-8 mins
Listening exercise (page 28): the teacher reads out the dialogues between the student and Marcel or between the Professor and Marcel (if time allows, the teacher can read out both dialogues). Students mark whether the statements are true or false. Part 1: Conversation between Marcel and the Professor. <i>Marcel's phone rings.</i> Marcel: Hello? Professor: Hi Marcel, this is the Professor. How are you? M: We are well, thank you! At the moment, we are travelling to Margate. And how are you? P: That is great! I'm very well. I'm working hard today. Do you have the map? M: Yes, my friend gave it to me yesterday. P: Are you not meeting your friend today? M: No, he is busy today. Today, he is travelling to London. P: OK, that is fine, too. Good luck today! M: Thank you! Bye! P: Bye!	8 mins

<p>Statements:</p> <ul style="list-style-type: none"> • You and Marcel are travelling to London. • The Professor is working hard today. • The Professor is not doing well today. • Marcel does not have the map. • Marcel’s friend travelled to London yesterday. • You and Marcel are meeting his friend today. <p>Part 2: : Conversation between Marcel and the student:</p> <p>Student: Do you often go to Margate?</p> <p>Marcel: Yes, last month I went twice.</p> <p>S: Twice! What did you do?</p> <p>M: I went to the beach and to the art gallery. I like being in the sun and looking at art.</p> <p>S: Me too, but I’m going to Margate for the first time.</p> <p>M: Are you worried about our task?</p> <p>S: No, I’m feeling confident. Can I see your map?</p> <p>M: Sure. The Professor said you are good with maps and directions.</p> <p>S: Thank you, but I’m still learning. I’m looking forward to arriving in Margate.</p> <p>M: Me too. It is warm and the sun is shining. It is a good day for adventure!</p> <p>Statements:</p> <ul style="list-style-type: none"> • Marcel lives in Margate. • Marcel went to the museum in Margate. • Marcel likes being in the sun. • It is the student’s first time going to Margate. • The student is not feeling confident. • The Professor said that the student is good with maps and directions. • The sun is shining. 	
<p>Next, students are asked to narrate the illustrations (page 29) using Present Continuous, descriptions, possessives, and directions.</p> <p>They are encouraged to proceed through the illustration’s sections and to attempt to create a story.</p> <p>If the students do not notice, the teacher brings attention to the man, who is looking suspiciously at Marcel over his newspaper.</p>	13-15 mins
<p>Students share their narrations with the rest of the class.</p>	6-8 mins
<p>Additional tasks:</p> <ul style="list-style-type: none"> • Students discuss who the man with the newspaper is. • True or False can be played with the main illustration. Student A makes a statement and Student B decides whether it is true or false (alternatively, the teacher can make the statements). 	

Teacher's suggested plan for Lesson 6	
Activity	Duration
Warmer: the lesson begins with a recap of the story from lesson 1 to lesson 5.	4-5 mins
<p>Students then read the opening illustration and proceed to the first exercise.</p> <p>The first exercise begins with the teacher eliciting vocabulary relating to directions and location (used in lesson 1).</p> <p>Students then use the map provided to navigate from the train station to the café.</p>	5-6 mins
<p>Listening (page 32): during the journey, Marcel tells the students a story about a previous time he came to Margate. The teacher reads out the paragraph and students complete the gaps with either the appropriate verb in Past Simple, or an adjective.</p> <p>The vocabulary is presented first and the teacher ensures students are familiar with all the words.</p> <p>The paragraph is: "Last year, I <u>came</u> to a carnival in Margate. It <u>was</u> on this street. A carnival is a celebration that has music and costumes. Many people <u>came</u> to see the carnival. Some people <u>wore</u> <i>colourful</i> clothes. They made their clothes at home. I <u>saw</u> a man who <u>wore</u> a <i>blue</i> hat with a <i>yellow</i> bird on top. The bird <u>was</u> <i>large</i>. It <u>was</u> <i>larger</i> than the man's dog. One woman <u>wore</u> a <i>bright orange</i> dress. The dress <u>was</u> <i>long</i> and <u>had</u> many images of the city on it. The dress <u>was</u> very <i>heavy</i> and two people <u>had</u> to help her. I also <u>heard</u> a lot of <i>good</i> music that day. Do you like music? The musicians <u>walked</u> down this street and <u>played</u> their instruments. It was very <i>loud</i> and <i>fun</i> to watch. It <u>was</u> also a <i>sunny</i> day. When I <u>came</u> home, I <u>saw</u> that I <u>was</u> <i>red</i> everywhere, but I <u>wasn't</u> <i>sad</i> because it <u>was</u> a very <i>good</i> day."</p>	10-12 mins
A True/False activity follows the listening activity.	3-4 mins

Next, is a comprehension check activity of answering questions about the paragraph (page 33). Students can write answers in the Notes section (page 37) or answer verbally.	5-6 mins
Next, an illustration shows Marcel and the student arriving at the café. Inside, Marcel's friend is working. The illustration shows the friend greeting them. The teacher elicits greetings and introductions. The students then write how they would greet and introduce themselves to Marcel's friend.	3-4 mins
Next is an introduction of food vocabulary (page 34). The students complete a matching activity. It consists of three columns. In the first are descriptions of the foods (Long and orange, with green leaves). In the second are images of the foods. In the right hand column are the names of the foods. Students match the descriptions with a corresponding image and then the name.	8-10 mins
Students continue to page 35. First, the teacher elicits and teaches phrases used for ordering food. Then, students create a role play in which student A orders and Student B plays the role of Marcel's friend.	6-7 mins
The final activity is a Marcel telling the students about his friend, Ben. Students complete the gaps in the dialogue using Present Simple or Present Continuous.	8 mins
The final illustration shows a cup of tea being lifted off the saucer, revealing a key.	
Additional tasks: <ul style="list-style-type: none"> • Students speculate on what the key is for. • Student A thinks of a food and Student B has to form questions about its description to try and guess what it is. • Learning/eliciting additional food-related vocabulary (names of dishes, drinks, and names of meals (e.g. breakfast, lunch)) 	

Teacher's suggested plan for Lesson 7	
Activity	Duration
Warmer – Students recap the previous lesson by responding to questions about food (favourite, least favourite, what they're having for dinner tonight, etc.).	5 mins
<p>Students read the opening illustration and the teacher introduces will and going to future.</p> <p>Using the table on page 38, the teacher introduces the forms of future tense (will, going to, Present Continuous) and explains the differences in sentence structures between declarative and interrogative sentences.</p> <p>The teacher then explains when the different forms are used and elicits examples.</p>	10 mins
<p>Students proceed to the vocabulary exercise (page 39).</p> <p>Using the illustration, the teacher elicits and/or teaches the following planning-related vocabulary:</p> <ol style="list-style-type: none"> 1. Later / earlier, before / after, from / until, during, begin / end, start / finish, meet, depart / arrive 2. Time expressions: "quarter to", "ten past", "half past five", etc. <p>Students practice using the vocabulary in affirmative, negative, and interrogative sentences in future form.</p>	8 mins
<p>Students proceed to the listening exercise. First, the teacher goes through all the questions with the students to ensure they understand them.</p> <p>Then, the teacher reads Marcel's plans for the next day and students respond to the questions in writing.</p> <p>Marcel says: "I have a lot of plans for tomorrow. I think it is going to be a good day!</p> <p>I will wake up late. I think I'll wake up at 10am. Then, I will have breakfast.</p> <p>I like swimming, so I'm going to go to the swimming pool at quarter past 12. Before swimming, I'm going to have a small snack. I hope that most people will be at work, so the pool won't be too busy.</p>	12 mins

<p>After swimming, I'm going to go to the library and study. I think I'll be in the library until 3 PM, because I'm going to the cinema with Ben later. The movie starts at 4 PM. He's going to arrive in Canterbury at half past 3, so I will meet him at the cinema at ten to 4.</p> <p>After the cinema, I'm going to cook dinner. I will go to the shop before I go home and buy the ingredients: chicken, peppers, garlic, tomatoes, potatoes, and some bread. I hope that the meal comes out delicious!"</p>	
<p>Students proceed to the speaking exercise on page 40.</p> <p>With a partner, they take turns to discuss what their plans are for:</p> <ul style="list-style-type: none"> • This evening • This weekend • This time next week • Next year 	5-6 mins
<p>For the main activity, students have to work together to create a new planner for Marcel.</p> <p>Student A is given an empty calendar and Student B is given the activities (see Appendix). Without looking at each other's handout, they complete the calendar.</p>	15 mins
<p>Students proceed to the final illustration, which shows them leaving the café. It also shows Marcel telling the students that they are now going to where the parcel thieves are hiding.</p> <p>As they leave the café, however, Marcel asks if the students recognise the motorbike parked outside the café (it is the bike from lesson 2).</p> <p>Students discuss why the bike could be there.</p>	3-4 mins
<p>Additional tasks:</p> <ul style="list-style-type: none"> • Students discuss the upcoming football/cricket season • Students discuss places they are planning to visit and things they will do there 	

Student A

Marcel lost his planner! With a partner, can you make him a new planner for next week?

Ask your partner what Marcel is planning for each time and fill in the planner.

Example: Question: What is Marcel doing at 8:15 AM on Monday? Answer: He is going to the gym.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:15 AM <i>Going to the gym</i>	9 AM	10:20 AM	9:15 AM	11:30 AM	8:40 AM	11 AM
11 AM	12:30 PM	1:35 PM	12 PM	3 PM	10 AM	3 PM
5 PM	5 PM	9 PM	2:30 PM	7 PM	2 PM	7 PM
8:30 PM	7:40 PM	7 PM	7 PM	8:30 PM	10:50 AM	3 PM
					7:45 PM	8:30 PM

Student B

Marcel lost his planner! With a partner, can you make him a new planner for next week?

Tell you partner what Marcel is planning so they can complete the planner.

Example: Question: What is Marcel doing at 8:15 AM on Monday? Answer: He is going to the gym.

Monday:

Go to the gym at 8:15 AM

Go to the university from 11 AM

until 5 PM

Dinner with a friend at 8.30 PM

Tuesday:

Work at 9 AM

Lunch at 12:30 PM

Finish work at 5 PM

Play football at 7:40 PM

Wednesday:

Go to the library at 10:20 AM

See a teacher at 1:35 PM

Watch a movie 9 PM

Thursday:

Doctor's appointment at 9:15 AM

Go swimming at 12 PM

Go to the library at 2:30 PM

Shopping at 7 PM

Friday:

Go to university at 11:30 AM

Work from 3 PM until 7 PM

See friends at 8:30 PM

Saturday:

Go to the train station at 8:40

Arrive in London at 10 AM

Go to the National Gallery at

10:50 AM

Lunch at 2 PM

Visit Hyde Park at 3 PM

Return to Canterbury at 7:45

PM

Sunday:

Have breakfast with a friend at 11 AM






Watch the football match at 3 PM

Plan the next week from 7 PM until 8:30 PM

Teacher's suggested plan for Lesson 8	
Activity	Duration
The lesson begins with a recap of previous lessons. To recap talking about the future, students speculate on what will happen in the upcoming lesson.	4-5 mins
Students read the opening message from the Professor and the teacher ensures everyone understands it.	2-3 mins
<p>The teacher introduces prepositions of place and students perform the first activity. Where possible, the teacher provides alternative prepositions (in/inside).</p> <p>The sentences in the activity are:</p> <ol style="list-style-type: none"> 1. I see a woman the picture. (in) 2. The woman is sitting a chair. (on) 3. Her legs are the table. (under/below) 4. She has an earring her ear and a water bottle her hand. (in) 5. the table are a computer, a banana, and a notebook. (on) 6. The banana is the computer and the notebook. (next to/by) 7. The woman's bag is the chair. (in front of/next to) 8. Her wallet is the bag. (inside/in) 9. The table is the chairs. (between) 	8-10 mins
<p>Next, the teacher introduces wh- questions (page 43) that could be used with prepositions of place (what, where, which). The teacher explains the sentence structures of wh- questions.</p> <p>Students perform the activity. They form questions that correspond to the sentences describing the image of the woman (page 42).</p> <p>(Q: Where is the woman sitting? A: She is sitting at a table.)</p>	8-10 mins
<p>The teacher introduces prepositions of time (in, on, at) and in which cases they are used. The teacher also highlights cases in which prepositions are not needed.</p> <p>Students perform the activity, filling the gaps with the appropriate preposition of time. Two of the sentences (5 and 9) do not need a preposition.</p>	8-10 mins

<p>The sentences in the activity are:</p> <ol style="list-style-type: none"> 1. I came to Margate the morning. (on) 2. My train left Canterbury 10 AM. (at) 3. The train was not time, it was 5 minutes late. (on) 4. You met Marcel 9 AM, by the cathedral. (at) 5. You are getting the parcel back today. (no preposition) 6. Monday, Marcel is going to the gym. (on) 7. the weekend, he is going to London. (on/during) 8. the moment, you and Marcel are walking to the hideout. (at) 9. Marcel came to a carnival in Margate last year. (no preposition) 10. The carnival was the 18th of July. (on) 11. This year, the carnival is August. (in) 	
<p>Next, the teacher introduces the wh- questions (page 44) that relate to time (when, what time, which day/month) and reviews how wh- questions are formed if needed. Students perform the activity, forming questions that correspond to the sentences in the previous activity. (Q: When did you come to Margate? A: I came to Margate in the morning.)</p>	8-10 mins
<p>For the main task, the students play the game in Appendix 1.</p> <p>Prep: This game should be played in groups of 4 students maximum, so the teacher should bring one copy of the game for each group. Each group requires a die, but if one is not available, the number cards on the second page of Appendix 1 can be cut out and used as a substitute (the number cards would be placed face down next to the board for students to draw one in each of their turns). If not available, students create their own counters from paper.</p> <p>Rules: Students throw the die/select a number card and move forward the number of squares it indicates. Using the prompt in the square, students form a sentence using the correct preposition for the prompt. Forming a correct sentence allows them to advance the number in the die/card. An incorrect sentence means they can't advance so they stay in their current position. After one student has formed a correct/incorrect sentence, it's the next student's turn.</p> <p>The teacher can adapt the game by asking students to form both an interrogative and a declarative sentence with the prompts, and even use the tenses that have already been covered (present simple, past simple, present continuous, will/going to future).</p>	10-15 mins

After the game, the students proceed to the final illustration.	3 mins
<p>Additional tasks:</p> <ul style="list-style-type: none"> • Students speculate on what awaits them in the hideout. • Appendix 2 includes two images of objects in a room (the images have been taken from Unsplash.com but other images can be used instead if preferred). The teacher cuts the page in half and gives one image to Student A. Student A dictates their image to B using prepositions of place. Without looking, B must draw the image. Next, the students swap roles and use the other image. Then, the pairs share their drawings with the rest of the class and the pair with the most accurate drawing wins. • Additional wh- questions (e.g. how, why, who) and prepositions (e.g. prepositions of manner) can be covered. 	

Sunday	2019	A café		
 Move back 4 spaces!		Table	A train	Two hours
Winter				Margate
5 minutes		FINISH		3 o'clock
Canterbury		Summer		Post Office
The parcel		 Go back.		Monday
Morning		8 PM		My birthday
 Miss a turn.	A chair	The weekend		START

6	1	2
5	3	4
5	2	6
1	3	4
2	6	3
4	1	5
1	5	4
3	2	6



Teacher's suggested plan for Lesson 9	
Activity	Duration
The lesson opens with a recap of the previous lesson.	2-3 mins
<p>The teacher explains that the current lesson is going to work like a game and introduces the handout (see Appendix).</p> <p>All the students in the class will navigate through the game at the same time (moving one square at a time), with each square corresponding to an activity in the workbook. Students can only move on when they have completed their current activity.</p> <p>Students work in teams of preferably 2 (and up to 4 students) and earn points by performing the activities. The team with the most points at the end of the game, wins.</p> <p>Scoring:</p> <ul style="list-style-type: none"> • Students receive 5/10 points for completing "Learning" squares/activities. "Learning" squares are marked with blue. • On "Friend" squares, students receive 2 points for each correct answer and do not lose any for incorrect answers. "Friend" squares are marked with green. • On "Villain" squares, students receive 1 point for each correct answer and lose 2 points for each incorrect answer. "Villain" squares are marked with red. <p>After each task, each team swap their workbooks with another team and students mark each other's workbooks with the answers provided by the teacher. Alternatively, each team can mark their own answers.</p>	2-3 mins
<p>Students read the text below the opening illustration.</p> <p>The teacher draws the students' attention to the Present Perfect and Past Simple verbs in bold. The teacher asks the students to try and identify the difference in their form and use.</p>	5 mins
<p>Task 1: "Learning"</p> <p>The teacher draws on the students' answers from the previous task to introduce Present Perfect, how it is formed, and when it is used.</p> <p>The teacher explains the difference between Present Perfect and Past Simple.</p>	5 mins
<p>Task 2: "Learning"</p> <p>The teacher elicits the Past Simple and Present Perfect forms of the verbs provided.</p> <p>The teacher explains the difference between regular and irregular verbs and draws attention to those verbs that have the same form in Past Simple and Present Perfect.</p>	6-8 mins

<p>Task 3: "Rat" square</p> <p>Students select the appropriate verb form for each sentence.</p> <p>The sentences are:</p> <ol style="list-style-type: none"> 1. Marcel to London. a. has been b. was 2. Last year, there a carnival in Margate. a. has been b. was 3. The Professor you a text message right now. a. sent b. has sent 4. You the train to get to Margate. a. have taken b. took 5. The Professor you a text message in lesson 4. a. sent b. has sent 6. Marcel a bike during your adventure. a. did not borrow b. has not borrowed 7. The motorbike rider the parcel from you. a. has taken b. took 8. You Marcel's friend, Ben. a. met b. have met 9. Marcel to go to the cinema next week. a. has planned b. planned 	5 mins
<p>Task 4: "Learning"</p> <p>The teacher introduces adverbs and explains the difference between ever and never. The teacher explains when they are used.</p> <p>The students write the differences and some examples in the table provided.</p>	5 mins
<p>Task 5: "Friend"</p> <p>Students fill in the gaps with either ever or never.</p> <p>The sentences are:</p> <ol style="list-style-type: none"> 1. Have you been to Wincheap in Canterbury? No, I have been to Wincheap. (ever, never) 2. What is the best movie you have seen? The best movie I have seen is Lord of the Rings. (ever, ever) 3. I have eaten shark. (never) 4. Have you lost your keys? (ever) 5. What is his name? I can remember his name. (never) 6. Have you been to my friend's house? Yes, I have been to your friend's house twice. (ever) 	5 mins
<p>Task 6: "Learning"</p> <p>The teacher introduces the adverbs already and yet. The students write the information and examples in the table, just like in task 4.</p>	5 mins

<p>Task 7: "Villain"</p> <p>The students practice using already and yet by writing the appropriate adverb in the gaps.</p> <p>The sentences are:</p> <ol style="list-style-type: none"> 1. Have you finished your homework? (yet) 2. A man has missed his bus because the bus has left. (already) 3. This woman is hungry. She has not had her lunch (yet) 4. You have not been to the shop (yet) 5. Have you planned your weekend? (already) 	5 mins
<p>Task 8: "Villain"</p> <p>The students decide if the sentences provided are correct or incorrect. If incorrect, they write them correctly on the line below.</p> <p>The sentences are:</p> <ol style="list-style-type: none"> 1. On your way to the class today, have you seen any dogs? (incorrect) 2. I read a very interesting book last week. (correct) 3. You have already cooked your food for later. (correct) 4. I never went to France. (incorrect) 5. Jim finished his work. (incorrect) 	5 mins
<p>Task 9: "Friend"</p> <p>Listening task. The teacher reads the provided text and the students decide if the statements below are True or False.</p> <p>"Today is the Professor's day off. She has planned to go on a bicycle trip. Riding bicycles has been her hobby for three years.</p> <p>The Professor has planned to ride her bike to Whitstable. She already went there last week, but the weather is warm, so she has decided to go again.</p> <p>The first time the Professor went to Whitstable, she took the bus. Then, someone told her about the bike route. She did not have a bike yet, so she went to the shop and bought one. Since then, she has used it every week.</p> <p>Whitstable is not the only place the Professor has cycled to. After Whitstable, she has also gone to Ashford and Folkestone, but Whitstable is still her favourite destination.</p> <p>The Professor's friend has said that she will join her on the trip. Her friend has not been to Whitstable yet, so she is very excited. She has wanted to try the local fish and chips for a long time."</p>	6-8 mins

<p>True/False:</p> <ol style="list-style-type: none"> 1. The Professor has not been to Ashford. (F) 2. The Professor's friend has never been to Whitstable before. (T) 3. The Professor's friend has tried the fish and chips in Whitstable before. (F) 4. The Professor does not have a bike yet. (F) 5. Whitstable is the only place the Professor has cycled to. (F) 6. The Professor went to Whitstable by car before she had a bike. (F) 7. The Professor has decided to go to Whitstable today because the weather is warm. (T) 8. The Professor has used her bike every day since she bought it. (F) 9. Riding bikes has been the Professor's hobby for three years. (T) 	
<p>The final illustration is of Marcel standing in front of a door holding the key that Ben gave them earlier in the story. The students discuss what could be behind the door.</p>	3-4 mins
<p>Additional tasks:</p> <ul style="list-style-type: none"> • The teacher introduces other adverbs and other irregular verbs. 	

the secret hideout



Teacher's suggested plan for Lesson 10	
Activity	Duration
The lesson opens with a recap of the previous lesson. The teacher asks questions that encourage use of the present perfect tense.	4 mins
The teacher informs the students that in this lesson they will be learning how to write a story.	1 min
The opening illustration (page 54) shows Marcel opening the door and saying: "I believe the parcel is in this room. Look at this door! It makes me think there is something scary behind it... Let's go and see what it is!"	2 mins
Students move to page 55 and perform the mind map activity. In pairs, students speculate on who is in the room/ what the room looks like/ where in the room the parcel is/what objects are in the room, and write their ideas in their workbooks. The groups then share their ideas with the class as a brainstorming activity.	10 mins
Next, the teacher introduces and explains the structure of a story (page 56): 1. The beginning introduces the characters and the situation 2. The middle introduces the problem or difficulty 3. The ending solves the problem or difficulty The teacher then pre-teaches unknown vocabulary (e.g. project, ancient, collector, dangerous, destroy, fountain, break into). Alternatively, the students can attempt to read the text first and then the teacher can go through the unknown vocabulary. Students read the beginning and middle of the story provided in page 56.	15 mins
In pairs, the students use the ideas from the brainstorm to write the ending of the story (page 57), describing how they and Marcel retrieved the parcel from the room and escaped from the hideout.	18-20 mins
The students read their stories to the class and the class votes on which was the best.	10 mins
The students go through the final illustrations and read the text. Students discuss the ending to the story.	5-8 mins
Additional tasks: <ul style="list-style-type: none"> The teacher can introduce past perfect and its differences with present perfect (and past continuous and its differences with present continuous) as these tenses appear in the text. 	

