


# English **Print 5**

 includes CDs

## **Teacher's Guide**



Susan House    Katharine Scott

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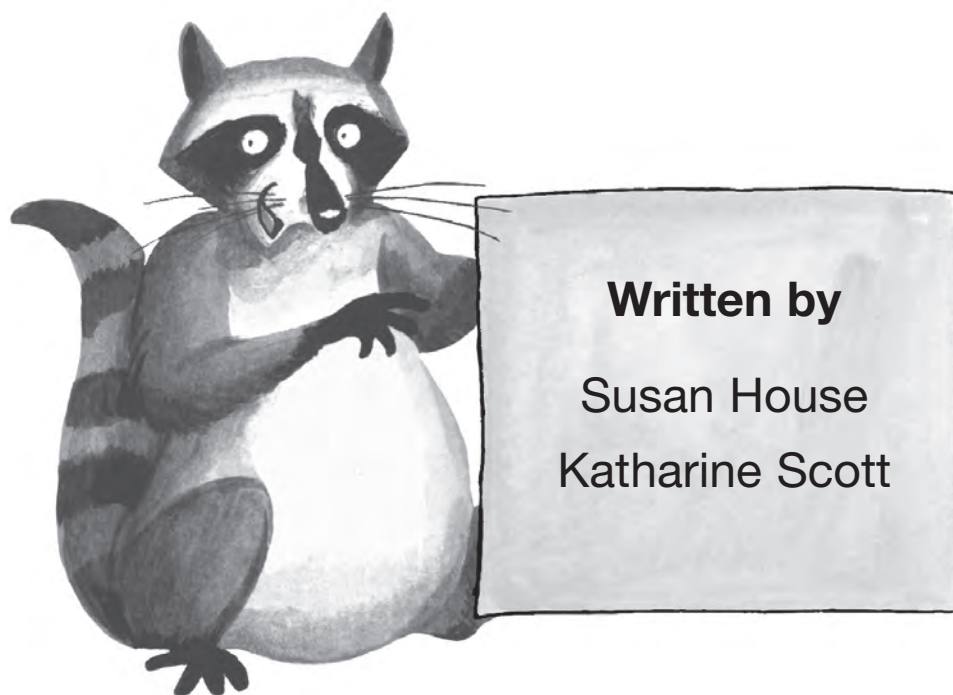
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# English **Print 5**

## **Teacher's Guide**



# Philosophy

The philosophy behind *Print* is that learning a second language is not only a means of communication, but also a window through which children see and understand other cultures and ways of thinking. Learning a second language helps children develop an awareness that there is more than one way of expressing ideas, solving problems and viewing the world.

*Print* offers children the opportunity to learn a second language while developing other areas. These books will teach children about different themes and provide enriching and fun stories, songs and games. They will promote students' creativity and critical thinking skills. Students will explore ecology, art and history, and all the while, they will be learning English.



## Methodology

*Print* follows a well-structured grammar syllabus and incorporates the following methods and approaches:

### The communicative approach

According to this approach, language is taught as a tool for communicating, not just as formal structures for passing exams.

The focus is more on meaning (the task to be completed) than on form (correctness of language and language structure).

Errors are a natural part of learning. Students trying to use the language spontaneously are bound to make errors. Constant correction is unnecessary and even counter-productive.

The classroom should provide students with the opportunity to rehearse real-life situations using natural language, not just repetition and drills.

There is an emphasis on oral and listening development. But reading and writing skills are also developed to promote pupils' confidence in all four skills.

### Task-based learning

This method states that learning is more meaningful if students can focus on completing a task using the target language rather than concentrating on using the language correctly. Thus, the primary focus of classroom activity is the task, and language is simply the instrument required to complete it. Activities reflect real-life situations, and learners focus on meaning—they are free to use any language they want. Playing a game, solving a problem or sharing information are all relevant and authentic tasks.

### Content-based learning

In a content-based lesson, students learn about a topic that interests them—anything from a serious scientific theme to a pop star or even a news story or film. The key is that the lesson is taught using the target language rather than students' native language. Students' motivation to understand the topic will naturally assist in language learning.

### Learning through literature

Stories provide the starting point for developing a wide variety of related language and learning activities, involving children creatively and actively in their own learning.

More and more English teachers at the primary level are using stories in their classes. This is partly because teachers have become more familiar with an acquisition-based methodology, but principally because stories meet the major linguistic, psychological, cognitive, social and cultural objectives for teaching a foreign language to children.

Learners acquire language most effectively from messages that are just slightly beyond their current competence. The stories in *Print* expose students to natural language that is meaningful and just above their level of production.

### The natural approach

In this approach, language acquisition (an unconscious process developed through using language meaningfully) is differentiated from language learning (a conscious process developed through learning or discovering rules about a language). Competence in a second language occurs through language acquisition.

The most effective way to acquire a language is to reproduce the conditions in which the first language is acquired. Therefore, students are exposed to the language in a variety of contexts. They are also encouraged to use the language before they analyse its grammatical content and structure.










The most effective learning environment motivates students without pressuring them. Learners will naturally start to produce language when they are ready.

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## Grammar and language

## Vocabulary

### Unit 1

**Present simple:** Michael lives on a sheep farm. Do you spend the money on sweets?

**Present continuous:** Dave is writing a story for English class.

**Frequency adverbs:** We always play there.

**Past simple:** The ox swam across the river.

**At + time, in + place:** Where are you at nine o'clock? I'm in classroom 2.

**Functional language:** I'm (good) at... How about you? How do you say/spell...? May I go/borrow...? What does "sociable" mean?

**School subjects:** Art, English, Geography, History, I.T., Maths, Music, P.E., Science

**School vocabulary:** cafeteria, classroom, computer room, gym, hall, lunch, office, playground, headteacher's office, breaktime, school assembly, science room, teacher's room

**Personality adjectives:** boring, creative, dishonest, fun, generous, greedy, hardworking, honest, intelligent, kind, lazy, polite, shy, sociable, unkind

**Animals:** from the Chinese horoscope

**Verbs:** belong, build, collect, help, invent, learn, need, organise, plant, raise, save, send, spend, turn off, use, vote

### Unit 2

**Prepositional phrases:** The Plaza of a Thousand Columns is behind the market.

**Past simple (regular and irregular verbs):** She protected women. He made the world. Where did they play the game?

**Could/couldn't:** They could build temples.

**Comparative and superlative adjectives:** The Inca civilization was bigger than the Maya. He was the most frightening and most dangerous god.

**Functional language:** Throw the beans. My turn. Whose turn is it? I'm the winner.

**Ancient civilisations vocabulary:** civilisation, crop, crown, feather, god, goddess, headdress, hunter, jaguar, market, necklace, pot, sandal, steam bath, temple, tool

**Plants and animals**

**Verbs:** build, clear, collect, create, cry, cultivate, decide, disappear, feel, find, grow, help, hit, hunt, keep, marry, navigate, protect, punish, put, shout, take care of, wait for

**Adjectives:** advanced, bright, dangerous, democratic, early, fair, fast, fertile, frightening, golden, hard, heavy, kind, late, magic, peaceful, popular, powerful, proud, religious, slow, solar, vain, weak, wild, wise, worried, young

### Unit 3

**Past simple:** Yesterday I found gold in the river. Who worked on a ranch? Why did they leave the farm?

**Past continuous:** At four o'clock, he was sleeping.

**Interrupted past:** The men were working outside when the Native Americans attacked the fort.

**Past simple v past continuous:** Jake saw a hot-air balloon. It was coming down into their garden!

**Functional language:** Telling the time: It's twenty two minutes past four.

**Wild West vocabulary:** chief, feather, fort, gang, gold, gunfight, hat, headdress, Native American, outlaw, pioneer, ranch, rodeo, sack, scarf, sheriff, soldier, tribe

**Rodeo vocabulary:** bull riding, champion, competition, cowboy, cowgirl, shooting, target, wild horse roping

**Verbs:** attack, burn, catch, cross, fall, fall in love, float, forget, get married, give, grow up, happen, land, leave, lock, meet, notice, pick, point, put, recognise, rob, run away, score, shoot, speak, start, stay, swing, tie, wake, wear, win

### Unit 4

**Prepositions (next to, behind, in front of, in, on, under):** It's behind the reeds.

**Indefinite pronouns:** The men looked everywhere. Are you going to do anything after school?

**Future with going to:** Adam and Grace are going to put up the tent. What are you going to do after school?

**Past simple:** We worked on the beach at night.

**Functional grammar:** Can I help you? I'd like... How much is it?

**Animals:** beetle, butterfly, dragonfly, fox, frog, goose, gorilla, ladybird, lizard, mosquito, orangutan, otter, panda, panther, rhino, an animal, squirrel, toad, trout, wolf

**Parts of an animal**

**Nature:** jungle, nest, reeds, sand, water lily, waterfall

**Ecology:** biodiversity, climate change, endangered species, extinction, natural habitat/resources, species, wild

**Verbs:** change, count, cover, cry, dig, disappear, explore, fight, follow, hear, hurt, lie, promote, put up, wrap

### Unit 5

**Sequencing adverbs:** First, I wash the potatoes. Then I chop the onions.

**Can/could:** With 10 beans, you could buy a rabbit.

**Past simple:** They mixed cacao with vanilla.

**Need + some, any, a lot of:** I need an egg. I don't need any bananas.

**How many carrots do you need?**

**Imperatives:** Chop the chillies. Don't shout at the cook.

**Functional language:** May I take your order? As a starter, I'd like the soup. Could I have a salad, please?

**Cooking verbs:** add, bake, burn, chop, cook, fry, mash, mix, peel, pour, stir, wash

**Food:** brownie, butter, cereal, cheese, chocolate bar/chip, cracker, flour, chips, rice, ham, honey, meat, meatball, nuts, omelette, pepper, crisps, sauce, soup, steak, sugar, sundae, syrup, tangerine, tuna, vanilla, whipped cream

**Fruit and vegetables**

**Measurements:** cup, gram, kilogram (kilo), litre, millilitre, tablespoon, teaspoon

**Adjectives**

## Grammar and language

## Vocabulary



**Future with will:** *We will live in flats. We won't use cars. Will you go to university? Yes, I will./No, I won't.*

**Future with will (Wh questions):** *How will it read the question? What time will we leave?*

**Past simple (questions with Who):** *Who wrote the first test?*

**Adverbs (regular and irregular):** *She's walking quickly. He's playing well.*

**Functional language:** *Change places with the winner. Throw again. Go (forward/back) two spaces. Go back to Start. Miss a turn.*

**Energy words:** *biomass, coal, crop, earth, energy, rubbish, gas, geothermal energy, heat, non-renewable energy, oil, renewable energy, solar power, sun, water, wind, wood*

**City words**

**Furniture and parts of a room**

**Verbs:** *announce, cheer, clap, drive, fall in love, get angry/ married, joke, laugh, leave, meet, print, run out, say, speak, spend time, test, think, travel, try*

**Adjectives:** *amazed, bright, brilliant, circular, creative, difficult, incredible, mad, magnificent, nervous, organic, perfect, pleased, simple*

**Adverbs:** *badly, beautifully, carefully, dangerously, happily, loudly, noisily, proudly, quickly, quietly, slowly, well*

**Time expressions**



**Zero conditional:** *When you open the door, an alarm rings. When you push button A, you get a cone. What happens when you push button B? When you put sugar in water, it dissolves.*

**Past simple:** *I turned on my computer.*

**Will for spontaneous decisions:** *I'll phone her.*

**Functional language:** *Saying e-mail addresses.*

**Computer words:** *attachment, chat, computer, date, document, e-mail, e-mail address, emoticon, Internet, printer, topic, virus, website*

**Computer verbs:** *attach, copy, help, open, paste, print out, receive, save, search, send, surf, turn on*

**Feelings:** *insecure, angry, nervous, scared, sleepy, surprised...*

**Punctuation marks**

**Technology:** *answering machine, mobile phone, DVD, fax machine, telephone, text message*

**Verbs:** *blink, cross, frown, joke, lie, lift, lock, move, nod, pinch, push, rub, shake, shrug, smile, wink*

**Food**



**Future with going to:** *I'm going to travel. When are you going to leave?*

**Future with will/won't:** *Will you be a millionaire? Yes, I will./No, I won't. Ryan will tell his classmates about his adventure.*

**Future (possibility) with may/might:** *Rosie might buy two hot dogs. It may be cold.*

**Certainty v possibility:** *It will rain tomorrow. It may be sunny.*

**Past simple**

**Functional language:** *Do I need...? How long...? Here's... Can I see...? Have a good trip. Here you are.*

**Languages:** *Arabic, Chinese, English, French, German, Italian, Japanese, Portuguese, Russian, Spanish*

**Adjectives:** *calm, colourful, comfortable, cosy, enormous, exciting, exotic, experienced, famous, fantastic, freezing, fun, hungry, luxurious, mysterious, noisy, sick, spectacular, spicy, sweet, tasty, warm*

**Verbs:** *bark, dive, enjoy, miss, sail, splash*

**Holiday/travel words:** *binoculars, boat ride, brochure, cruise, euro, language, museum, passport, stamp, travel document, travel log, vaccination, visa, world*

**Sailing words:** *deck, fishing net, harbour, horizon, land, life ring, overboard, sailboat, seasick, wave*



**Imperatives:** *Stand up straight. Turn around.*

**Zero conditional:** *What happens when you run for five minutes? When water freezes, it turns to ice.*

**Past simple with when:** *When Marla was nine years old, a tragic thing happened.*

**First conditional:** *If I work hard, I'll win a medal. If Yoshi gets fat, he'll be a better Sumo wrestler.*

**Functional language:** *What's the opposite of...? What's your favourite...?*

**Warm-up and exercise verbs:** *attack, balance, block, bend, calm, concentrate, hop, jump, lie, lift, move, practise, put, relax, rest, run, shake, stand up, stretch, touch, train, turn, walk*

**Health and exercise vocabulary:** *belt, breathing, calorie, coach, diet, energy, gym, heptathlon, high jump, hurdle, javelin, jumping jack, karate, lap, long distance running, martial art, medal, meditation, movement, pose, pulse, pulse rate, push-up, routine, self-defense, sensation, shot put, sit-up, football, Sumo wrestling, torch, weights, windmill, wrestler*

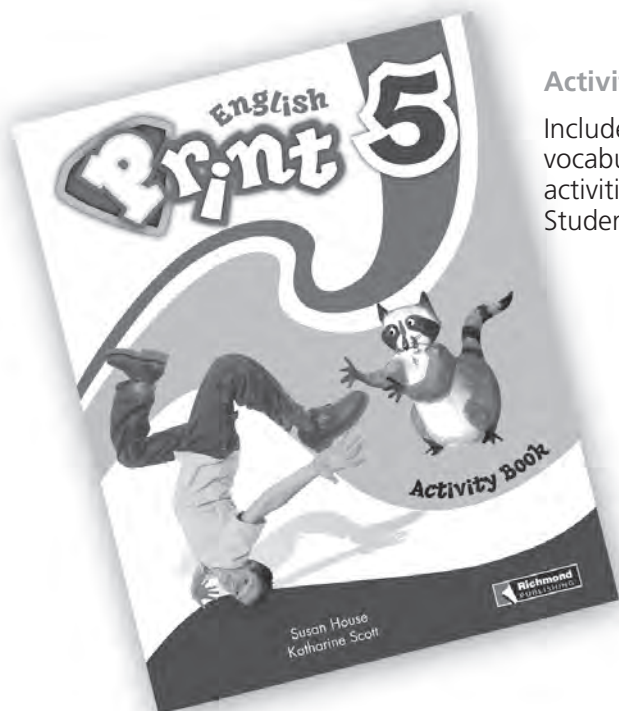
**Adjectives and adverbs**

# Components



## Student's Book

Contains nine theme-based units with a variety of activities for classroom use.



## Activity Book

Includes grammar and vocabulary reinforcement activities based on the Student's Book.



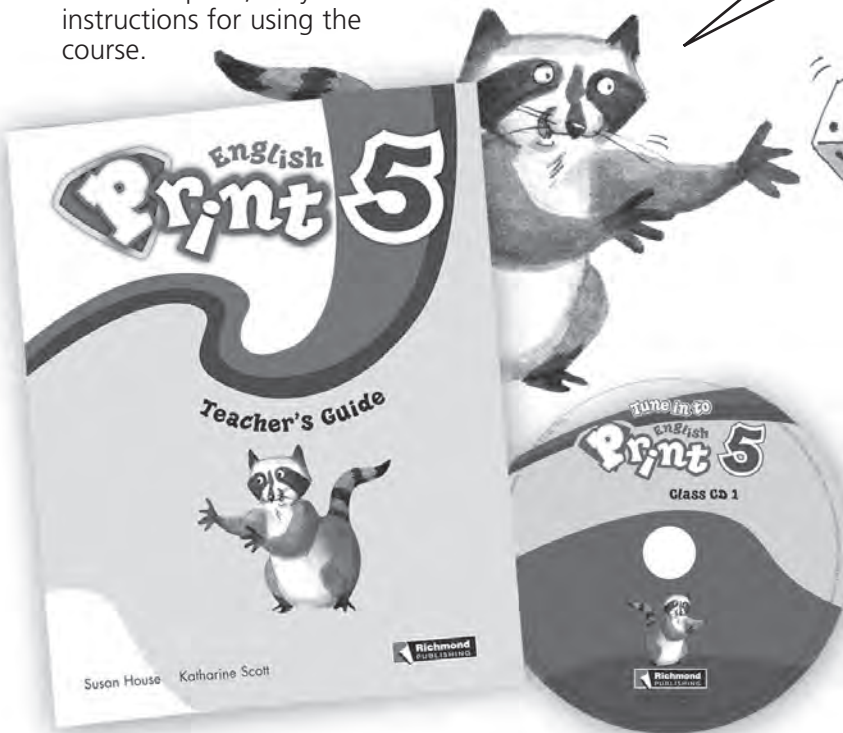
## Student's CD

Contains recordings of the songs, chants and stories for students to listen to at home.

These resources will make  
your classes more dynamic  
and effective.

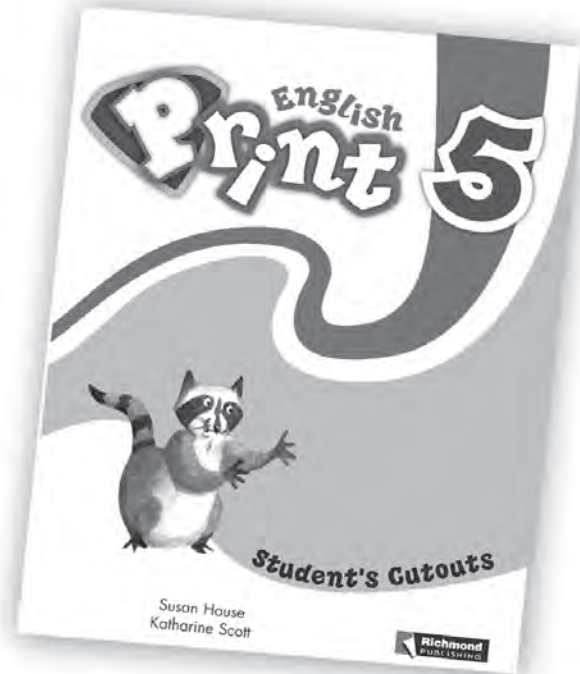
### Teacher's Guide

Gives complete, easy-to-follow  
instructions for using the  
course.



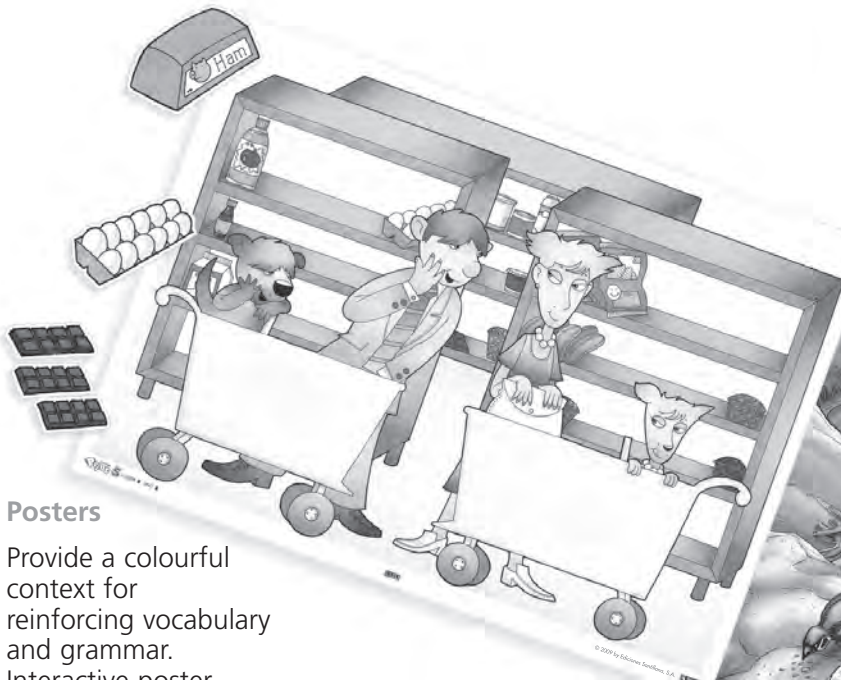
### Cutouts

Provide fun and  
interactive material  
for students to use  
in class.



### Class CDs

Contains recordings for  
all the listening activities.



### Posters

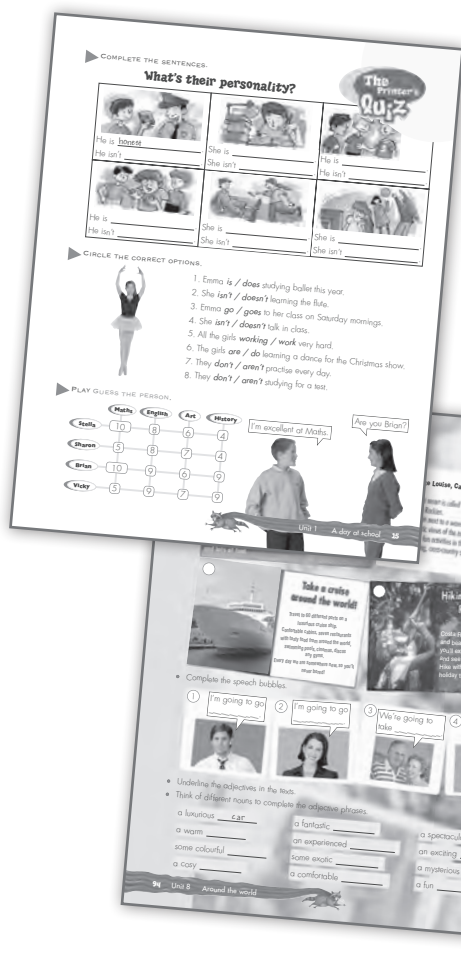
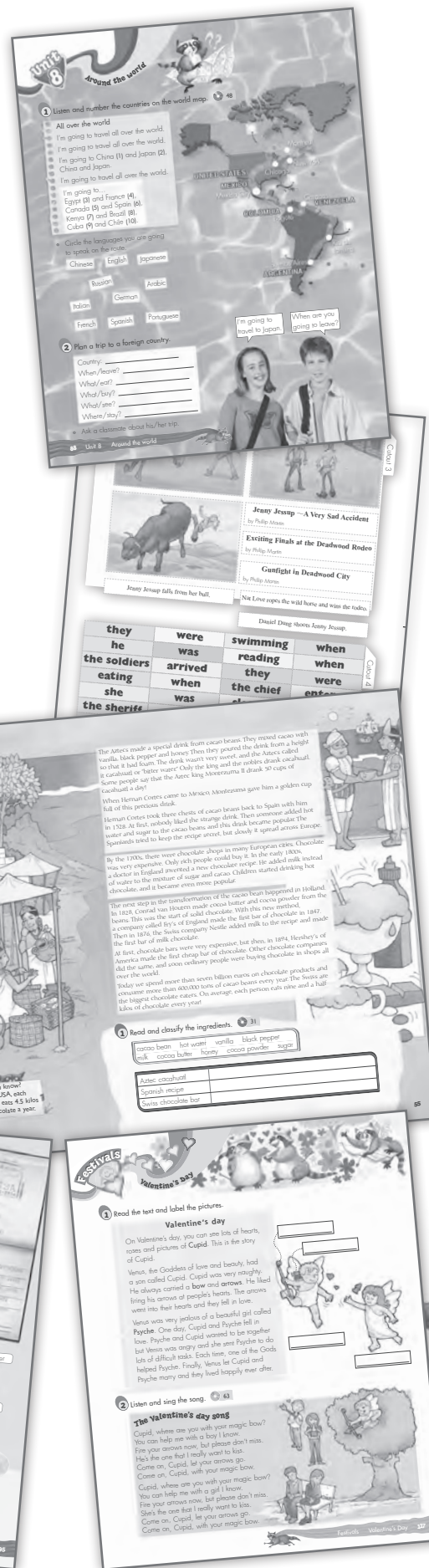
Provide a colourful  
context for  
reinforcing vocabulary  
and grammar.  
Interactive poster  
cutouts are included.



# Course features

## Student's Book

- Consists of nine units with a variety of activities for classroom use. Each unit is theme-based, providing a fun and interesting context for presenting language and vocabulary.
- Includes songs and hands-on projects.
- Offers original children's literature in each unit.
- Includes extra activities for traditional festivals.
- Offers a section with phonics, reading development and process writing.
- Provides a "real world" section with factual and authentic texts and additional activities.
- Provides interactive cutouts with games, info-gap activities and additional material to be used in each unit.
- Offers a review section at the end of each unit.







# Tips and tricks

## Preparing class materials

For each lesson, students are expected to have the following materials: scissors, coloured pencils, a glue stick, a pencil, a rubber and a notebook.

### Student's cutouts

There are twenty pages of cutouts, two per unit, included as a separate component to the course.

These versatile and colourful cutouts are designed for meaningful language practice, games and skills development such as visual memory, classifying and critical thinking.

The cutouts are used in different activities throughout the unit and may be used more than once.

### Craft activities

In every unit there is a hands-on activity, often based on the student cutouts. Before starting the activity, it is important to ensure that students have got all the necessary material to hand. To help students carry out this type of activity, you should demonstrate each step in class, making sure they all know exactly what they have got to do.

## Working with the stories

Give students the diagnostic test the first week of school. The test covers the major grammar structures and lexical fields that students are expected to have learned prior to this level. The test is designed to help you evaluate students' general level, determine in which areas they need reinforcement or remedial work and identify possible weak and strong students.

### Answer key to the diagnostic test

1. sleeping; 2. were climbing; 3. was reading; 4. was eating; 5. was crying; 6. were singing
2. is fatter than, is the fattest; 3. is younger than, is the youngest; 4. is heavier than; is the heaviest; 5. is smaller than, is the smallest; 6. is the most dangerous
3. (Note: Answers may vary slightly.) going to eat breakfast with his Mum; he's going to play football; he's going to do a radio interview; he's going to eat lunch at the Palace Cafe he's going to sing in a concert; he's going to go to a party at Roxie's house
4. (Note: Answers may vary slightly.) should eat; should do; should brush your teeth; shouldn't eat lots of sweets; shouldn't watch too much TV; shouldn't play in the street
5. From top to bottom: saw, went, drank, ate, rode, bought; went, saw, rode, ate, drank, bought

## Working with the stories

The stories in *Print* challenge students' linguistic competence by providing meaningful input that is just above their level of production.

The stories provide students with a chance to learn English through literature. They expose students to natural language, which means they have the opportunity to deal with texts in ways that a native speaker would do.

When working with the stories, explain to students that it is not important for them to understand every single word in the text, but that they should focus on understanding the general meaning of the story.

Note: The activities on the first page of the story correspond to the first part of the story only. The activities on the second page of the story correspond to the second part of the story only. If possible, the activities in the Activity Book related to the stories should be done as an in-class activity.

### Working with the stories

Each poster can be used to present and practise the vocabulary and language taught in the corresponding unit. You can write on the posters using whiteboard or water-based markers.

#### Poster cutouts

This unique feature is used together with the posters so that the activities provide more meaningful practice and the opportunity for active participation on the part of the student.

The poster cutouts can also be used independently to present and practise vocabulary.

#### Preparing and using poster cutouts

Before beginning each unit, prepare the cutouts and store them in a large envelope, marked with the unit number.

Use magnets, tape, Blu-Tack or any adhesive substance that will allow you to remove the cutouts without damaging them.

### Using the word lists

On pages 12 - 14 of this introduction, you will find photocopiable lists of the target vocabulary for each unit. These lists can be photocopied and distributed each month to your students. They include all the active vocabulary presented in each unit—the words that students are expected to learn and use.

Students can use the lists for study purposes or for a variety of activities:

Creating a picture dictionary with the vocabulary for that month.

Writing sentences with each one of the words.

Writing a story with some of the words.

Cutting out the words, gluing them into their notebooks and illustrating their meanings either with pictures or definitions.

Classifying the words.

### Working with cross-curricular activities

Cross-curricular activities are a great way for students to practise language in an authentic context.

Prepare material ahead of time and make sure there is enough for everyone to complete the task successfully.

To extend language practice, talk students through the activity while demonstrating what you are saying.

Warn students not to swallow paint, glue, ink or any other substance.

Make sure there is sufficient space for physical activities such as jumping or running.

#### Cooking

Strictly supervise students around hot food, knives and sharp objects.

Keep hands, utensils and food clean.

Get students to work in small groups, either in a special cooking area or in the classroom.

Associate the language with the actions as students perform them during food preparation.

Demonstrate the activity in front of the class. Have the material ready in advance and use simple, clear language as you prepare the recipe.

#### Art

*Print* integrates arts and crafts activities to help students develop creativity and artistic awareness. To make sure that children have an enriching experience, it is important to exhibit and praise students' work equally, without making comparisons.

### Handling critical thinking, universal values and extra activities

For the critical thinking and extra activities, the language may be too difficult for students to manage in English. You should use English to initiate the activity, but if necessary, you can switch into students' native language to cover the material in these sections.



### Key words Unit 1

#### School subjects

Art  
English  
Geography  
History  
I.T.  
Maths  
Music  
P.E.  
Science

#### School vocabulary

cafeteria  
classroom  
computer room  
gym  
hall  
library  
playground  
headteacher's office  
breaktime

school assembly  
science lab  
staffroom

#### Personality adjectives

boring  
calm  
creative  
dishonest  
fun  
generous

greedy  
hardworking  
honest  
intelligent  
kind  
lazy  
polite  
shy  
sociable  
unkind

#### Animals

cockerel  
goat  
ox  
rat

#### Verbs

build  
collect  
help  
invent  
learn

need  
organise  
plant  
practise  
save  
send  
spend  
take part in  
turn off  
use  
vote

### Key words Unit 2

#### Ancient civilisations vocabulary

ancestor  
civilisation  
crop  
crown  
feather  
god  
goddess  
hunter  
jaguar

market  
necklace  
pot  
sandal  
steam bath  
temple  
tool

#### Verbs

arrive  
become  
create

cry  
cultivate  
decide  
disappear  
feel  
find  
grow  
help  
hit  
hunt  
keep  
marry

navigate  
protect  
punish  
sacrifice  
shout  
take care of  
wait for  
want  
wish

#### Adjectives

advanced  
bright  
dangerous  
early  
fair  
fast  
frightening  
golden  
hard  
heavy  
late

magic  
peaceful  
popular  
powerful  
proud  
slow  
weak  
wild  
wise  
worried  
young

### Key words Unit 3

#### Wild West vocabulary

chief  
cowboy  
cowgirl  
feather  
fort  
gang  
gold  
gunfight

hat  
Native American  
outlaw  
pioneer  
ranch  
rodeo  
sack  
sheriff  
soldier  
tribe

#### Verbs

attack  
burn  
catch  
come  
cross  
fall  
fall in love  
float  
forget

get married  
give  
grow up  
land  
leave  
lock  
meet  
notice  
pick  
point

put  
recognise  
rob  
run away  
shoot  
speak  
start  
swing  
tell  
tie

wear  
win

### Key words Unit 4

**Animals**  
beetle  
butterfly  
dragonfly  
fox  
frog  
goose  
gorilla  
ladybird  
lizard  
mosquito  
orangutan  
otter

panda  
panther  
rhino  
squirrel  
toad  
trout  
wolf

**Parts of an animal**  
claw  
feather  
fin

fur  
leg  
scales  
tail  
wing  
**Nature**  
jungle  
nest  
reeds  
sand  
water lily  
waterfall

**Ecology**  
biodiversity  
climate change  
creature  
endangered  
species  
energy  
extinct  
extinction  
natural habitat  
natural  
resources  
species

wild  
wildlife  
**Verbs**  
change  
count  
cover  
cry  
dig  
disappear  
do  
eat  
explore

fight  
follow  
hear  
hurt  
lie  
travel  
visit  
wrap

### Key words Unit 5

**Cooking verbs**  
add  
bake  
burn  
chop  
cook  
fry  
mash  
mix  
peel  
pour  
stir  
wash

**Food**  
baking powder  
baking soda  
brownie  
butter  
cacao bean  
cereal  
cheese  
chips  
chocolate  
cocoa powder  
cracker  
crisps

fish finger  
flour  
rice  
ham  
honey  
meat  
meatball  
nuts  
omelette  
sauce  
soup  
soy sauce  
steak

sugar  
syrup  
tangerine  
tuna  
vanilla  
whipped cream  
**Measurements**  
cup  
gram  
kilogram (kilo)  
litre  
millilitre

tablespoon  
teaspoon  
**Adjectives**  
bitter  
cheap  
dry  
fabulous  
fascinating  
frozen  
golden  
humid  
lucky

solid  
unbelievable  
unexpected  
wild

### Key words Unit 6

**Energy words**  
coal  
crops  
earth  
energy  
gas  
heat  
oil  
rubbish  
solar power  
sun

water  
wind  
wood  
**Verbs**  
announce  
cheer  
clap  
drive  
fall in love  
get angry

get married  
joke  
laugh  
leave  
meet  
print  
run out  
say  
speak  
test  
think

travel  
try  
**Adjectives**  
amazed  
angry  
bright  
brilliant  
circular  
creative  
difficult

incredible  
magnificent  
nervous  
organic  
perfect  
pleased  
simple  
**Adverbs**  
badly  
beautifully

carefully  
dangerously  
happily  
loudly  
noisily  
proudly  
quickly  
quietly  
slowly  
well





### Key words Unit 7

#### Computer words

attachment  
chat  
computer  
date  
document  
e-mail  
Internet  
printer  
topic

virus  
website

#### Computer verbs

attach  
copy  
help  
open  
paste  
print out

receive  
save  
search  
send  
surf  
turn on

#### Feelings

angry  
insecure  
nervous

scared  
sleepy  
surprised

#### Technology

answer machine  
DVD  
fax machine  
mobile phone  
telephone  
text message

#### Verbs

blink  
cross  
frown  
joke  
lie  
lift  
move  
nod  
pinch  
push

shake  
shrug  
smile  
wink

### Key words Unit 8

#### Languages

Arabic  
Chinese  
English  
French  
German  
Italian  
Japanese  
Portuguese  
Russian  
Spanish

#### Adjectives

calm  
colourful  
comfortable  
enormous  
exciting  
exotic  
experienced  
famous  
fantastic  
freezing  
fun

hungry  
interesting  
luxurious  
mysterious  
noisy  
sick  
spectacular  
spicy  
sweet  
tasty  
warm

#### Verbs

bark  
dive  
enjoy  
miss  
sail  
splash

#### Holiday/travel words

binoculars  
boat ride  
brochure  
cruise  
euro  
language  
passport  
stamp  
vaccination  
visa  
world

#### Sailing words

deck  
fishing net  
harbour  
horizon  
land  
life ring  
sailboat  
seasick  
wave

### Key words Unit 9

#### Warm-up and exercise verbs

attack  
balance  
bend  
block  
concentrate  
hop  
lie

lift  
move  
practise  
put  
relax  
rest  
run  
shake  
stand up

stretch  
touch  
train  
turn  
walk

#### Health and exercise vocabulary

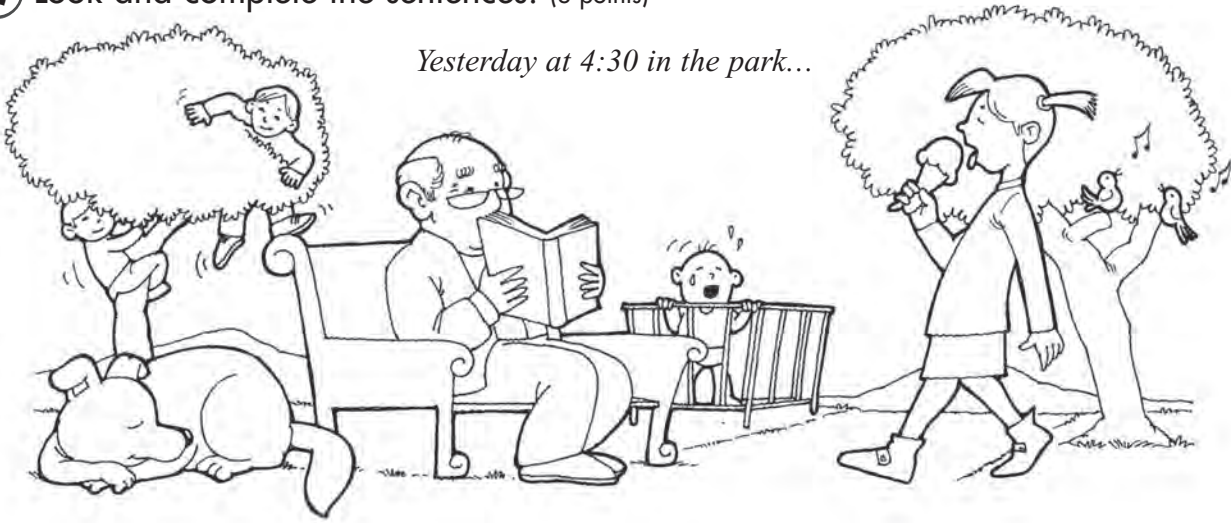
belt  
breathing  
calorie  
coach  
diet  
energy

football  
gym  
jumping jack  
karate  
lap  
martial art  
medal  
meditation  
movement

pose  
pulse  
push-up  
routine  
sit-up  
Sumo wrestling  
weights  
wrestler

### 1 Look and complete the sentences. (3 points)

Yesterday at 4:30 in the park...



1. A dog was \_\_\_\_\_.
2. Two children \_\_\_\_\_ a tree.
3. An old man \_\_\_\_\_ a book.
4. A girl \_\_\_\_\_ an ice cream.
5. A baby \_\_\_\_\_.
6. Two birds \_\_\_\_\_ in a tree.

### 2 Look and complete the sentences. (5 points)



1. (friendly) Simon is \_\_\_\_\_ friendlier \_\_\_\_\_ than Yoyo, but Tigger is \_\_\_\_\_ the friendliest \_\_\_\_\_.
2. (fat) Yoyo \_\_\_\_\_ Simon, but Tigger \_\_\_\_\_.
3. (young) Yoyo \_\_\_\_\_ Tigger, but Simon \_\_\_\_\_.
4. (heavy) Yoyo \_\_\_\_\_ Simon, but Tigger \_\_\_\_\_.
5. (small) Yoyo \_\_\_\_\_ Tigger, but Simon \_\_\_\_\_.
6. (dangerous) Yoyo \_\_\_\_\_.

3 Look and complete the sentences. (3 points)



Tomorrow's timetable

6:30 AM Yoga class  
8:00 AM Breakfast with mum  
10:00 AM Football match  
11:45 AM Radio interview  
12:30 PM Lunch at the Palace Cafe  
6:00 PM Concert  
10:00 PM Party at Roxie's house!

Tomorrow Ricardo Rock has got a very busy day.

At 6:30 AM, he's going to go to his yoga class.

At 8:00 AM, he's \_\_\_\_\_.

At 10:00 AM, \_\_\_\_\_.

At 11:45 AM, \_\_\_\_\_.

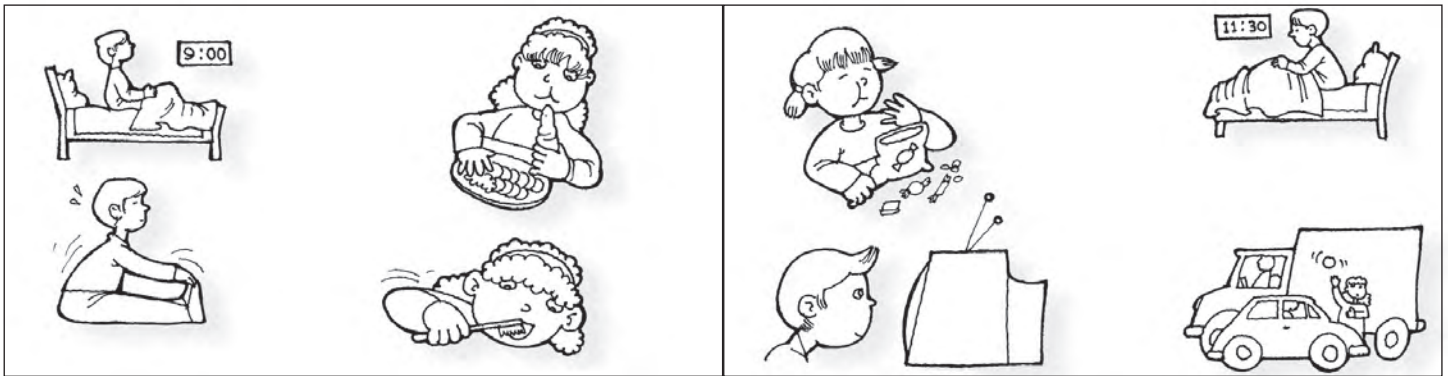
At 12:30 AM, \_\_\_\_\_.

At 6:00 AM, \_\_\_\_\_.

At 10:00 AM, \_\_\_\_\_.

4 Look and complete the sentences. (3 points)

Tips for keeping healthy!



You should go to bed early.  
You \_\_\_\_\_ lots of vegetables.  
You \_\_\_\_\_ lots of exercise.  
You \_\_\_\_\_.

You shouldn't go to bed late.  
You \_\_\_\_\_.  
You \_\_\_\_\_.  
You \_\_\_\_\_.

5 Write the past of the verbs and complete the story. (6 points)

Present tense      Past tense

see

go

drink

eat

ride

buy

My summer holiday

Last summer, I \_\_\_\_\_ to an island with my family. We \_\_\_\_\_ lots of dolphins and birds. One day, we went to the beach. We \_\_\_\_\_ horses and \_\_\_\_\_ some delicious fish. It was hot and we were very thirsty, so we \_\_\_\_\_ some coconut milk. At a shop near the beach, I \_\_\_\_\_ a beautiful necklace made of shells.



Vocabulary	Grammar
<p><b>School subjects:</b> Art, English, Geography, History, I.T., Maths, Music, P.E., Science</p> <p><b>School vocabulary:</b> breaktime, cafeteria, classroom, computer room, gym, hall, library, lunch, office, playground, headteacher's office, school assembly, science room, staffroom, toilet</p> <p><b>Personality adjectives:</b> angry, boring, creative, dishonest, fun, generous, greedy, hardworking, honest, intelligent, kind, lazy, polite, scared, shy, sociable, unkind</p> <p><b>Animals:</b> cockerel, dog, dragon, goat, horse, monkey, ox, pig, rabbit, rat, snake, tiger</p> <p><b>Story vocabulary:</b> can (noun), car park, clothes, coin, enough, field, flyer, furniture, garage sale, headteacher, mayor, plan, recycling centre, school assembly, shopping centre, solution, stamp collection</p> <p><b>Verbs:</b> belong, build, collect, do, go, have, help, invent, learn, like, live, need, organise, plant, play, practise, raise, recycle, save, send, spend, study, take part, talk, turn off, use, vote, walk, write, work</p> <p><b>Other words:</b> electricity, environmental club, instrument, light, radio, tin</p>	<p><b>Present simple:</b> Michael lives on a sheep farm. He hasn't got any neighbours. Everyone works very hard. We haven't got any money. Do you spend the money on sweets? What can we do? Does Teresa collect a lot of cans? Do you plant trees around the school?</p> <p><b>Present continuous:</b> Dave is writing a story for English class.</p> <p><b>Present simple v present continuous:</b> I study music at school. This year I am learning the violin.</p> <p><b>Frequency adverbs (always, usually, sometimes, never):</b> We always play there. He never shares his sweets. Sometimes you're greedy.</p> <p><b>Past simple:</b> The ox swam across the river.</p> <p><b>Telling the time:</b> It's nine o'clock. It's quarter to eleven.</p> <p><b>At + time, in + place:</b> Where are you at nine o'clock? I'm in classroom 2.</p>
<p><b>Functional language:</b> I'm (good) at Maths. How about you? How do you say "cuerda" in English? May I go to the toilet, please? How do you spell "Science"? May I borrow your ruler, please? What does "sociable" mean?</p>	<p><b>Multiple intelligence:</b> Intrapersonal intelligence (page 22)</p>

### Teaching tip

#### Storing vocabulary

In this level, students will be consolidating language learned in previous levels and building on it. To make this process more efficient and effective, students should be systematic in the way they store and memorise vocabulary.

Make sure that students have got a special notebook just for vocabulary or get them to make a notebook for each unit (see the vocabulary booklet on Student's Book page 13, activity 1).

Vocabulary should be recorded in a systematic way. Words can be categorised by type of word (adjective, verb, noun, etc.), by topic (school subjects, clothes, etc.) or alphabetically.

Visual layout is a powerful memory aid. Encourage students to label pictures and use word maps and charts as a means of storing vocabulary by topic.

To record the meaning of new vocabulary, students can either draw pictures or write simple definitions. In some cases, the best means of demonstrating the meaning is to write a sentence containing the key word.

At the end of each unit, review the new vocabulary recorded in students' notebooks.



**Functional language:** *I'm (good) at Maths. How about you?*

**Vocabulary:** *Art, English, Geography, History, I.T., Maths, Music, P.E., Science, Dance, excellent, very good, good, OK, not very good, bad, very bad.*

### Warm-up

#### A new school year

If the class is new, introduce yourself: *Hello, I'm your new English teacher. My name is (Teresa).*

Go around the class asking students their names.

Show students the materials for the year: *This is your new book. Ask: What's the animal mascot for this year?*

Students leaf through the book, identifying the raccoon.

Point to the raccoon on page 4. Ask: *What animal is this?* Read the speech bubble out loud at the top of page 4.

### Optional activity

#### Getting to know each other...

Tell students they are going to get to know each other better. Make sure you know which students are new to the class and ask them to write two or three sentences about themselves. Write model sentences on the board as a guide:

*I like playing football. I've got a small white dog. I'm very sociable.*

Students who were together the previous year write two sentences about their summer holidays. Write model sentences on the board as a guide:

*I went to the beach. I saw a dolphin. I played with my little sister.*

Students read their sentences out loud.

### Vocabulary presentation



#### Poster 1

Draw a picture of a student and a school on the board. Say: *This is (Alice). She goes to (Lincoln) school.* Attach the School timetable poster cutout next to the picture. Display the *School subject* poster cutouts. Choose one of the school subjects or activities and ask: *When has Alice got (school assembly)?*

Invite a volunteer to come to the board, find the correct cutout and attach it in any logical place on the school schedule. Then he/she says the time: *At 9 o'clock.*

Repeat with the other students and cutouts.

### Grammar presentation

#### 1 Listen and number the report cards. 1

Students look at activity 1 on page 4.

Point to and name the children on the page. Point to the report cards. Say: *These are the children's marks.*

Play Track 1. Pause the track after each child speaks. Students match the photos with the report cards.

#### Track 1

Number 1

Hi, my name's Lucy. I got a nine in Science. I'm very good at Science. And I'm also good at I.T. I got an eight in I.T.

Number 2.

Hi, I'm Luke. My favourite subject is Maths. I'm excellent at Maths. I'm very good at Music, too. I got a nine in Music. But I'm bad at P.E. I got a five in P.E.

Number 3.

I got a nine in History. It's my favourite subject. I got an eight in Art.

Number 4.

I got a nine in Maths. I got a six in English. I'm not very good at English! And I also got a six in Geography.

Ask questions to check answers: Is Lucy good at Science?

- Write about the students. Use the key.

Point to the key and read it out loud.

Make *true/false* statements about the children's report cards using a selection of expressions: *Kelly is very bad at Maths.*

Students say: *True* or *False*.

Invite volunteers to make other *true/false* statements.

Finally, students write one true sentence about each child in activity 1.

Students read their sentences out loud.

### Controlled practice

#### 1 Talk about yourself with a classmate.

Ask individual students: *What subject are you good at?*

Read the dialogue on the page out loud. Students repeat. Divide the class into pairs.

Students talk about the school subjects.

### Wrap-up

#### Did you know...?

Tell students that their English book is full of bits of interesting information. Read the *Did you know* box at the bottom of the page.

Divide students into pairs and ask them to think of the reason why *scholē* means *free time*. (In ancient Greece, only children who did not have to work and had free time could go to school.)



#### Activity Book

Page 4, activity 1.

#### Key

1. Geography; 2. Maths; 3. Science; 4. I.T.; 5. History; 6. Art; 7. English; 8. Music; 9. P.E.; 10. Dance  
From left to right, 8, 5, 3, 2, 1, 7



**Grammar:** At + time, in + place: *at nine o'clock, in the computer room.*

**Vocabulary:** Classroom, computer room, science room, headteacher's office, playground, toilet, library, gym, cafeteria, hall, staffroom, timetable; days of the week, telling the time.

**Materials:** Cutout 1.

### Warm-up



#### Poster 1

Display Poster 1. Point to and name each part of the school. Students repeat, first chorally and then individually.

Ask questions to compare the school on the poster with their own school: *Have we got (a hall) in our school? Is the (cafeteria) outside?*

Ask questions about the characters in the poster. *What's the boy in the (hall) doing?*

### Optional activity

#### Review: Telling the time

Tell students to draw six clock faces on a piece of paper.

Dictate six different times: *It's twenty five minutes past ten.* Students draw the times on the clock faces.

Ask students to come to the board and draw the clocks. Students draw four more clock faces.

Divide the class into pairs. Students take turns dictating times to each other and drawing them on the clock faces.

### Vocabulary practice

#### ① Look at Laura's school timetable and draw the route.

Point to the school timetable. Say: *This is Laura's school timetable.*

Ask questions about the timetable: *When has Laura got (school assembly)?* Look at the map of Laura's school. *Where do you think she has (school assembly)?* Repeat with another activity from the timetable.

Working individually, students refer to the timetable and draw Laura's route around the school.

- Ask a classmate.

Read the question out loud: *Where is Laura at 11 o'clock on Monday?* Prompt a student to answer.

Repeat with another similar question.

Divide the class into pairs. Students ask each other questions about Laura's route following the model dialogue.

### Controlled practice

#### ① Invent a school timetable and draw the routes.

Say: *Imagine you are a student at Laura's school. I want you to invent a school timetable.*

Ask a volunteer to read the instructions out loud.

Students cut out the *School timetable* in Cutout 1.

They complete the first half with a selection of school subjects and activities.

Then students draw their routes on the school map in activity 1. They should use a green pencil.

Divide the class into pairs.

Students ask each other questions and complete the second half of the school timetable.

Then students draw their classmate's route on the school map using a red pencil.

### Wrap-up

#### A day at school

Write a skeleton sentence on the board:

At \_\_\_\_\_ I'm in the \_\_\_\_\_.

Students use the skeleton sentence to write four sentences about where they are at school at different times of the day.



#### Activity Book

Page 5, activities 1.

## Student's Book Page 6



**Grammar:** Present simple: *We always play there. We haven't got any money. What can we do?*

**Vocabulary:** *Field, mayor, car park, solution, playground, plan, coin, can, recycling centre, garage sale, collect, save, belong, build, need, vote.*

**Materials:** Paper (half a piece per student).

### Warm-up

#### Breaktime

Write: *breaktime* on the board.

Ask what they do at breaktime. Write their ideas in note form around the word *breaktime*.

Ask what part of the playground they play in.

Encourage them to identify the parts of the playground: *behind the cafeteria, next to the gym.*

Write the expressions on the board.

### Developing reading

#### Story: *Save the field!* part 1 2

Students look at the story in their books on page 6.

Ask them to look carefully at the illustrations and the hand-written signs.

Ask: *Where are the children? Do they look happy and relaxed? What do you think the story is about?*

Play Track 2. Students listen and follow along in their books.

#### Track 2

##### *Save the field!*, part 1

(See Student's Book page 6.)

Play Track 2 again. Pause the recording after each paragraph and ask general comprehension questions:

*Why are the children serious?*

*Where is the field?*

*Where do the children always play?*

*Who does the field belong to?*

*Why can't the school buy the field?*

*How much money do they need?*

*How many different ideas do the children have?*

*What are the two best ideas?*

*What does Steven make at home?*

Encourage students to make predictions about the story after each paragraph.

### Reading comprehension

Students silently read the text in their books.

Tell students to underline any words they do not understand.

Students write the unknown words on the board.

Ask volunteers to explain the words.

Then ask different volunteers to read the story out loud.

In your book, underline any words that are mispronounced.

When students finish reading, write the words on the board and model the correct pronunciation.

### Optional activity

#### Other ideas.

Point to the list of ideas in the story.

Ask if students can think of any more ideas.

Write any new ideas on the board.

Get the class to vote for the best two ideas.

#### 1 Read and circle *True* or *False*.

Read the sentences out loud. Students circle *True* or *False*. Students correct the false sentences.

### Wrap-up

#### Analyse the story

Ask: *Does the story seem realistic to you? Why or why not? Do you think this could really happen? Accept all answers.*

On the board, write: *Fiction / Non-fiction*. Explain the difference between these two terms. Ask if the story is fiction or non-fiction.

Explain that sometimes stories that are fiction can seem real and that sometimes stories that are non-fiction can seem like fantasy. However, the difference is that

non-fiction is a true story about something that really happened and fiction is something that the writer made up.

#### Predicting

Ask: *What's going to happen next?* Students offer suggestions.

Ask: *What is Steven going to do?*

Distribute paper.

Students write one general prediction about the story and one sentence about what Steven is going to do next.

Collect sentences and save them for the next class.

#### Answer Key

1. T; 2. T; 3. F; 4. T; 5. F

#### Activity Book

Page 6, activities 1 and 2.

#### Key

1. Nine. 2. One. 3. Five. 4. Two. 5. Three. 6. 30 students.

## Student's Book Page 7



**Grammar:** Present simple: *Everyone works very hard. Do you spend the money on sweets?*

**Vocabulary:** *Can, shopping centre, garage sale, flyer, furniture, clothes, sweets, stamp collection, news, headteacher, collect, enough, spend, work, help, save, write, organise, raise.*

**Materials:** Students' predictions from the Wrap-up in the previous lesson, paper (half a piece per student).

### Warm-up

#### Recalling the story

Ask what students remember about the story *Save the field!* Write any key words they produce on the board. Distribute paper.

Students write a three-sentence summary of the story without looking at their books.

Collect the summaries and read them out loud.

Students vote for the best summary.

Divide the class into pairs. Tell students to write everything they can remember about the character Steven.

Volunteers read their description out loud.

### Developing reading

#### Story: *Save the field!* part 2 3

Students look at the story on page 7.

Play Track 3. Students listen and follow along in their books.

#### Track 3

##### *Save the field!*, part 2

(See Student's Book page 7.)

Play Track 3 again. Pause the CD after each paragraph and ask general comprehension questions:

*Where does Steven go to collect cans?*

*How many months do they collect cans?*

*How much money do they make from the cans and washing the cars?*

*What do the children collect for the garage sale?*

*What does Steven sell?*

*What does Lucy sell?*

*When is the sale?*

*How much money do they make from the garage sale?*

*Can the school buy the field?*

Read students' predictions from the Wrap-up activity in the previous lesson. Students identify the correct predictions.

### Reading comprehension

Students silently read the text in their books.

Tell students to underline any words they do not understand.

Students write the unknown words on the board.

Ask volunteers to explain the words.

Then ask different volunteers to read the story out loud.

In your book, underline any words that are mispronounced.

When students finish reading, write the words on the board and model the correct pronunciation.

#### ① Read and number.

Students look at the activity at the bottom of the page.

They read and number the sentences.

Choose a volunteer to read the first sentence in the series out loud.

Continue with the rest of the sentences in the correct order.

### Optional activity

#### ♥ Moral and civic education

Tell students to reflect on how it was possible to save the field. Ask leading questions: *At the beginning of the story, did the school have any money? Could the school buy the field without help? Did Steven work by himself? Did the teachers help to save the field? Did the students help? Did the parents help? Did people in the community help?*

Lead students in seeing that it was only possible to save the field with the help of everyone.

Ask the class if there is a message to this story. Possible answer: *You can achieve more when you work together.*

### Wrap-up

#### Write a story review.

Tell students to identify the key moments in the story: *First, Steven arrives at school and everyone is very serious. They want to build a car park in the field behind the school.*

Write the following time expressions on the board: *First / Then / Next / Three months later / After that / Finally.*

Students write a sentence for each of the key moments in the story using the time expressions to sequence them.

Students integrate this summary into a story review that should also include the title of the story and the student's opinion about the story.

Collect the story reviews and keep them in a file.

#### Answer Key

② 1. 3; 2. 4; 3. 5; 4. 2; 5. 6; 6. 1

#### ◆ Activity Book

Page 7, activities 1 and 2.

#### Key

① From left to right, tin, coins, field, garage sale, sweets, shopping centre, furniture, clothes, stamp collection

② doing, collecting, raising, working, helping, organising, saving, writing



**Grammar:** Present simple with frequency adverbs:  
*He never shares his sweets. She always tells lies.*  
*Sometimes you're greedy.*

**Vocabulary:** *Greedy, generous, honest, dishonest, hardworking, lazy, kind, unkind, shy, sociable, fun, boring, always, usually, sometimes, never.*

### Warm-up

#### Review: Frequency adverbs

Divide the board in half. On the left-hand side, write *always, usually, sometimes, rarely* and *never*. On the right-hand side, write *two days a week, every day, no days, one day a month, five days a week*.

Make sentences to demonstrate the meaning of the frequency adverbs: *I get up at 7:30 every day. I always get up at 7:30.*

Students copy the columns and match the words in their notebooks.

Ask questions about meaning: *What does always mean?* Students should try to give a definition in English.

Tell students to write a sentence about themselves using one of the frequency adverbs.

Students read their sentences out loud.

### Vocabulary presentation

#### 1 Listen and circle the correct options. 4

Play Track 4. Students listen and circle the correct options. Play the track several times to give students a chance to check their work.

#### Track 4

##### My classmates

Billy is greedy. He never shares his sweets.

Tim is generous. He always shares his sweets.

Sally is honest. She never tells lies.

Sandra is dishonest. She always tells lies.

Jane is hardworking. She always does her homework.

John is lazy. He never does his homework.

Eddie is kind. He always helps his friends.

Mary is unkind. She always makes fun of people.

Kate is shy. She doesn't talk a lot.

Rob is sociable. He has got a lot of friends.

Simon is lots of fun. He always wants to play.

Stella is boring. She never wants to play.

Go over the answers with the class: *Is Billy a good friend? Why not? Is Tim a good friend? Why?*

### Optional activity

#### A good friend

Ask volunteers to write the adjectives from activity 1 in a column on the board.

Tell students to choose four adjectives that best define a good friend.

Point to the adjectives and ask different students: *Is a good friend (greedy)?*

Make a note on the board of the number of Yes answers.

Continue with the remaining adjectives.

Draw conclusions about the results:

*T: Most people think that a good friend is kind.*

#### 2 Do the quiz.

Ask individual students: *Are you a good friend? Are you kind and generous?*

Students look at activity 2 on page 8.

Read the first question and the three options out loud.

Students circle one of the options.

Students complete the rest of the quiz individually.

Ask: *How many students are excellent friends?*

Repeat with the other two categories.

### Wrap-up

#### Multiple intelligence:

##### Intrapersonal intelligence

Talk about how everyone has got a mixture of qualities. Nobody is perfect. We are all sometimes lazy and sometimes hardworking. We can be shy or sociable depending on the circumstances.

Tell students to think of occasions when they are shy:

*When are you (shy/lazy/generous)?*

Write a skeleton sentence on the board:

*I'm \_\_\_\_\_ when I \_\_\_\_\_.*

Students choose one of the adjectives from the lesson and complete the sentence.

#### Activity Book

Page 8, activities 1 and 2.

#### Key

1. generous; 2. unkind; 3. fun; 4. honest; 5. lazy;  
 6. sociable; 7. greedy; 8. boring; 9. shy



**Grammar:** Present simple with frequency adverbs: *you never tell lies.* Past simple: *The ox swam across the river.*

**Vocabulary:** *Pig, rat, ox, tiger, rabbit, dragon, snake, horse, goat, monkey, cockerel, dog, kind, honest, lazy, angry, hardworking, sociable, fun, greedy, calm, dishonest, active, dynamic, scared, shy, polite, creative, intelligent, unkind.*

### Warm-up

#### Review: Saying the years

Ask: What year is it now? Write the year on the board. Ask a student: What year were you born in? Make sure the student answers splitting the year into two figures: Nineteen ninety-six. Write the year on the board.

Divide the board in half. On each half, write the same years. Use a selection of years from different centuries, including the 21st century.

Divide the class into two teams and number the team members. Call out a number and a year. The two students with that number go to the board, find the corresponding year and rub it out.

Continue until all the dates are erased.

### Developing reading

#### 1 Read and number the pictures.

Ask if students know their sign of the zodiac. Ask if they have ever heard of the Chinese horoscope. Explain that the Chinese horoscope works on a 12-year cycle. Each year is associated with an animal. Each animal has got certain characteristics that can be found in the people born in that year.

Students look at activity 1 in their books.

Read the title out loud.

Students silently read the text. Ask them to underline any words they do not understand.

Go over the meaning of the unknown words.

Tell students to name the animals in the illustration.

Students number the animals.

### Optional activity

#### Animal personalities

Explain that the story describes the order of the animals in the Chinese horoscope but it does not say anything about the animals' characteristics.

Divide the class into pairs. Tell students to choose four animals.

With their books closed, students think of an adjective that, in their opinion, describes each animal's character.

Elicit students' opinions: *We think the dog is greedy.*

### Vocabulary review

#### 2 Read and classify the personality adjectives.

Point to the first box of text. Say: *1995 was the year of the pig. What are people born in the year of the pig like?*

Students silently read the text. Tell them to underline the positive characteristics in blue and the negative ones in red.

Students read the remaining texts.

Students classify the adjectives.

They read their lists of adjectives out loud.

### Wrap-up

#### Your own Chinese horoscope

Ask a student: *What year were you born in?* Identify the Chinese horoscope animal for that year.

Read the characteristics of that animal. Now ask the student: *Does this define your character?*

Students go over the text in activity 2 again, reading their own horoscope for their year of birth.

Let them discuss the accuracy of the character definition. Help them notice that this horoscope assumes that all people born in the same year have got a similar character.

Note: If there are any students with a different year of birth not listed here, help them identify their Chinese horoscope animal. (Calculate it by reading the list of animals in activity 1: 1994: the dog; 2000: the dragon; 2001: the snake, etc.).

#### Answer Key

2 Positive: kind, honest, fun, hardworking, sociable, calm, intelligent, active, interesting, polite, creative, (shy)

Negative: angry, lazy, greedy, dishonest, scared, (shy), unkind

#### Activity Book

Page 9, activities 1 and 2.

#### Key

2 hardworking-lazy, honest-dishonest, kind-unkind, generous-greedy, fun-boring, shy-sociable, short-tall, ugly-beautiful, thin-fat

2 1. sociable, generous; 2. boring, lazy; 3. kind, honest



**Grammar:** Present simple (positive and negative):  
*Michael lives on a sheep farm. He hasn't got any neighbours.*

**Vocabulary:** *Talk, have, go, walk, do, study, use, send, live, sheep farm, village, city, DVD, radio, camp, lunch.*

**Materials:** Slips of paper (2 per student), bag.

### Warm-up

#### Different schools

Ask students general questions about their school:  
*How many students are there in our school? How many teachers? How many students are there in each class?*

Ask if any student has studied at a different school.

Ask general questions about that school: *Was it bigger than this school? Did you have more than one teacher? Did it have a gym?*

Tell the class that all around the world there are many different types of schools.

### Developing reading

#### ① Read and tick (✓) the chart.

Read the title of the page out loud. Tell students that they are going to read about three different kinds of schools. Students silently read the texts. *Ask: Which school is like ours?*

Students complete the activity individually, ticking the chart.

Ask questions to check answers: *Who talks to the teacher on a radio?*

### Grammar practice

#### Game: Sentence contest

Divide the class into two teams.

Students take turns saying a sentence using the chart:  
*Michael talks to the teacher on the radio. Inés and Manolo see the teacher every day.*

Encourage students to make negative sentences as well: *Pablo doesn't talk to the teacher on the radio.*

Give students one point for every correct sentence.

The team with the most points at the end of the game wins.

Students underline the present simple verbs in the text, including the auxiliary verbs. They should use a red pencil for the verbs that end in "s" and a blue pencil for the rest.

Divide the board in half. On one side, write: *He, She, They.* On the other side, write: *live, lives, doesn't live, don't live.*

Tell students to match the words. Then they write complete sentences in their notebooks by adding any other words they wish.

- Read and circle *T* (True) or *F* (False).

Ask a student to read the first *true/false* statement out loud. Students respond orally.

Students complete the rest of the activity individually

### Optional activity

#### Review: Present simple

Write a positive statement on the board in the present simple, for example: *He eats lunch at school.*

Students write the sentence in their notebooks. Explain that you are going to add one word to the sentence and that they have got to change the rest of the sentence accordingly.

Under the word *eats*, write the word: *doesn't*.

Students write the new sentence in their notebooks.

Make sure students adjust all the parts of the sentence so that it is logical as well as grammatically correct: *He doesn't eat lunch at home.*

Choose a volunteer to write the new sentence on the board.

Now choose a different word to change: *He → They.*

Students substitute the word *he* for *they* and make changes accordingly: *They don't eat lunch at home.*

In this way, continue reviewing all the components of the present simple, both negative and positive.

### Wrap-up

#### More true/false statements

Make true/false statements about your school using the present simple:

*T: The oldest students in this school are 30 years old.*

*Ss: False.*

Tell students to write one true and one false statement about their school on two slips of paper.

Collect the slips and put them in a bag. At random, students draw two slips from the bag.

Students read the statements on them out loud. The rest of the class responds: *True* or *False*.

#### Answer Key

- ② 1. T; 2. F; 3. T; 4. F; 5. T; 6. T

#### Activity Book

Page 10, activities 1 and 2.

#### Key

③ *A city school:* I go to a big school. There are 800 students in my school. I've got four different teachers. There are 35 students in my class. We have got a cafeteria, a library, a hall and a big gym.

*A village school:* I go to a very small school. We have all got the same teacher. There are 18 students in my school. We all study in the same classroom. We haven't got a cafeteria, so I eat lunch at home.



**Grammar:** Present simple (question form): *Does Teresa collect a lot of cans? Do you plant trees around the school?*

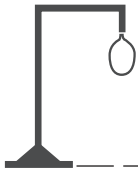
**Vocabulary:** *Save, recycle, collect, turn off, plant, take part in, electricity, can, light, newspaper, environmental club.*

**Materials:** Index cards, large box.

### Warm-up

#### Hangman

On the board, draw a line for each letter of the word: *environment* and draw the hangman's scaffold.



Students take turns calling out letters.  
If the letter is part of the word, write it in. If it is not, draw part of the body and write the letter on another part of the board.  
Continue until students guess the word or until the hanged man is complete.  
Draw a circle on the board and write: *environment* inside it.  
Elicit words related to the environment and write them around the circle: *plants, animals, grass, river, trees, field, nature, water, air, recycling, green...*

### Vocabulary presentation

#### 1 Listen and match the children with the activities. 5

Read the introductory text out loud. Point to the children in the photos and read their names out loud. Point to the pictures under the photos.  
Play Track 5, pausing the CD after each child.  
Students match the photos with the activities.

#### Track 5

1. Hi, my name's Oscar. I take part in an environmental club. I've got a special project to help save the environment. I plant trees around the school. It is important to plant lots of trees because they help keep the air clean. I've got a garden at home on my balcony.  
2. My name's Beth and this is my friend Christopher. We take part in an environmental club, too. We've got a special project to save electricity. When you leave your room or classroom, it is very important to turn off the lights. Also, at night you should always sleep with the lights off.  
3. My name's Teresa. I take part in an environmental club. My project is collecting cans for recycling. I also collect and recycle newspaper, magazines and bottles. You can recycle lots of things, such as glass, paper, aluminum and plastic.

Play track 5 again, pausing the CD after each child.  
Ask questions: *how does oscar help the environment? why is it important to plant trees?*

### Grammar review

#### 2 Write five questions in your notebook.

Lead the class in forming a question using the chart in their books:

T: *Does...*

S1: *Does Oscar...*

S2: *Does Oscar recycle newspaper?*

Write the complete question on the board.

Repeat with Do.

Students write five questions in their notebooks.

#### • Ask a classmate your questions.

Ask a student one of the questions in activity 2. Write the possible short answers on the board.

Divide the class into pairs. Students close their books and ask each other their questions.

### Optional activity

#### Reuse, recycle, reduce

On the board, write: *Reuse / Recycle / Reduce.*

Explain that these are three ways to help save the environment.

Brainstorm ideas for each category: *reuse paper, recycle cans, reduce use of electricity by turning off the lights.*

Write student's ideas on the board.

### Developing writing

#### The Printer's Project

Read the title and instructions out loud.

Divide the class into groups. Distribute index cards.

Students think of ways they can all help the environment. They write each idea on a separate index card. Walk around the class providing vocabulary as needed.

Collect the index cards. Read them out loud and eliminate any ideas that are repeated.

Then put their cards in a box.

### Wrap-up

#### Take action!

Ask a volunteer to pick a card from the box.

Attach the card to the board.

Make sure that all the class gets involved in carrying out the idea on the card.

Note: In future classes, encourage students to remember the box, choose a card twice a week and carry out the action!

### Activity Book

Page 11, activities 1 and 2.

#### Key

1. you take part; 2. Do you plant; 3. Do you collect; 4. Do you turn off; 5. Do you recycle; 6. Do you like



**Grammar:** Present continuous: *What is Dave doing? He's writing a story for English class.*

**Vocabulary:** *Use, draw, calculate, paint, climb, write, picture, computer, story, map, sum, rope; school subjects.*

**Materials:** Small ball, paper.

### Warm-up

#### What am I doing?

Tell students to put their heads on their desks and close their eyes.

Do an action which has got an identifying sound: writing on the board, running on the spot, jumping on the spot, etc.

Ask: *What am I doing?*

Students try to guess what you are doing.

Repeat several times.

Invite a student to come to the front of the class and do a noisy action. Ask: *What is (he) doing?*

Repeat with a pair of students: *What are they doing?*

### Grammar review

#### ① Look, match and ask a classmate questions.

Students look at the illustration carefully. Ask general questions: *How many children are there? What are their names? Where are they?*

Explain that each child is working on a different school subject.

Read the dialogue out loud. Students repeat.

Students match the children in the picture with the activities and subjects. Check answers around the class.

Divide the class into pairs. Pairs practise asking and answering questions based on the dialogue.

After students have practised for several minutes in pairs, ask: *What is Dave doing?*

Throw a ball to a student. The student responds: *He's writing a story for English class.*

Then the student makes a new question about another child in the picture and throws the ball to another student, who answers. Continue in the same manner until students have asked questions about all the children in the picture.

#### ② Listen and write the classroom numbers. 6

Point to the children in the illustrations. Ask: *Are the children working hard? Are these good students?*

*What's (he) doing? What are they doing?*

Play Track 6. Students listen and number the classrooms.

#### Track 6

##### The children are running wild

(See Student's Book page 12, activity 2.)

Point to the top illustration and ask: *Which classroom*

*is this?* Repeat with the lower illustration.

#### • Sing the song.

Play Track 6 again. Students join in with the chorus. Divide the class into two groups and assign a verse to each group.

Play Track 6 a third time. Students join in with the chorus and their assigned verse.

### Optional activity

#### Write your own verse.

Write the following numbers on the board: *one, three, six, eight, nine, ten.*

Divide the class into pairs. Assign a number to each pair.

Students think of two or three words that rhyme with their number.

Provide ideas if necessary:

*One: fun, run, sun, won, none*

*Three: bee, key, knee, pea, sea, see, tree*

*Six: bricks, chicks, clicks, kicks, sticks, ticks, tricks*

*Eight: ate, date, gate, hate, late, mate, plate, skate, wait*

*Nine: fine, line, mine, pine, shine, sign*

*Ten: pen, then, men, when*

On the board, write:

*What's going on in classroom \_\_\_\_\_?*

*Is (name) verb + ing \_\_\_\_\_?*

*Are (name and name) verb + ing \_\_\_\_\_?*

*Oh, what's going on in classroom \_\_\_\_\_?*

Divide the class into pairs again. Students choose a number and write a verse following the model on the board.

Ask students to sing their verses for the rest of the class.

### Wrap-up

#### Write and draw.

Distribute paper.

The students draw an empty classroom.

Ask them to imagine what a boy, a girl or a group of students are doing in the classroom.

Students write two or three sentences under the picture of the empty classroom.

Each student passes his/her paper to another student.

This student reads the sentences and draws a corresponding picture.

#### Answer Key

③ Lily and Tony-doing sums-Maths; Judy-drawing a map-Geography; Dave-writing a story-English; Carla-using a computer-I.T.; Carol and Holly-climbing ropes-P.E.; Mark and Drew-painting pictures-Art

### Activity Book

Page 12, activities 1 and 2.

#### Key

④ Netball. They aren't playing tennis. One boy is climbing a rope. One girl is listening to the radio and two girls are doing a handstand. There are two teachers in the playground. Miss acton is playing netball and Mr Jones is reading a book.



**Functional language:** *How do you say "cuerda" in English? May I go to the toilet, please? How do you spell "Science"? May I borrow your ruler, please? What does "sociable" mean?*

**Vocabulary:** General vocabulary review.

**Materials:** Cutout 2, wool or string, hole punch, card (1 piece per pair of students). Optional: Five pieces of card.

### Warm-up

#### Play a vocabulary game.

Draw a chart on the board with five word categories: *School subjects / Places in a school / Personality adjectives / Classroom equipment / Actions.*

Students copy the chart into their notebooks.

Say a letter. Give students one minute to try to think of a word starting with that letter for each of the categories (it may not be possible for them all).

After a minute tell students to read their words out loud. Students award themselves five points for every correct word.

Repeat with other letters.

The student with the most points at the end of the game wins.

### Craft activity

#### ① Make a vocabulary booklet.

Explain the importance of remembering vocabulary.

Talk about different ways to assist the memory: grouping words by category, writing words with a definition, writing new words in a sentence.

Students cut out the vocabulary booklet in Cutout 2. Read the instructions out loud. Students follow along in their books.

Students make their vocabulary booklets.

Use a student's finished booklet to explain step 5.

Point to each page and read the heading on the page. Ask for examples of words that belong to each category.

Students complete the booklet with words from the unit and other words they know.

#### ● Play *Guess the word*.

Ask a student to choose a word from his/her booklet. Try to guess the word by asking questions based on the model questions in the book.

Divide the class into pairs. Students take turns choosing and guessing words from their vocabulary booklets.

#### ② Make signs for your classroom.

Explain that it is important to remember and use English for ordinary classroom communication.

Elicit useful expressions and questions in English that students use in the classroom.

Ask volunteers to read the sentences in their books out loud.

Students choose one of the questions and write a similar question: *How do you say "carpeta" in English?* Get students to read their question out loud.

Divide the class into pairs. Distribute card.

Students choose one of the model questions and make a sign for the classroom. The sign should include text and a picture.

Collect the signs and display them around the classroom.

### Optional activity

#### Other expressions

Divide the class into pairs. Tell them to think of any other expressions in English that they might need for the normal functioning of the class.

Students write the expressions in their notebooks.

Circulate and provide help if necessary.

Invite pairs to come up and write their expressions on the board. Assist with grammar and spelling. Then the class votes on the five most important expressions.

Students can make signs for these expressions as well.

### Wrap-up

#### Raccoon detective

Point to the raccoon at the bottom of the page. Ask a volunteer to read the question out loud.

Students look through the pages of this unit to find the answer to the question.

The first student to find the answer writes it on the board.

#### Answer Key

② Raccoon detective: hardworking

#### ◆ Activity Book

Page 13, activities 1 and 2.

#### Key

① 1. English—You are studying this subject now. 2. cafeteria—At school, you eat lunch here. 3. Maths—A school subject about numbers. 4. gym—You have P.E. lessons here. 5. hardworking—This person always does all of his/her homework. 6. History—A school subject about the past. 7. sociable—This person has got a lot of friends. 8. kind—This person helps other people. 9. greedy—This person never shares his/her sweets. 10. playground—You play here at breaktime. 11. Geography—A school subject about rivers, mountains and countries. 12. hall—You watch school shows here.

*School subjects:* English, Maths, History, Geography

*Adjectives:* hardworking, sociable, kind, greedy

*Places in a school:* cafeteria, gym, playground, hall

② How do you say "tijeras" in English? Scissors. May I go to the toilet please? Yes, you may. How do you spell "Geography"? G-E-O-G-R-A-P-H-Y. What does "playground" mean? It means "patio". May I borrow your pencil, please? Yes, of course. Here you are.



**Grammar:** Present simple v present continuous: *I study music at school. This year I am learning the violin.*

**Vocabulary:** *Study, learn, play, invent, help, write, practise, like, work, violin, instrument, piano, football; school subjects.*

**Materials:** Cutout 3.

### Warm-up

#### Present simple v present continuous

On the board, write: *Present simple / Present continuous.*

Write a sentence about yourself under each heading: *I play the guitar every day after school. I am teaching English at the moment.*

Name the tenses and read the sentences out loud. Tell students to look through the pages of this unit and find examples of present simple and present continuous sentences.

Students should make a note of at least two sentences, one example of each tense.

Students read their sentences out loud.

### Grammar review

#### ① Read the sentences and underline the verbs.

Point to the first illustration. Ask: *What's her name? What's she doing? Say: Let's read about Dawn.*

Ask volunteers to read the sentences out loud.

Working individually, students underline the verbs.

#### • Classify the sentences.

Ask for an example of a present simple sentence from activity 1.

Repeat with a present continuous sentence.

Students classify the sentences.

Read sentence 1 out loud. Ask: Is that a present simple or a present continuous sentence?

Continue with the rest of the sentences.

#### • Complete the questions.

Ask questions about the picture using a mix of present simple and present continuous: *Are the girls crying? Is Dawn's friend smiling? Does dawn play the trumpet?* Students complete the questions in their books.

#### • Look at the picture and answer the questions.

Divide the class into pairs. Students ask each other the questions and write the answers.

### Optional activity

#### Review: Forming questions

Write a question and short answer on the board using the present simple or present continuous, for example: *Does he play the trumpet? Yes, he does.*

Tell students to copy the sentences into their notebooks. Choose one word to change and write it under the first sentence: Does → Do.

Students write the new question in their notebooks:

*Do they play the trumpet?* Make sure that students adjust the short answer as well: *Yes, they do.*

Ask a volunteer to write the new question and answer on the board.

Choose another word to change: Do → Are. Students write the new question and answer in their notebooks:

*Are they playing the trumpet? Yes, they are.*

Repeat the procedure several times.

### Controlled practice

#### ② Make and play a language game.

Students cut out the word cards in Cutout 3.

Read the instructions out loud.

Divide the class into pairs. Students turn over the cards and try to make sentences.

When a student forms a sentence, he/she takes the cards. The student in each pair with the most cards at the end of the game wins.

Tell students to put their cards face up on their desks and read their sentences out loud to the rest of the class.

### Wrap-up

#### Keep your sentences.

Tell students to glue the sentences they have made with the cards in activity 2 into their notebooks.

Then they choose one sentence and draw a picture to illustrate its meaning.

#### Answer Key

③ **Underline:** 1. study, S; 2. am learning, C; 3. plays, S; 4. doesn't play, S; 5. are inventing, C; 6. is helping, C; 7. isn't writing, C; 8. don't practise, S. **Complete:** 1. Do; Yes, they do. 2. Does; No, she doesn't. 3. Are; No, They aren't. 4. Is; Yes, she is. 5. Do; 6. Are

#### Activity Book

Page 14, activities 1 and 2.

#### Key

① 1. Do; 2. don't; 3. Are; 4. 'm not; 5. Is; 6. Is; 7. Do; 8. Are; 9. isn't; 10. hasn't got



**Grammar:** Review of the present simple v the present continuous.

**Functional language:** Review: *I'm (good) at Maths.*

**Vocabulary:** Key vocabulary from the unit.

### Warm-up

#### School Vocabulary review

##### Poster 1

Attach Poster 1 and the *School timetable* cutout to the board.

Distribute the *School subject* poster cutouts. Ask:

*Where do you (have breaktime)?* Students place the cutout in the corresponding place on the poster.

Continue with the rest of the cutouts.

Ask questions about the times of different classes and activities: *What time is (lunch)?* Students complete the *School timetable* cutout.

### Review

#### The Printer's Quiz

##### ► COMPLETE THE SENTENCES.

Ask questions about the pictures: *What has the boy got in his hand? What's he doing?* Students complete the sentences with the appropriate adjective.

##### ► CIRCLE THE CORRECT OPTIONS.

Point to the illustration. Say: *This is Emma. She's a dancer.* Students complete the sentences.

##### ► PLAY GUESS THE PERSON.

Divide the class into pairs. Each student chooses a student from the chart.

Students make statements about themselves based on the information in the chart. Their partner guesses who they are.

### Optional activity

#### Spelling competition

Divide the class into two teams. Choose a word from the unit and say it out loud.

Students in team A spell out the word letter by letter.

If correct, give the team a point. If not, let team B attempt to spell the word. Continue with team B. The team with the most points at the end of the spelling competition wins.

### Wrap-up

#### Song: *The children are running wild* 6

Play Track 6. Lead students in singing the song as they follow the lyrics on page 12.

#### Answer Key

③ *Complete: from left to right:* dishonest; hardworking, lazy; sociable, shy; greedy, generous; unkind, kind; boring, fun  
 Circle: 1. is; 2. isn't; 3. goes; 4. doesn't; 5. work; 6. are; 7. don't; 8. aren't

### Activity Book

Page 15, activities 1–2.

#### Key

② *Present continuous:* Positive: am, are, is, working, It, are, are, are. Negative: aren't, isn't, She, isn't, aren't, You, aren't. Question: I, Are, he, Is, working, Are, you, Are they  
*Present simple:* Positive: You, works, She, works, We, work, work. Negative: don't, work, doesn't, work, It, don't, work, don't. Question: Do, he, Does, work, work, you, Do

### Grammar module: Present simple v present continuous

In this unit, we use the present simple to talk about things that happen in our everyday life. We use the present continuous to talk about something that is happening at the present moment.

#### Present simple

##### Positive

*I work.  
 You work.  
 He works.  
 She works.  
 It works.  
 We work.  
 You work.  
 They work.*

##### Negative

*I don't work.  
 You don't work.  
 He doesn't work.  
 She doesn't work.  
 It doesn't work.  
 We don't work.  
 You don't work.  
 They don't work.*

##### Question

*Do I work?  
 Do you work?  
 Does he work?  
 Does she work?  
 Does it work?  
 Do we work?  
 Do you work?  
 Do they work?*

##### Short answers

*Yes, I do./No, I don't.  
 Yes, you do./No, you don't.  
 Yes, he does./No, he doesn't.  
 Yes, she does./No, she doesn't.  
 Yes, it does./No, it doesn't.  
 Yes, we do./No, we don't.  
 Yes, you do./No, you don't.  
 Yes, they do./No, they don't.*

#### Present continuous

##### Positive

*I am eating.  
 You are eating.  
 He is eating.  
 She is eating.  
 It is eating.  
 We are eating.  
 You are eating.  
 They are eating.*

##### Negative

*I'm not eating.  
 You aren't eating.  
 He isn't eating.  
 She isn't eating.  
 It isn't eating.  
 We aren't eating.  
 You aren't eating.  
 They aren't eating.*

##### Question

*Am I eating?  
 Are you eating?  
 Is he eating?  
 Is she eating?  
 Is it eating?  
 Are we eating?  
 Are you eating?  
 Are they eating?*

##### Short answers

*Yes, I am./No, I'm not.  
 Yes, you are./No, you aren't.  
 Yes, he is./No, he isn't.  
 Yes, she is./No, she isn't.  
 Yes, it is./No, it isn't.  
 Yes, we are./No, we aren't.  
 Yes, you are./No, you aren't.  
 Yes, they are./No, they aren't.*

*Note: It is common to abbreviate are not as 're not as well as aren't.*



### Language arts: After-school activities

**Materials:** Card

**Preparation:** For each student: Cut 2 strips (7 cm x 80 cm) and 1 square (25 cm x 25 cm) of card. Cut 2 slits (7 cm) in the top part of the square and two slits in the bottom part.



#### **Directions:**

Write a list of students' weekend activities on the board: football, ballet, piano, karate, etc. Students write the days of the week on one strip of card and a list of activities on the other.

Help them feed their strips through the slits in their square, inserting the days of the week in the top and the activities in the bottom.

Divide the class into pairs. Students ask each other about their activities and align their strips to illustrate their partner's answers:

Student A: *What do you do on (Tuesdays)?*

Student B: *I've got (karate) on (Tuesdays).*

### Art: Favourite subject banners

**Materials:** Card (1 large piece per group), large bowl, flour, salt, water, food colouring or paint, squeeze bottles.

**Preparation:** Puffy paint: Mix 1 part flour, 1 part salt and 1 part water in a large bowl. Divide the mixture into four parts. Add a few drops of food colouring or paint to each one. Store each colour in a squeeze bottle.

#### **Directions:**

Call out school subjects: *English, History, Art*, etc.

Students form groups according to their favourite subjects.

Distribute Puffy paint and card.

Students write the group's favourite subject in pencil across the top of the paper. Then they draw a picture next to the word to represent the subject.

Students trace over the letters and the picture with Puffy paint to make a banner.

Then they sign their names on the banner and trace over their names with Puffy paint.

Display the banners around the classroom.

Ask questions about the banners: *Does Eva like art?*

*How many students like English? Which subject is the most popular?*

### **Project: Schools around the world**

**Materials:** Computers with Internet access.

**Preparation:** Find a selection of suitable web pages to show your class. Select web pages of schools from different countries and of different types (state schools, private schools, big schools, small schools, etc.).

#### **Directions:**

Tell students that many schools around the world have got school web pages.

Before showing the web pages to students, ask them to think of three things they would like to find out about the schools they are going to see. Possible ideas: *number of students, ages, number of classes, facilities (gym, hall, sports field), sports teams, special subjects/ after school activities, etc.*

In pairs, students formulate their questions.

Students read their questions out loud to the rest of the class.

Choose the best questions.

In the computer room, show students the web pages.

If possible, divide the class into groups and assign a school web page to each group. Students look for the answers to their questions.

Students can tell the rest of the class about the school they researched and write about it.

Encourage students to send an e-mail to the school to ask any unanswered questions. They could include a short description of their own school and the project.

Note: If computers are not available at your school, do this project as a home activity and/or encourage students to visit Internet cafés with their parents.



Vocabulary	Grammar
<p><b>Ancient civilisations vocabulary:</b>  <i>ancestor, Aztec, calendar, civilisation, crop, crown, equinox, feather, god, goddess, headdress, hunter, Inca, jaguar, market, Maya, moon, necklace, plaza, pot, pyramid, rattle, sandal, shadow, steam bath, star, step, sun, temple, thunder, tool, village</i></p> <p><b>Ball game vocabulary:</b>  <i>armband, ball court, bottom, ceremony, court, hip, jade, jewel, knee, kneepad, player, protection, ring, rubber, uniform, wall</i></p> <p><b>Plants and food:</b>  <i>bean, cacao, sweetcorn, honey, squash, sweet potato, yucca</i></p> <p><b>Animals:</b>  <i>antelope, butterfly, crab, deer, fly, hippo, monkey, rabbit, rhino, snail, turkey</i></p> <p><b>Verbs:</b>  <i>arrive, become, build, clear, collect, create, cry, cultivate, decide, disappear, drive, feel, find, grab, grow, help, hit, hunt, keep, know, marry, navigate, plant, protect, punish, put, sacrifice, shout, take care of, teach, trick, wait for, want, wish</i></p> <p><b>Adjectives:</b>  <i>advanced, angry, bright, dangerous, democratic, early, fair, fast, fertile, frightening, fun, golden, hard, heavy, important, kind, late, magic, old, peaceful, popular, powerful, proud, religious, slow, solar, vain, weak, wild, wise, worried, young</i></p> <p><b>Other words:</b>  <i>clearing, claw, daughter, drought, earring, fire, flood, gift, heart, heat, human being, husband, king, land, mirror, people, pile, race, row, soil, son, stone, stripe, tail, trick, voice, wife, woman/women, world</i></p>	<p><b>Prepositional phrases (<i>next to, behind, to the left/right of, inside</i>):</b>  <i>The Plaza of a Thousand Columns is behind the market.</i></p> <p><b>Past simple (regular and irregular verbs):</b>  <i>She protected women.  He made the world.  They lived in the village.  They didn't know how to plant crops.</i></p> <p><b>Wh questions:</b>  <i>Where did they play the game?  Why did the players wear kneepads?</i></p> <p><b>Could/couldn't:</b>  <i>They could build temples.  They couldn't drive buses.</i></p> <p><b>Comparative adjectives:</b>  <i>The Inca civilisation was bigger than the Maya.  The Maya civilisation wasn't as big as the Inca.  Was the Maya civilisation as big as the Inca?</i></p> <p><b>Superlative adjectives:</b>  <i>He was the most frightening and the most dangerous god.</i></p>
<p><b>Functional language:</b> <i>Throw the beans. My turn.  Whose turn is it? I'm the winner.</i></p>	<p><b>Multiple intelligence:</b> Mathematical intelligence (page 32)</p>

### Teaching tip

#### Using supplementary resources

Encourage the students to go beyond their textbooks to find more information. Make a list of all the different sources they can use: atlases, dictionaries, encyclopaedias, non-fiction books, the Internet and brochures from museums and exhibitions. Explain that they should use these sources to acquire more information, not to copy text. Check the school library for books. Put a map on the wall. Tell students to bring resources from home.

Encourage students to find information for themselves rather than relying on you. Ask questions and send

the class off in groups to find the answers. Following are some ideas for using supplementary resources to promote learning:

- Start a classroom library. Ask each student to bring in a book from home. Encourage students to read one book a month from the classroom library.
- Get students to write a short report on a book they read and award small prizes for reading.
- Encourage students to read magazines and watch films in English.



**Grammar:** Prepositional phrases (*next to, behind, to the left/right of, inside*): *The Plaza of a Thousand Columns is behind the market.*

**Vocabulary:** *Pyramid, ball court, entrance, market, steam bath, temple, calendar, crop, steps, shadow, equinox, harvest, solar.*

**Materials:** Cutout 1.

## Warm-up

### Class map

On the board, draw a simple map of the desks and students that occupy the first two rows.

Divide the class into small groups.

Ask questions about the position of the students in the map, using the following prepositions: *in front of, behind, next to, to the right of, to the left of*: *Who is behind (David)? Who is next to (Alicia)? Who is in front of (Miguel)? Who is to the right of (Amparo)?*

Students work out the answers in their groups.

## Vocabulary presentation

Write *Maya* on the board. Ask students what they know about the Maya civilisation: *Where were the Maya from? Did they live in big cities?*

Write students' ideas in a column on the board.

Explain that the Maya did not live in the cities. They only came to the cities for special purposes.

On the board, write: *temple, pyramid, market, steam bath, ball court.*

Explain the words: *The Maya visited the temple to pray to their gods.* Use gestures to clarify meaning.

## Controlled practice

### ① Listen and number the places on the map. 🎧 7

Students look at the map of Chichen Itza. Ask if anyone has heard of or visited this site.

Play Track 7. Students number the places in pencil.

Play Track 7 as many times as necessary for students to check their work.

### Track 7

Look at the map of Chichen Itza. In the centre of the map, you can see the Pyramid of Kukulcan. Write number 1 next to the pyramid. The ball court is to the left of the pyramid. Write number 2 next to the ball court. Find the entrance. The steam bath is next to the entrance. Write number 3 next to the steam bath. The market is behind the steam bath. Write number 4 next to the market. The Plaza of a Thousand Columns is behind the market. Write number 5 next to the Plaza of a Thousand Columns. The Temple of the Warriors is inside the Plaza of a Thousand Columns. The Maya people prayed to their gods in the temple. Write number 6 next to the Temple of the Warriors.

Ask questions about the map: *Which structure is to the left of the pyramid?*

## Developing reading

- Read the text and circle the correct options. Students silently read the text. Clarify the meaning of unknown vocabulary. On the board, write: *March 21<sup>st</sup>, September 21<sup>st</sup>, June 21<sup>st</sup> and December 21<sup>st</sup>*. Draw a circle around the first two dates and write the word: *equinox*. Draw a circle around the second two dates and write the word: *solstice*. Explain that these dates mark the beginning of the seasons. The summer solstice is the longest day of the year and the winter solstice is the shortest day of the year. The two equinoxes have got days and nights of equal lengths.

Read the last sentence in the text out loud again.

Students draw the snake on the pyramid.

Students read the sentences and circle the options in their books.

### ② Ask a classmate and complete the information about the Maya calendars.

Students cut out the texts in Cutout 1.

Divide the class into pairs: A and B.

Students take turns asking each other questions until they have completed the text.

Choose volunteers to read the text out loud.

## Multiple intelligence: Mathematical intelligence

Students copy the Maya number system from 0 to 15 (see Activity Book page 16, activity 2) into their notebooks.

Ask them how they think the numbers 16–20 would be represented using the dots and bars.

Draw the correct number symbols on the board:



Write simple sums on the board (with answers up to 20). Students work out the sums.

## Wrap-up

### What we learned

Students close their books. On the board, write: *Today in class we learned about the Maya.*

Students think about the things they have learned.

Write their ideas in simple sentences on the board.

Students copy the final text into their notebooks.

### Answer Key

- ① *Number: Clockwise from the left: 2, 1, 6, 5, 4, 3; Circle: 1. sun; 2. 364; 3. spring; 4. autumn*

### Activity Book

Page 16, activities 1 and 2.

### Key

- ① 1. steam bath; 2. temple; 3. pyramid; 4. ball court; 5. crops; 6. market; 7. equinox; 8. solar
- ② were, were, were, was, was, was, was; *From left to right, top to bottom:*



**Grammar:** Past simple (regular and irregular verbs):  
*She protected women. He made the world.*

**Vocabulary:** *God, goddess, world, people, son, daughter, wife, woman/women, ancestor, king, human, heat, soil, fertile, land, star, cultivate, create, send, help, protect, teach, golden, Inca.*

**Materials:** Slips of paper (1 per student).

**Preparation:** *Verb slips:* Write the following regular and irregular verbs on separate slips of paper: *help, plant, collect, protect, look, live, travel, visit, play, arrive, stay, listen, ask, wait, want, walk, write, read, ride, fall, teach, be, come, do, have, go, send, make, grow, know, see, hear* (add more verbs if necessary, so you have got 1 per student).

### Warm-up

#### Poster 2

Remind students of the difference between regular and irregular verbs in the past: *Regular verbs take "ed" or "d" at the end. Irregular verbs are all different.*  
Attach Poster 2 to the board.  
Distribute the *Verb* poster cutouts.  
Students holding a verb in the infinitive form attach their cutout around the edges of the poster.  
Students holding a verb in the past tense form go up, find the infinitive form of their verb and attach both forms to the correct column on the poster.

### Optional activity

#### Pronunciation practice

Remind students that the endings of regular verbs are not all pronounced the same way.  
Draw a table with three columns on the board and label the columns: *worked / lived / started*. Emphasise the difference in pronunciation.  
Ask volunteers to come up and write the regular past tense verbs from the poster in the corresponding columns.

### Controlled practice

#### ① Listen and match the Inca gods with the phrases. 🎧 8

Students look at the pictures of the Inca gods. Explain that in ancient civilisations people worshipped gods associated with nature.  
Read the introductory text. Ask if students know the modern-day countries where the Inca lived (Peru, Ecuador, Chile and Bolivia).  
Play Track 8. Students listen and match the phrases with the gods.

#### Track 8

The Inca people lived in South America. They had the largest

and most sophisticated civilisation in the region.

Viracocha was the father god. He came from the sea. He created the sun and the moon. He also made the world, the animals and the people.

Inti was the sun god. He was the ancestor of all the Inca kings. He looked like a shining golden disc with a human face. His heat was good for Earth. He had two wives: Pachamama and Mama Quilla.

Inti also had a son and a daughter. He sent his son and daughter to teach the people. They taught humans how to cultivate the land and understand the stars.

Pachamama was the earth goddess. She helped plants grow and made the soil fertile.

Mama Quilla was the moon goddess. She protected the women.

Play Track 8 again. Students correct their work.

Check answers: *Who created the world, animals and the people?*

### Developing reading

#### • Complete the text.

On the board, write: *helped, created, sent, taught, protected, came and had*.

Choose a volunteer to circle the irregular verbs.

Elicit the present tenses of these verbs and write them on the board.

Read the text out loud, leaving gaps as you read.

Clarify the meaning of any unknown vocabulary.

Students complete the sentences.

Play Track 8. Students correct their work.

#### Play Regular or irregular?

Distribute the *Verb slips* (see Preparation).

Say: *Everyone with an (irregular) verb stand up*. Check students at random:

T: *Which verb have you got?*

S1: *Go*.

T: *What's the past tense?*

S1: *Went*.

Repeat with regular verbs.

### Wrap-up

#### Inca quiz

Students close their books.

Divide the class into groups. Ask questions about the Inca gods: *Who was Viracocha? Who was the god of the sun? How many wives did he have? Who did Mama Quilla protect?*

Students answer using complete sentences. Award two points for each correct answer—one point for a correct fact and one for the correct structure.

#### ◆ Activity Book

Page 17, activities 1 and 2.

#### Key

*Regular verbs:* protect–protected, help–helped, create–created. *Irregular verbs:* have–had, is–was, make–made, send–sent, are–were, come–came



**Grammar:** Past simple: *They lived in the village. They didn't know how to plant crops.*

**Vocabulary:** *Know, live, see, want, wish, hear, feel, plant, take care of, hunt, shout, start, cry, marry, help, stay, wait for, worried, bright, old, weak, hard, crop, heart, voice, village.*

**Materials:** Atlas, paper (half a piece per student).

## Warm-up

### Pre-reading

Students sit in a circle around you. Show them a map of Brazil. Point to the Carajá mountains. Explain that the story they are going to read is a traditional legend from this area of Brazil. Encourage students to think about legends: *Are legends true stories? Have they usually got a message? Can you think of any legends from our country?* Write the names: *Imahero, Denake* and *Tahina-Ca* on the board. Explain that these are the main characters in the story.

## Developing reading

### Story: *The story of Tahina-Ca, part 1* 🎧 9

Students look at the illustrations on page 18. Ask them to identify things they can see in the pictures. Students read the title of the story. Ask questions about the pictures: *What are the people looking at in the sky? Who can you see in the second picture? Where do you think this story takes place? What do you think the story is about?* Play Track 9. Students listen and follow along in their books.

### Track 9

#### *The story of Tahina-Ca, part 1*

(See Student's Book page 18.)

Pause the CD after each paragraph and ask general comprehension questions:

*Why were the people in the village often hungry?*

*What was special about the star?*

*What did Imahero's father tell her to do?*

*Who did Imahero see in the house?*

*What did the old man ask her?*

*Why didn't Imahero want to marry the old man?*

*Who married the old man?*

*Where did he go?*

*Why was Denake worried about him?*

Students silently read the text in their books.

Tell students to underline any words they do not understand.

Students write the unknown words on the board.

Invite volunteers to explain the words.

Then ask volunteers to read the story out loud.

In your book, underline any words that are mispronounced.

When students finish reading, write the words on the board and model the correct pronunciation.



## Poster 2

Display Poster 2.

Hand out the following *Verb* cutouts: *know, live, see, want, wish, hear, start, feel.*

Students holding the cutouts classify the verbs on the poster.

Ask the rest of the class to say the past tense form.

## Reading comprehension

### ① Read and write *T* (True) or *F* (False).

Read the sentences out loud. Students write: *True* or *False*. Check answers around the class.



## Moral and civic education

Write the names of the two female characters from the story on the board: *Imahero* and *Denake*. Ask: *How are they different?* Elicit words to describe the two girls. Tell students to think about Imahero's reaction when she sees the old man. Ask: *Was Imahero unkind to Tahina-Ca? Why?* Talk about the importance of not judging a person solely by his/her age or physical appearance.

## Wrap-up

### Predicting

Ask: *What's going to happen next? What's going to happen to Tahina-Ca in the forest?* Encourage students to offer suggestions.

Distribute paper.

Students write one general prediction about the story and one sentence about what Tahina-ca is going to do next.

Collect the sentences and save them for the next class.

## Answer Key

① 1. F; 2. T; 3. F; 4. F; 5. T; 6. F



## Activity Book

Page 18, activities 1 and 2.

### Key

① *Regular verbs:* live–lived, ask–asked, want–wanted, call–called, wish–wished, shout–shouted, marry–married, explain–explained, look–looked, start–started, help–helped, wait–waited, cry–cried, stay–stayed. *Irregular verbs:* go–went, feel–felt, see–saw, say–said, come–came, hear–heard, get–got  
② 1. in the village with their father. 2. a beautiful star in the sky. 3. for the star with all her heart. 4. a voice in the house. 5. man with long, white hair. 6. at the old man. 7. married. 8. into the forest to plant crops.



**Grammar:** Past simple: *Tahina-ca walked all the way to the river.*

**Vocabulary:** Arrive, put, collect, clear, plant, decide, find, smile, want, wish, start, disappear, become, cry, plant, wish, clearing, row, husband, kind, gift, wife, crop, village, angry, heart, proud, vain, bright, worried, young.

**Materials:** Students' predictions from the Wrap-up in the previous lesson, paper (half a piece per student).

### Warm-up

#### Story review

Ask students what they remember about *The story of Tahina-Ca*. Write any key words they produce on the board.

Distribute paper.

Students write a three-sentence summary of the story without looking in their books.

Collect the summaries and read them out loud.

Students vote for the best summary.

Divide the class into pairs. Tell students to write everything they can remember about the story.

Ask volunteers to read their notes out loud.

### Developing reading

#### Story: *The story of Tahina-Ca, part 2* 10

Students look at the story on page 19.

Play Track 10. Students listen and follow along in their books.

#### Track 10

##### *The story of Tahina-Ca, part 2*

(See Student's Book page 19.)

Play Track 19 again. Pause the CD after each paragraph and ask general comprehension questions:

*What did Tahina-Ca do when he arrived at the river?*

*What did he collect from the bottom of the river?*

*What did he do with the seeds?*

*Who did Denake find in the forest?*

*What gift did Tahina-Ca give to Denake and the people in the village?*

*Why was Imahero angry?*

*Did Tahina-Ca love Imahero? Why not?*

*What happened to Imahero?*

Students silently read the text. Tell students to underline any words they do not understand.

Students write the unknown words on the board.

Invite volunteers to explain the words.

Then choose volunteers to read the story out loud.

In your book, underline any words that are mispronounced.

When students finish reading, write the words on the board and model the correct pronunciation.

### Reading comprehension

#### ① Read and answer the questions.

Students read the questions and write the answers in their notebooks.

Volunteers read the answers out loud.

Students correct their work.

#### Analyse the story

On the board, write: *Fiction / Non-fiction*. Ask what type of story this is. Students identify elements in the story which support their answer.

### Optional activity

#### The moral of the story

Remind students that legends have usually got a message in them. Explain that this message is called *the moral of the story*.

Divide the class into pairs.

Each pair writes a brief description of the moral of the story.

Volunteers read their ideas out loud. Write the ideas on the board.

Vote on the best summary of the moral of *The story of Tahina-Ca*.

### Wrap-up

#### Write a story review.

Read students' predictions from the Wrap-up activity in the last lesson. Students identify the correct predictions.

Write the following names on the board: *Imahero, Denake, Tahina-Ca (old man), Tahina-Ca (young man)*.

Students call out words to describe the characters (they can use activity 1 on page 19 of the Activity Book as a guide).

Assign each student one of the characters. Students write a description of their character and draw a picture.

Students integrate their character review into a general story review that should also include the title of the story and the student's opinion about it.

Collect the story reviews and keep them in a file.

### ◆ Activity Book

Page 19, activities 1 and 2.

#### Key

① *Imahero*: proud, angry, vain; *Denake*: worried, generous, kind; *Tahina-ca (old)*: old, weak, sad; *Tahina-ca (young)*: young, strong, handsome

② 2. How, collected; 3. Where, planted; 4. When, went; 5. What, saw; 6. Who, found; 7. What, gave; 8. Why, started; 9. What, became



**Grammar:** Past simple (*Wh* questions): *Where did they play the game?*

**Vocabulary:** *Player, uniform, feather, jewel, stone, jade, court, rubber, protection, armband, kneepad, hip, bottom, knee, ring, wall, religious ceremony, winner, loser, hit, sacrifice, heavy, hard, fun.*

**Materials:** Small paper squares, bag. *Optional:* 12 long strips of paper.

**Preparation:** *Word squares:* Write the following words on separate paper squares: *pyramid, ball court, steam bath, market, temple, god, goddess, city, crop, snake.*

## Warm-up

### Vocabulary review

Put the *Word squares* (see Preparation) in a bag. Divide the class into two teams: A and B. A student from team A comes up and takes a word square from the bag. The student draws pictures on the board related to the word for his/her team to guess. Set a one-minute time limit. Repeat the procedure with a student from team B. Continue alternating teams. Give teams one point for every word they guess correctly. The team with the most points at the end of the game wins.

## Controlled practice

### 1 Unscramble the questions.

Elicit games that are played with a ball: *football, volleyball, basketball, tennis.* Ask students if they know where ball games were invented. Tell them they are going to read a text about the first ball game. Make a list of the following question words on the board: *who, what, where, when, why, how.* Students think of questions they would like to know the answers to. Help them form questions and write them on the board. Students look at the first scrambled question in their books. Ask a volunteer to identify the first word to form the question: *What.* Students number the other words from 1-6 and then write out the question. Students complete the rest of the activity individually.

## Developing reading

- Read the text and answer the questions.

Read the title of the text out loud.  
Students silently read the text.  
Read the first question in the previous activity. Students find the sentence in the text that answers this question

and underline it.

Repeat with the other questions.

Students write the answers to the questions in their notebooks.

Read the last paragraph of the text out loud again. Tell students to raise their hands if they think the winners were sacrificed. Do the same for the losers.

## Optional activity

### Play *The sentence game.*

Divide the class into 12 groups and assign a sentence from the text to each group. One student in each group writes the sentence out clearly on a strip of paper (only one line). Tell students to tear the strip in half wherever they like but not in the middle of a word. Collect the sentence halves and redistribute them (two to each group). Students walk around the class trying to find the other half of their sentence. When they find one of the missing halves, they exchange the half they don't need for the half they do need.

## Wrap-up

### Interview a classmate.

Write the following question words and auxiliary verbs on the board:

*What did  
When did  
Why did  
How did  
Where did*

Divide the class into pairs.

Students think of questions to ask their partner about yesterday: *What did you eat for dinner? When did you have Maths class? Where did you go after school?*

In their notebooks, they write one question for each question word. Then they interview their classmate and write his/her answers in their notebook.

Ask volunteers to summarise the information they have obtained: *Lara went to art class after school. She painted a new picture.*

### Answer Key

1. What game did the Mesoamerican people play? 2. What did the players wear? 3. Where did they play the game? 4. What was the ball made of? 5. Why did the players wear kneepads? 6. How did the players hit the ball?

## Activity Book

Page 20, activities 1 and 2.

### Key

1 From top to bottom, left to right: 3, 1, 4, 2



**Functional language:** *Throw the beans. My turn. Whose turn is it? I'm the winner.*

**Vocabulary:** *Jaguar, pyramid, star, headdress, pot, moon, necklace, sun.*

**Materials:** Cutout 2, large uncooked beans (5 per student), liquid paper.

## Warm-up

### A number game

Divide the class into pairs.

Choose a volunteer to come to the front of the class and help you demonstrate the game.

Put your hands behind your back and tell the volunteer to do the same.

Say: *It's my turn first.* Call out a number: *Seven.*

Behind his/her back, the volunteer holds up his/her fingers to show a number, which can be any number between one and six (*Note: It must be at least one less than the number you said.*) You do the same.

Now you both show your fingers. Do the sum orally (*Five plus two equals seven*). If the sum of the fingers is the same as the number you said, say: *I'm the winner.* If not, say: *I'm the loser.*

Swap roles.

Students play the game in pairs. Make sure they are using the key language.

## Controlled practice

### ① Complete the dialogue.

Students look at the photographs. Ask: *What are the girls doing?*

Write the words from the box on the board. Read the words out loud. Students repeat.

Students complete the dialogue in their books.

- Listen and check your answers. 🎧 11

Play Track 11. Students listen and correct their work.

### Track 11

Whose turn is it?

It's my turn.

Throw the beans.

OK.

What number have you got?

Four. I'm the winner!

Divide the class into pairs. Pairs practise the dialogue. Volunteers come to the front and act out the dialogue in front of the class.

## Craft activity

### ② Make a Patolli game board. Play the game with your classmates.

Students cut out and colour the game board and game counters in Cutout 2.

*Optional:* Use real pasta shells as counters instead of

the ones in Cutout 2.

Explain that Patolli was a game that the Aztec people played. Ask if it looks like any of the games that students play.

Distribute the beans. Students draw a dot using a marker on one side of each bean. Hold up five beans and throw them on the table. Count the number of dots and say: *I threw a (four).*

Ask: *What do we use today instead of beans with dots?* (Answer: *A dice.*)

Read the instructions for playing the game.

Divide the class into pairs. Students play the game with their partner.

## Optional activity

### Make your own rules.

Divide the class into pairs.

Explain that many board games work on the same principle of throwing a dice and moving counters around the board.

Students think up their own rules for the Patolli game. For example, they can colour the squares different colours and use a key so that each colour means they have got to do something different.

Let them discuss their rules and then write them in their notebooks. Invite volunteers to come to the front of the class and explain their rules. Vote on the best new game.

## Wrap-up

### Dictation

Tell students that you are going to dictate some sentences about Patolli and that they should have 36 words at the end of the dictation. Dictate the following:

*Patolli is an Aztec board game.*

*The word Patolli means bean.*

*Two or four people played the game.*

*They threw the beans and moved their counters around the board.*

*The game was a lot of fun.*

Write the text on the board for students to correct their work.

## Activity Book

Page 21, activities 1 and 2.

### Key

② *Draughts: Equipment:* A board with 100 squares. 20 red discs and 20 black discs. *Rules:* A game for two players. The first player to take all his/her partner's discs is the winner. Jump over and take your partner's discs. Move your discs diagonally.

*Football: Equipment:* Special trainers. A ball. *Rules:* A game for 22 players. The team with the most goals is the winner. The players cannot touch the ball with their hands. Pass the ball to your teammates.



**Grammar:** Comparative adjectives: *The Inca civilisation was bigger than the Maya. The Maya civilisation wasn't as big as the Inca. Was the Maya civilisation as big as the Inca?*

**Vocabulary:** *Early, late, powerful, advanced, peaceful, democratic, civilisation, ruin, butterfly, hippo, snail, fly, antelope, rhino.*

### Warm-up

#### The countries quiz

Divide the class into small groups. Set a time limit. Students write as many South American countries as they can.

Write the countries on the board: *Colombia, Chile, Venezuela, Guyana, Surinam, French Guyana, Brazil, Uruguay, Paraguay, Argentina, Bolivia, Peru, Ecuador.* Groups give themselves one point for each country and one extra point for each correctly spelled word. The team with the most points wins.

### Controlled practice

#### ① Read and match the texts with the maps.

Students look at the two maps. Ask them what parts of the world they show: *South and Central America.* Ask a volunteer to read the texts out loud. Students match the texts with the maps.

- Look at the maps and label the countries. Students silently read the texts again and underline the names of the countries. Then they label the countries on the maps.

### Grammar presentation

#### Comparative adjectives



#### Poster 2

On the board, write: *A cat is smaller than a tiger. A cat is more peaceful than a tiger. A cat is as big as a rabbit.* Encourage students to explain the difference between the sentences.

Display Poster 2.

Name the animals on the poster and write the words on the board: *fish, butterfly, cow, hippo, sheep, snail, duck, fly, elephant, antelope, turtle, rhino.*

Attach the Adjective poster cutouts randomly to the board. Students take turns saying comparative sentences about the animals using the adjectives. Encourage them to use: *"er", more and as/as.*

### Controlled practice

#### ② Listen and match the words with the texts. 12

Tell students that they are going to hear a conversation about the Maya and Inca civilisations.

Play Track 12. Students listen and match the words with the texts.

#### Track 12

BOY: Was the Inca civilisation as early as the Mayan civilisation?

GIRL: Oh, no. The Mayan civilisation was much earlier. It rose around 300AD. The Inca civilisation was later. It rose around 1100AD.

BOY: But the Mayan civilisation wasn't as big as the Inca civilisation.

GIRL: No, it wasn't. The Mayan civilisation was smaller than the Inca civilisation. The Inca civilisation was bigger. It had a population of around 13 million.

BOY: And were the Mayans as powerful as the Incas?

GIRL: No, they weren't. The Incas were more powerful. And the Incas were also more technologically advance. The built roads, bridges, tunnels and even aqueducts.

BOY: But the Mayan were more democratic than the Incas. The Mayans were also more peaceful

### Free practice

- Ask and answer questions with a classmate. Divide the class into pairs. Students write a question for each adjective in activity 2. Then they ask each other their questions.

### Wrap-up

#### Think quick!

Copy the following text onto the board:

*Write the names of...*

*an animal as big as a horse.*

*a country smaller than Spain.*

*a civilisation older than the Inca.*

*an animal as dangerous as a snake.*

*a person more intelligent than you.*

*a person as tall as you.*

*an animal faster than a dog.*

Students race each other to write the names. Students put up their hand when they have finished. The first student to correctly write them all wins.

#### Answer Key

② Counter-clockwise from top: Inca: Ecuador, Peru, Chile, Bolivia; Maya: Mexico, Guatemala, El Salvador, Honduras, Belize

### Activity Book

Page 22, activities 1 and 2.

#### Key

① From top to bottom, left to right: older, younger, stronger, kinder, weaker, sadder, bigger, earlier, uglier, angrier, happier, heavier, more powerful, more beautiful, more peaceful, more handsome, more democratic, more advanced, better, worse

② 1. is; 2. isn't; 3. isn't; 4. is; 5. isn't



**Grammar:** Superlative adjectives: *He was the most frightening and most dangerous god.*

**Vocabulary:** *Wise, fair, frightening, dangerous, important, old, popular, magic, god, sandal, crown, feather, rattle, thunder, drought, flood, stripe, mirror, fire, teeth, human being, stone, earring, morning, evening, protect, punish, create.*

**Materials:** Index cards (1 per student), card, glitter, paint, coloured paper.

## Warm-up

### Superlatives

#### Poster 2

Attach Poster 2 to the board.

Attach the *Adjective* poster cutouts randomly on the board.

Say: *The fly is the smallest animal on the poster.*

Students repeat chorally and then individually.

Repeat with other sentences: *elephant–biggest, rhino–most dangerous, hippo–ugliest*, etc.

## Grammar practice

On the board, write *frightening, dangerous, wise, popular, old, good, bad, important*.

Draw the following chart on the board:

Adjective + -est	The most + adjective	Irregular adjective

Students copy the chart and put the adjectives into the corresponding categories.

Then they add two adjectives to each category.

Elicit the adjectives and complete the chart on the board.

## Developing reading

### ① Read the texts and number the pictures.

Students look at the pictures of the Aztec gods. Ask them if they know anything about the Aztecs. Explain that the Aztec people lived in Mexico. Their empire rose around 1100 and fell around 1520.

Students silently read the texts and underline any words they do not understand.

Students write the unknown words on the board.

Ask volunteers to explain the words.

Then ask volunteers to read the text out loud.

In your book, underline any words that are mispronounced.

When students finish reading, write the words on the board and model the correct pronunciation.

Students silently read the text again.

They carefully read the descriptions of the gods and look at the pictures.

Say: *Let's find Tlaloc. Which god has got sandals, feathers and a rattle?* Students point to the corresponding god. Students complete the activity individually. Check answers with the whole class. Students read through the texts again and underline all the superlative adjectives.

## Optional activity

### Superlative South America

Explain that many of the world's biggest and best things are in South America.

Write the following on the board:

*The highest waterfall is the Atacama.*

*The biggest forest is the Amazon river.*

*The driest desert is the Angel Falls.*

*The highest lake is the Amazon rain forest.*

*The widest river is Titicaca.*

Students copy the columns and match the sentence halves. Display a world map or atlas.

Check the activity by helping students to find each thing on the map or atlas.

## Developing writing

- Write five questions in your notebook and ask a classmate.

Read the question out loud. Students answer orally.

Continue asking questions: *Which was the fairest god?*

Students answer orally. Students write five questions in their notebooks. Divide the class into pairs. Students ask each other their questions.

## Craft activity

### The Printer's Project

Read the instructions out loud. Explain that ancient civilisations often tried to understand natural phenomena by turning them into gods. In addition, the use of masks for celebrations and festivals is common to many civilisations. Discuss the type of nature gods students can choose. Distribute card and materials. Students draw and decorate their masks. Invite students to the front and ask them to describe their masks to the rest of the class.

## Wrap-up

### Descriptive writing

Distribute index cards.

Write a model description on the board: *This is a mask of the god of the sun. It is round and it has got yellow hair and a red face. There is lots of fire around the head. This is the most powerful nature god.*

Students write a short description of their mask.

Display the masks on the wall. Students attach their index card under their mask.

## Activity Book

Page 23, activities 1 and 2.



**Reading focus:** Identifying and classifying words in a text. Defining meanings.

**Vocabulary:** *Sweetcorn, sweet potato, bean, squash, yucca, hunter, turkey, deer, monkey, honey, cacao, stone, night, day, grow, hunt, keep, use, fire, bright, wild.*

**Materials:** Slips of paper.

**Preparation:** *Word slips:* Write the following words on separate slips of paper: *sky, stone, snake, flower, sun, water, fire, mountain, twenty, six, one, yellow, blue, white, black, red.* Photocopy and enlarge the codices on Student's Book page 24, activity 2. Cut out the codices so that each one is on a separate piece of paper with no letters on it.

## Warm-up

### The Maya

Help students to summarise the information they have learned about the Maya. Ask questions and give instructions: *Where did they live? Name some of the countries. Did they have a number system? What were they like? Name a famous Maya city. Describe the pyramid in the centre.*

Write the information on the board. Remind students that the Maya people lived in the countryside, not in the cities. Explain that students are now going to learn more about the Maya.

## Developing reading

### ① Read and complete the chart.

Students silently read the text.

Ask questions about the text: *What did the Maya grow? What did they hunt? Why did they keep bees? What did they make from cacao beans?*

Students complete the chart with words from the text. Draw the chart on the board. Students call out words to complete it. Students check their work.

- Underline the correct definitions.

On the board, write: *hunter, squash, turkey, deer, bee.* Ask questions to help them deduce the meaning of the words: *What does a hunter do? Does he/she plant food, catch wild animals or build houses?*

Students underline the correct definitions in their books. Volunteers read the resulting sentences out loud: *A hunter catches wild animals.*

## Developing writing

### ② Unscramble the words.

Explain to the class that the Maya people had a writing system made up of pictures. Each picture is called a codex. A codex represents a word or more than one word.

Point to the first codex and randomly write the letters in a circle on the board. Show students how to unscramble the word.

Divide the class into pairs. Students work out the words under the codices. Ask volunteers to read the words out loud. Students check their work.

- Find and write.

Students complete the classification of words under the codices.

Write the classifications on the board and encourage students to help you complete them.

Students correct their work.

Remind the students that the Maya also had numbers as well as word codices. Tell them to look back through the Activity Book and find the number representations for the number codices.

## Critical thinking

### Nature names

Explain that many names in ancient languages were descriptions of nature. For example, a boy might be called *Strong jaguar*. Students invent a name using nature words that they feel relate to themselves.

Students call out their names. Write them on the board and ask: *Why did you choose this name?*

Students make a codex for their name. Display the codices and names on the wall.

## Wrap-up

### What is this codex?

Students spend a few minutes looking carefully at the codices and try to remember an identifying feature of each one.

Students close their books.

Attach the photocopied codices (see Preparation) around the classroom. Distribute the *Word slips* (see Preparation). The students holding the *Word slips* attach their slip to the codex they think it represents.

Remove any words that are incorrectly matched.

Distribute these words again to different students and ask them to try. Continue until all the words have been matched correctly.

### Answer Key

① *Plants:* sweetcorn, sweet potatoes, squash, yucca, cacao tree; *Animals:* turkey, deer, monkeys, ducks, bees

*Underline:* 1. b; 2. b; 3. a; 4. a; 5. a

② *From left to right:* sky, stone, snake, flower, sun, water, fire, mountain, twenty, six, one, yellow, blue, white, black, red

*Colours:* yellow, blue, white, black, red; *numbers:* twenty, six, one; *nature words:* sky, stone, snake, flower, sun, water, fire, mountain

## Activity Book

Page 24, activities 1 and 2.

### Key

① twenty yellow snakes, black stone in the water, white mountain, sun in the sky



**Grammar:** *Could/couldn't:* They couldn't drive buses. They could build temples.

**Vocabulary:** Temple, telephone, tool, electricity, stone, watch, pot, time, day, night, build, use, navigate, drive, hunt, plant.

### Warm-up

#### Play *Stand up, sit down*.

Tell the students they should think about all the things they could and couldn't do when they were five years old.

Ask questions: *Could you read? Could you speak English? Could you ride a bike?*

Students stand up if they could and remain seated if they couldn't.

### Controlled practice

#### 1 Listen and sing the song. 13

Explain that this song is about things that people could do in ancient times.

Students think about the things they can do today that people couldn't do in the past. Ask questions to guide them: *Can you speak to somebody who is very far away? How? Were there telephones in ancient times?* Play Track 13. Students listen and follow along in their books.

Play the track again. Students sing along.

#### Track 13

##### *The ancient times song*

(See Student's Book page 25, activity 1.)

- Tick (✓) or cross (X) the pictures.

Students look at the pictures and mark them according to whether the activity is something people in ancient times could or couldn't do.

Divide the class into two groups.

Play Track 13 again.

Group 1 sings the lines with *could* and Group 2 sings the lines with *couldn't*.

### Developing reading

#### 2 Tick (✓) or cross (X) the chart and complete the sentences.

Write the following headings on the board: *People in ancient civilisations* and *You*.

Ask: *Could people in ancient civilisations (hunt for food)? Can you (hunt for food)?* Write the phrase: *hunt for food* under the first heading.

Repeat with other phrases from activity 2.

Point out that many people in ancient civilisations couldn't read at all, and if they could read, they had no electricity at night. Explain the difference between a tool and a machine.

Students complete the chart in their books and then complete the sentences.

### Optional activity

#### Imagine you are a time traveller.

Students imagine that they are time travellers. Tell them to imagine that yesterday they travelled back 1000 years in time.

Students make a list of all the things they couldn't do 1000 years ago but they can do today: *I couldn't watch TV. I couldn't ride my bike in the park. I couldn't play computer games.*

Volunteers read their sentences out loud.

### Peace education

There is a tendency to assume that ancient civilisations were always more backward than our own. Point out that although our own civilisation is more advanced in many ways, people in the past had skills that we have lost. Encourage the students to value other civilisations positively.

Choose one of the civilisations we have studied (Aztec, Inca or Maya).

Divide the class into groups and ask them to discuss the positive aspects of the civilisation.

### Wrap-up

#### Play *True or false?*

Make *true/false* statements about yourself: *When I was 8 years old, I could drive a car. When I was 10 years old, I couldn't read.*

Students listen and shout out *True* or *False*.

Invite a volunteer to take over your role.

#### Answer Key

1. couldn't, but I can read at night; 2. They couldn't, but I can play computer games; 3. They could, and I can play ball games; 4. They could, but I can't use stone tools; 5. They couldn't, but I can use electricity

### Activity Book

Page 25, activities 1 and 2.

#### Key

1. could; 2. I could; 3. I couldn't; 4. I couldn't; 5. I could/couldn't; 6. I could; 7. I could/couldn't; 8. I couldn't

From left to right, top to bottom: swim, read, use a spoon, play computer games, talk, sing in English, ride a bike

Ah Chan: ✓ X ✓ ✓; Ix Balam: X ✓ ✓ ✓; Ah Chel: ✓ ✓ ✓ ✓; Ix Cuat: ✓ ✓ ✓ X; Ah Chel could do all four things.



**Language focus:** Identifying sentence types and labelling parts of sentences.

**Vocabulary:** *Pyramid, ball court, calendar, crab, rabbit, claw, tail, trick, pile, race, fast, slow, build, grab.*

**Materials:** Cutout 3, small circles of paper (3 per student).

## Warm-up

### All kinds of sentences

Give each student three paper circles.  
Students colour the circles: red, blue and green.  
On the board, write: *positive = red, negative = blue and question = green.*  
Give examples of positive, negative and question sentences. Read positive, negative and question sentences from the unit out loud at random.  
Students hold up the corresponding circle.

## Grammar practice

### ① Read and underline the sentences.

Students look at the key at the top of the page and silently read the sentences. Then they underline the sentences according to the key.  
Ask volunteers to say the positive sentences out loud. Repeat with the other two classifications.  
Tell students to look carefully at the sentences and locate the words that gave them clues: *How do you know this is a (negative) sentence?*

Write the negative and question sentences from activity 1 on the board.

Underline the two verbs in each sentence.

Explain that in these sentences there are two verbs: the main verb and the auxiliary verb.

Tell students to identify the main verbs (*build* and *have*).

Explain that the auxiliary verb helps us change the sentence so that it is either negative or a question. Students circle the auxiliary verbs in the sentences in activity 1.

- Label the parts of the sentences.

On the board, write: *The Maya people built pyramids.* Underline: *The Maya people.* Write: *subject* under this part of the sentence. Do the same for the main verb and the object.

Explain that the verb describes the action, the subject tells who or what does the action, and the object says who or what receives the action.

Point out that when we make a negative sentence or a question, we usually need an auxiliary verb. Students identify and underline the parts of the sentences in their books.

## Optional activity

### Play *Subject, Verb, Object.*

Divide the class into groups of four.

Assign a part of speech to each member of each group: *subject, auxiliary verb, main verb, object.*

Give students a command for making a type of sentence: *Make a (negative) sentence.*

Groups decide how the sentence should begin and start making their sentence. Each member of the group suggests a word or group of words corresponding to their part of speech.

The first group to finish shouts: *Stop!* and says their sentence out loud. If it is correct, award the group one point. If not, students continue working until one group has got a correct sentence. The group with the highest number of points after nine rounds is the winner.

### ② Make a story puzzle.

Students cut out the story in Cutout 3.

Read the instructions out loud and demonstrate the activity. Students cut along the grey lines to make a story puzzle. Divide the class into pairs. Students race their partner to see who can assemble the puzzle first. Once they have reconstructed the story, they read it out loud. Go over the story with the class: *What was the story about?*

*Optional:* Students cut each puzzle piece into two pieces. Students swap puzzle pieces with their partner and race each other again.

## Wrap-up

### Auxiliary verbs

Students look at the story on pages 18 and 19 of the Student's Book. They underline all the auxiliary verbs in red and the main verbs in blue.

### Answer Key

① *Red:* The Maya people built pyramids. The Inca people had a calendar.

*Blue:* They didn't build bridges. They didn't have a written language. *Green:* Did they build ball courts? Did they have a number system?

② *Key: S: Subject, MV: Main Verb, O: Object, Aux: Auxiliary Verb*

The Maya people (S), built (MV), pyramids (O); The Inca people (S), had (MV), a calendar (O); They (S), didn't (Aux), build (MV), bridges (O); They (S), didn't (Aux), have (MV), a written language (O); Did (Aux), they (S), build (MV), ball courts (O)?; Did (Aux), they (S), have (MV), a number system (O)?

## Activity Book

Page 26, activities 1 and 2.

### Key

① 1. built; 2. know; 3. didn't know; 4. had; 5. didn't discover; 6. have

② What did the baby pyramid say to the other baby pyramid? How's your mummy? What is a snake's favourite subject? Hissstory. What did the little ear of sweetcorn call his father? Pop Corn!

## Student's Book Page 27



**Grammar:** Review of past simple, *could/couldn't*, comparative and superlative adjectives.

**Vocabulary:** Key vocabulary from the unit.

**Materials:** Slips of paper (1 per student).

**Preparation:** *Opposite word slips* (1 per student): Write opposites of comparative adjectives on slips of paper (one word per slip of paper): *older/younger, bigger/smaller, better/worse, more powerful/less powerful*, etc.

### Warm-up

#### Verb review



#### Poster 2

Display Poster 2.

Attach the *Verb* poster cutouts to the columns on the poster but include some mistakes. For example, place the verb *know* in the *Regular verbs* column. Students identify the mistakes.

### Review

#### The Printer's Quiz

#### ► READ AND COMPLETE THE SENTENCES.

Ask questions about the animals: *Is Nima as old as Xilbaba? Is Tips more powerful than Nima?* Students complete the sentences using information from the fact boxes.

#### ► CIRCLE THE CORRECT OPTIONS.

Students read the sentences and circle the correct options.

#### ► DO A CLASS SURVEY.

Elicit the first question: *Could you swim at four years old?*

Students walk around the classroom and find people who could do all these things. When they get a positive answer, they write their classmate's name in the chart.

### Optional activity

#### Opposite words

Distribute the *Opposite word slips* (see Preparation). Students walk around the room looking for their opposite. When they find their opposite, they sit down together. Students read their pairs of comparatives out loud.

### Wrap-up

#### Play Categories.

Divide the class into pairs.

Write the following categories on the board: *Countries / Animals / Food / Clothes / Places in a city*. Choose a letter and write it on the board. Students think of words beginning with that letter for each category. After three minutes say: *Stop!* The pair with the most

correctly written words are the winners.

### Answer Key

③ *Complete:* 1. as old as; 2. the youngest; 3. the heaviest; 4. more powerful than; 5. as long as; 6. the most dangerous  
*Circle:* 1. isn't; 2. aren't; 3. wasn't; 4. wasn't

### Activity Book

Page 27, activities 1–3.

#### Key

③ *Past simple: Positive:* played, played, played, played, played; *Negative:* didn't play, didn't play, didn't play, didn't play, didn't play; *Question:* Did, play, Did, play, Did, play, Did, play, Did, play

*Could/couldn't: Positive:* could swim, could swim, could swim, could swim, could swim; *Negative:* couldn't swim, couldn't swim, couldn't swim, couldn't swim; *Question:* Could, swim, Could, swim, Could, swim, Could, swim, Could, swim, Could, swim

③ 1. longest; 2. is the biggest; 3. is the most intelligent; 4. is the fastest

### Grammar module: Past simple

#### Positive

*I played.*  
*You played.*  
*He played.*  
*She played.*  
*It played.*  
*We played.*  
*You played.*  
*They played.*

#### Negative

*I didn't play.*  
*You didn't play.*  
*He didn't play.*  
*She didn't play.*  
*It didn't play.*  
*We didn't play.*  
*You didn't play.*  
*They didn't play.*

#### Question

*Did I play?*  
*Did you play?*  
*Did he play?*  
*Did she play?*  
*Did it play?*  
*Did we play?*  
*Did you play?*  
*Did they play?*

#### Short answers

*Yes, I did./No, I didn't.*  
*Yes, you did./No, you didn't.*  
*Yes, he did./No, he didn't.*  
*Yes, she did./No, she didn't.*  
*Yes, it did./No, it didn't.*  
*Yes, we did./No, we didn't.*  
*Yes, you did./No, you didn't.*  
*Yes, they did./No, they didn't.*

### Could/couldn't

#### Positive

*I could talk.*  
*You could talk.*  
*He could talk.*  
*She could talk.*  
*It could talk.*  
*We could talk.*  
*You could talk.*  
*They could talk.*

#### Negative

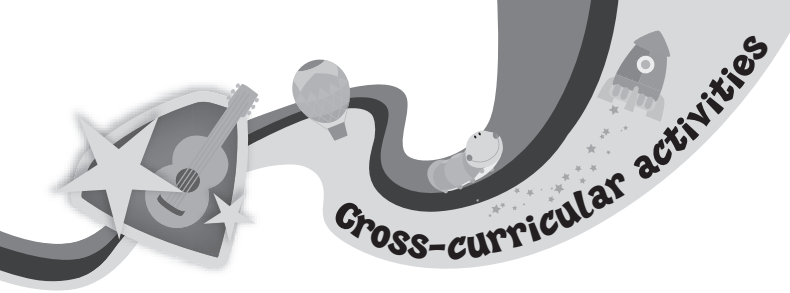
*I couldn't talk.*  
*You couldn't talk.*  
*He couldn't talk.*  
*She couldn't talk.*  
*It couldn't talk.*  
*We couldn't talk.*  
*You couldn't talk.*  
*They couldn't talk.*

#### Question

*Could I talk?*  
*Could you talk?*  
*Could he talk?*  
*Could she talk?*  
*Could it talk?*  
*Could we talk?*  
*Could you talk?*  
*Could they talk?*

#### Short answers

*Yes, I could./No, I couldn't.*  
*Yes, you could./No, you couldn't.*  
*Yes, he could./No, he couldn't.*  
*Yes, she could./No, she couldn't.*  
*Yes, it could./No, it couldn't.*  
*Yes, we could./No, we couldn't.*  
*Yes, you could./No, you couldn't.*  
*Yes, they could./No, they couldn't.*



### Art: Paper temples

**Materials:** Cereal and tissue-paper boxes, paint, card, glue, paintbrushes, white paper, books illustrating Aztec temples and designs.

**Preparation:** *Strips* (4 per student): Cut card into strips (approx. 30 cm x 10 cm).

#### Directions:

Show students pictures of Aztec temples from books. Distribute materials. Students wrap the boxes in white paper. Students glue their tissue-paper boxes on top of their cereal boxes to make a pyramid. Distribute the paper strips and help students fold them to make steps leading to the top of the temple. They paint the temple in bright colours and Aztec designs. Invite students to present their temples to the class.



### Art: Aztec sun catcher

**Materials:** Margarine tub lids (1 per student), white glue, beads, scraps of wool/ribbon, coloured marker pens.

#### Directions:

Students pour just enough white glue into the lid to completely cover it. They place a piece of wool at the top to make a loop. When the glue is totally dry, show them how to peel it out of the lid.

Students use markers to draw an Aztec design on the glue. When the ink is dry they can hang their decorations in the window.

*Optional:* Students add small beads and/or small scraps of wool or ribbon to the glue before it dries.



### Project: The market in Tenochtitlan

**Materials:** Paper, beans, blankets or pieces of cloth, reference books about the Aztecs.

#### Directions:

Tell students that in the era of the Aztecs, there was a big open-air market in a place called Tenochtitlan. This market was a meeting place for people. All kinds of things like cotton, tomatoes, beans and avocados were sold in the market. When the Spanish first saw the market, they were very impressed with its order and cleanliness. They had never seen anything like it in Europe. Students look in books for more information about it.

Divide the class into groups. Distribute materials. Each group organises a stall in the market place of Tenochtitlan. They draw a variety of products and make signs with symbols to show what they are selling. They should lay their "goods" out on a blanket or piece of cloth. Explain that in Tenochtitlan, they used cacao beans and other products to exchange goods: *I'll give you a fish for eight beans.* Hand out the beans. Students walk around the classroom and barter for things using the beans as currency.



Vocabulary	Grammar
<p><b>Wild West vocabulary:</b>  <i>bank, chief, feather, fort, gang, gold, gunfight, hat, headdress, Native American, outlaw, pioneer, ranch, rodeo, sack, scarf, sheriff, soldier, tribe</i></p> <p><b>Rodeo vocabulary:</b>  <i>bull riding, champion, competition, cowboy, cowgirl, shooting, target, wild horse roping</i></p> <p><b>Verbs:</b>  <i>arrive, attack, burn, catch, clean, collect, come, cook, cross, cut, do, fall, fall in love, find, float, forget, get married, give, go, grow up, happen, have, hide, hunt, land, leave, live, lock, make, meet, notice, paint, pick, play, point, put, read, recognise, ride, rob, run, run away, score, see, shoot, sit, sleep, speak, stand up, start, stay, swing, take, talk, tell, tie, wake, wash, wear, win, work</i></p> <p><b>Other words:</b>  <i>bat, building, card, cave, child, clothes, dead, diary, door, east, farmhouse, fort, garden, gate, ground, hot-air balloon, kind, letter, money, name, newspaper, north, parent, people, photograph, pool, queen, south, stairs, table, tent, west</i></p>	<p><b>Past simple:</b>  <i>Yesterday I found gold in the river.</i></p> <p><b>Past simple (Wh questions):</b>  <i>Why did they leave the farm?  Who worked on a ranch?</i></p> <p><b>Past continuous:</b>  <i>At four o'clock, he was sleeping in the sun.</i></p> <p><b>Interrupted past:</b>  <i>The men were working outside when the Indians attacked the fort.  Cynthia was collecting plants when she heard a noise.  When Terrible Tom arrived in town, the sheriff was hiding under a table.  What were you doing when Davy found gold? I was sleeping.</i></p> <p><b>Past simple v past continuous:</b>  <i>Jake saw a hot-air balloon. It was coming down into their garden!</i></p>
<p><b>Functional language:</b> Telling the time: <i>It's thirty-one minutes past four.</i></p>	<p><b>Multiple intelligence:</b> Interpersonal intelligence (page 50)</p>

### Teaching tip

#### Keeping a diary in English

As this unit focuses on diaries from the past, it is a good moment to encourage your students to keep their own diary in English. A diary provides an excellent opportunity to use written English for a real purpose. Two possible types of diaries that students can keep are a class diary or a personal diary.

#### Class diary

The main purpose of a class diary is to help students organise themselves and remember the new language they are learning.

Students can use a notebook for their diary, using each double page to represent a week. Students should record key words or phrases after each lesson to help them remember the content of the lesson. This may be a sentence containing the model structure or a piece of interesting information they learned.

The diary should also be used to record homework or other school obligations such as bringing in materials.

#### Personal diary

A personal diary can be used to record events, experiences, feelings or impressions both inside and outside of school. Creative students may even want to draw pictures or write short poems or stories. Be open about the content and format. The important point to emphasise is that students write in their diary every day, even if they only write a few sentences. For this type of diary, students can use a specially bound writing book or a notebook.

#### Evaluating diaries

To ensure that students are writing in their diaries, get them to hand them in periodically for review. It is best not to grade diaries or make corrections for grammar or structures because this will inhibit students from focusing on expressing their ideas and experimenting with new language and structures. Instead, make comments to establish a dialogue between you and your students, for example: *Good for you! That sounds like fun. What a difficult situation. I hope you're feeling better.*



**Grammar:** Past simple (questions with *Who*): *Who worked on a ranch?*

**Vocabulary:** *Ranch, gold, gunfight, gang, outlaw, rodeo, sheriff, clothes, people, work, find, rob, live, win, forget, have, wear, take.*

### Warm-up

#### The Wild West

##### Poster 3

On the board, write: *The Wild West*.

Ask if students have heard this expression before.

Explain that it refers to the western part of the USA during the 19<sup>th</sup> century. Ask if students have seen any films about the Wild West.

Display Poster 3. Ask students to describe a typical Wild West town.

### Grammar review

#### ① Listen and write the initials. 14

Read the introductory text out loud.

Explain that the illustrations show real people. Point to each picture and introduce the characters: *This is Calamity Jane*. Ask if students know anything about any of the people in the photos.

Read the first line out loud. Then ask: *Who worked on a ranch in Kansas? Let's listen and find out.*

Play Track 14. Students listen and write the initials in the boxes.

#### Track 14

Here are some colourful characters from Wild West history.

There are many books and films about them.

Calamity Jane wore men's clothes. She had lots of adventures. One day she found gold.

Nat Love worked on a ranch in Kansas. He was a cowboy. He won a famous rodeo competition.

Wyatt Earp was the sheriff of Dodge City. He won a gunfight at the OK Corral.

Cynthia Ann Parker lived with the Comanche Indians for 25 years. She forgot how to speak English.

Jesse James had a gang of outlaws. He robbed banks and trains.

Chief Sitting Bull won the battle of Little Bighorn. Then he took his people to Canada.

### Grammar presentation

- Play a memory game.

Give students a few minutes to memorise the information in their books. Ask a question using *Who*: *Who found gold?* Make sure that students use the auxiliary: *did* in their answers.

Repeat with another question.

Divide the class into pairs.

Students take turns asking each other questions about the characters. The student answering the questions should have his/her book closed.

### Optional activity

#### Write and ask.

Students choose one of the characters from activity 1. On the board, write: *had/wore*.

Students write two or three sentences describing their character's appearance (*black curly hair, a moustache*) or what they wore (*a scarf, a hat*).

Students formulate questions about their character for the rest of the class:

S1: *Who had black curly hair?*

Ss: *Nat Love did.*

### Wrap-up

#### Who was it?

Focus students' attention on the raccoon at the top of the page. On the board, write: *Who had a son that became a famous Native American chief?*

Divide the class into pairs. Students flip through the pages of the unit looking for one of the names from activity 1.

Tell students to raise their hands once they have discovered the name. (Answer: *Cynthia Ann Parker*.)

Ask: *Was Cynthia Ann a Native American?* Let students speculate.

#### Answer Key

① NL, CJ, JJ, CAP, WE, CAP, CSB, JJ, NL, WE, CJ, CSB

#### Activity Book

Page 28, activities 1 and 2.

#### Key

① forgot, found, had, made, saw, took, wore, won



**Grammar:** Past simple (questions with *Who*): *Who robbed the bank?*

**Vocabulary:** *Bank, sack, hat, scarf, gold, rob, ride, tell, take, have, put, lock, do.*

**Materials:** Cutout 1.

### Warm-up

#### Who did it?

Tell students to put a selection of classroom materials on a table: books, pencils, notebooks, crayons, etc. Choose three volunteers. Get them to look carefully at the items on the table for one minute. Then tell them to close their eyes. Point to another student who removes one object from the table.

Tell the volunteers to open their eyes, look at the table and discover what is missing. Then ask: *Who took (the textbook)?* The rest of the class points to the culprit: *(Jorge) did.*

Prompt students to repeat the question and answer. Repeat the procedure with different students.

### Grammar review

#### ① Listen and complete the chant. 🎧 15

Point to the newspaper clipping and read the headline out loud. Ask: *Who robbed the bank?*

Play Track 15. Students listen and make a note in pencil of the words in the blanks.

#### Track 15

##### Who did it?

(See Student's Book page 29, activity 1.)

Play Track 15 again. Students listen and correct their answers.

- Say the chant.

Play Track 15. Students listen and join in with the song. Divide the class into three groups. Assign a verse to each group.

Play Track 15 again. Groups sing their respective verse and all the students join in with the chorus.

### Optional activity

#### Eye witness

Tell students to close their eyes. Ask them to imagine they were in the bank at 3:55.

Ask questions about the robbery: *What did you see? What was the robber wearing? Was it a man or a woman?*

Students write a short account of what they saw and what happened.

Volunteers read their accounts out loud.

### Controlled practice

#### ② Play Who did it?

Point to the six suspects and read the title and the names out loud.

Ask: *Who robbed the bank? What do you think? Was it (Fast Eddie)?* Let students guess.

Divide the class into pairs: A and B. Students cut out the corresponding chart in Cutout 1.

Pairs ask each other questions about the suspects following the model in their books. Emphasize that they should not look at each other's charts.

Students record the information in their charts.

- Look at the picture in activity 1 and answer the question.

Point to the newspaper clipping in activity 1. Ask: *What colour is the robber's hat/scarf/sack?*

Say: *Look at the chart. Who had a yellow hat, a blue scarf and a green sack?*

Students use the information in the chart to answer the question.

Ask: *Who robbed the bank?* Students write the answer in their books.

### Wrap-up

#### Vocabulary

Write the following scrambled words on the board:

*s-a-r-c-f, t-a-h, c-a-k-s, k-n-a-b, d-g-l-o.*

Students unscramble the words and write them in their notebooks.

Then they draw a small picture next to each word to illustrate its meaning.

#### Answer Key

- ① rode, robbed, locked, told, had, put, robbed, took
- ② Snake Eyes did.

#### Activity Book

Page 29, activities 1 and 2.

#### Key

① 1. Simon did. 2. Karen did. 3. Stella did. 4. Jerry did. 5. Maggie did.

② *In any order:* went shopping; made Sunday lunch; washed the dishes after lunch; cleaned the bathroom; took out the rubbish; made the beds; tidied the living room



**Grammar:** Interrupted past: *The men were working in the fields when the Native Americans attacked the fort.*

**Vocabulary:** *Pioneer, fort, Native American, child, tent, clothes, chief, tribe, parent, headdress, feather, kind, burn, attack, cook, play, lie, wash, enter, stand up, point, forget.*

**Materials:** A map of the USA.

### Warm-up

#### The pioneers

Display a map of the USA. Point to Texas.

Tell students that they are going to read a story about a girl from Texas in the 1830s. Write the date on the board.

Ask if students remember learning about the pioneers: *What do you know about the pioneers? Who were they?*

Explain that the main character in the story is a pioneer girl.

### Developing reading

**Story: *The life of Cynthia Ann Parker, part 1*** 🎧 16

Students read the title of the story and look at the illustrations on page 30. Ask them to identify things they can see in the pictures. Ask questions about the pictures: *Is this story about the life of a girl or a boy? Does the picture show a fort? Who lives in the camp? What are the people in the camp doing?* Play Track 16. Students listen and follow along in their books.

#### Track 16

***The life of Cynthia Ann Parker, part 1***

(See Student's Book page 30.)

Pause the CD after each paragraph. Ask comprehension questions and encourage students to make predictions about the story after each paragraph:

*Where did Cynthia live? Did she live in a house? Why did she live in a fort?*

*When the Native Americans attacked the fort, what were the men doing? What were the women doing?*

*And the children? What did the Native Americans do? What happened to Cynthia?*

*When Cynthia woke up, where was she?*

*What were the people at the camp doing?*

*What did the woman give Cynthia?*

*Where did the woman take Cynthia?*

*Who was in the tent?*

*What was the chief wearing?*

*What was Cynthia's new name?*

*Was Cynthia unhappy? What did she learn? What did she forget?*

Students silently read the text in their books.

Tell students to underline any words they do not understand.

Students write the unknown words on the board.

Ask volunteers to explain the words.

Then volunteers read the story out loud. In your book, underline any words that are mispronounced.

When students have finished reading, copy the words onto the board and model the correct pronunciation.

### Optional activity

#### Grammar practice

Make two columns on the board. Write a verb in each column, one in the past simple and the other in the past continuous: *live / were working*.

Tell students to read through the text and underline the past simple verbs in red and the past continuous verbs in blue.

Choose students to come to the board and write the verbs in the correct column.

### Reading comprehension

#### ① Match each sentence with two endings.

Students read through the story again.

Divide the class into pairs.

Students find two endings for each sentence half on the left.

Students read their sentences out loud.

### Wrap-up

#### Predicting

Ask: *Where is the story going to continue? At the fort?*

*At the Native American camp?* Encourage students to offer suggestions about what is going to happen next.

Students write three to five general predictions about the second half of the story. Collect the sentences and save them for the next class.

#### Answer Key

① 1...when the Native Americans burned the houses;...when the Native Americans attacked the fort. 2...when a woman came into the tent; ...when a woman gave her some food. 3 ...when the chief sat down; ...when the chief entered.

#### Activity Book

Page 30, activities 1 and 2.

#### Key

① burn–burned, take–took, look–looked, forget–forgot, wake–woke, return–returned, wash–washed, give–gave, attack–attacked, sit–sat, stand–stood, learn–learned, point–pointed, enter–entered

1. woke; 2. washed; 3. entered; 4. pointed

② False, True, False, True, False, True

1. the women were cooking/the men were working in the fields 2. she was lying in a tent; 3. he was wearing a headdress (with lots of feathers).



**Grammar:** Interrupted past: *Cynthia was collecting plants when she heard a noise.*

**Vocabulary:** *Grow up, fall in love, get married, hunt, collect, burn, ride, pick, catch, speak, recognise, run away, die, peace, chief, fort, dead, heartbroken.*

**Materials:** Students' predictions from the Wrap-up activity in the previous lesson.

### Warm-up

#### Story review

Ask students what they remember about the story *The life of Cynthia Ann Parker*. Write key words they produce on the board.

Students write a three-sentence summary of the story without looking at their books.

Collect the summaries and read them out loud.

Students vote for the best summary.

Divide the class into pairs. Tell students to write everything they can remember about Cynthia.

Ask volunteers to read their description out loud.

### Developing reading

#### Story: *The life of Cynthia Ann Parker, part 2* 17

Point to the illustrations and tell students to guess who each person is.

Play Track 17. Students listen and follow along in their books.

#### Track 17

##### *The story of Cynthia Ann Parker, part 2*

(See Student's Book page 31.)

Play Track 17 again. Pause the recording after each paragraph and ask general comprehension questions:

*Who did Cynthia marry?*

*How many children did she have?*

*What were the soldiers doing when Cynthia saw them?*

*Where were Nocona and her sons? What did Cynthia do?*

*What was she doing when the soldiers caught her?*

*How did the soldiers know that Cynthia wasn't a Comanche Indian?*

*What did Cynthia say in English?*

*Where did Cynthia want to live?*

*Who did she go and live with?*

*Was Cynthia happy with her white family?*

*Why was Cynthia's son important?*

### Reading comprehension

#### 1 Read and answer the questions.

Tell students to read through the text and circle the word: *when*.

Ask volunteers to read the sentences they underlined out loud.

Read the questions out loud. Students write the answers in their notebooks.

Check answers around the class.

### Optional activity

#### Peace education

Analyse the pattern of events in Cynthia's life. Ask: *Why did Cynthia's life change when she was a little girl? What happened? Why did her life change when she was a woman? What happened?*

Help students notice that Cynthia was a victim of both "sides" in the struggle between Native Americans and the pioneers.

Point out that the Native Americans and the pioneers were ignorant of each other's way of life. Suggest that many conflicts or disagreements can be solved by attempting to understand the opposing position and by trying to find common ground in the middle.

#### Analyse the story

On the board, write: *Fiction / Non-fiction*. Ask what type of story this is. Get students to identify elements in the story which support their answer.

### Wrap-up

#### Write a story review.

Hand out students' sentences from the Wrap-up activity in the previous lesson. Students identify the correct predictions.

Tell students to make a list of the places where the story takes place. Write the words on the board: *the fort, the Native American camp, the river, the fort, the uncle's house*.

Tell students to write one sentence summarising what happened in each place. Write a selection of time expressions on the board to help them: *In the 1830s, Many years later, One day, The next day, Then, Later*. Students write their sentences using the time expressions to sequence the events.

Students use this summary as a basis for a story review that should also include the title of the story and a few sentences giving the student's opinion about the story. Collect in the story reviews.

#### Activity Book

Page 31, activities 1–3.

#### Key

1 headdress, soldier, plants, tent, camp, chief, feathers, fort  
2 cooking, swimming, was crying, was sleeping, were flying, was digging/making a hole

3 1. They had three children. 2. Because she had blue eyes. 3. They took them to a fort. 4. No, she didn't. 5. He became a great Indian chief.



**Grammar:** Interrupted past: *What were you doing when Davy found gold? I was sleeping.*

**Vocabulary:** Gold, cowboy, find.

**Materials:** Cutout 2.

### Warm-up

#### True or false?



#### Poster 3

Display Poster 3. Say: *This is a street in a town in the Wild West.*

Draw a clock showing 10:00 on the board. Ask: *What were the people in the town doing at ten o'clock in the morning?*

Place four *Wild West characters* poster cutouts on the poster. Introduce the characters: *This is (Cynthia Ann Parker).*

Make *true/false* statements about the cutouts:

T: *Cynthia Ann Parker was washing the dishes.*

Ss: *False.*

Students correct the false statements: *She was washing the clothes.*

Remove the poster cutouts. Change the time on the clock. Place the remaining four cutouts you have not used on the poster. Make *true/false* statements about the characters as before.

### Craft activity

#### ① What were you doing when Davy found gold?

Talk about the search for gold in the USA. In 1848, gold was discovered in California. Many people left their homes and travelled west to look for gold.

Students cut out the picture in Cutout 2. Point to the figure in the picture. Say: *This is Davy. He found gold.*

Read the first line of instructions. Students draw themselves in the picture in Cutout 2.

Read the rest of the instructions. Ask various students: *What were you doing when Davy found gold?*

Divide the class into groups of five. Students ask the other members in their group the question. Then they draw their classmates in their picture.

Finally, students glue the finished picture into their books.

### Optional activity

#### Spelling

Draw three columns on the board. Write one of the following headings in each column: + *"ing" / I double the letter + "ing" / I drop the "e" + "ing"*.

Divide the class into two teams: A and B.

Call a student from team A to the board and say a verb: *live*.

S1 writes the verb in the *"ing"* form in the correct column: *l-i-v-i-n-g*. The other members of his/her team can help.

Award one point for the correct column and another point for correct spelling.

Continue calling students from alternate teams.

The team with the most points at the end of the game wins.

### Controlled practice

- Complete the text.

Choose volunteers to show their finished picture to the rest of the class. Ask them to describe one person in the picture: *When Davy found gold, Oli was (fishing).* Students complete the text by describing what their classmates were doing at that time.

Walk around the class checking on the spelling of the *"ing"* form.

### Wrap-up

#### Multiple intelligence: Interpersonal intelligence

Tell students to draw a picture of a typical cowboy.

Ask questions about their pictures: *What colour is your cowboy's hair? And his eyes?*

Point to the raccoon at the bottom of the page and ask a volunteer to read the speech bubble out loud.

Ask if students are surprised by this information. Check the number of the students that drew Hispanic or black cowboys.

Point out to class that in typical cowboy films, there are very few Hispanic and black cowboys. Explain that this gives a distorted impression of the past and minimises the importance of Hispanics and black Americans in the development of the USA.

Ask students what they know about the involvement of different ethnic groups in the history of their own country.



#### Activity Book

Page 32, activities 1 and 2.

#### Key

- ① washing; 2. was playing; 3. chopping; 4. were playing; 5. were reading; 6. was riding



**Reading focus:** Extracting and classifying information from a text. Identifying the parts of a newspaper article.

**Vocabulary:** Rodeo, competition, bull riding, wild horse roping, shooting, cowboy, cowgirl, target, champion, shoot, score, ride.

**Materials:** Cutout 3, newspaper (in English if possible), paper (2 pieces per student).

**Preparation:** Cut out interesting articles from a newspaper (1 per group).

### Warm-up

#### Newspaper articles

Show a newspaper to the class. Point to the newspaper title. Ask: *What's the name of this newspaper?* Point to the date. Ask: *What's the date on this newspaper?*

Identify the following parts of the article: *headline, byline, date, photo, caption.*

Divide the class into groups and give an article to each group.

Ask questions about the article: *How many paragraphs are there? Has it got a photo?*

On the board, write: *headline, byline, date, photo, caption.*

Students identify and label these sections in their articles. Ask: *What's the headline of your article? Who wrote the article? When was it written? What can you see in the photo? What's the caption?*

### Developing reading

#### ① Complete the newspaper article.

Explain that the text is a newspaper article.

Ask: *What parts are missing? What is the article about?* Students quickly scan the text until they can answer the questions.

Ask: *Who was the rodeo champion? Who was the best cowgirl?* Students skim the text to find the answers.

Students look at Cutout 3. They choose a newspaper headline (with byline included), a photo and a caption to go with the newspaper article.

### Developing writing

#### Write your own article.

Tell students to choose one of the remaining photos, headlines and captions from the cutouts for this lesson.

Tell students that they are going to write their own newspaper article. They can use text from the newspaper article in activity 1, changing it to fit the headline, photo and caption they chose. Students write their own article. Help them with ideas and language if necessary. Get them to write the first draft of their article in their notebook.

Distribute paper. Students design a newspaper page by writing the title of the newspaper and the date. They glue the cutouts into place, leaving a space for their text. Finally, they copy the article they wrote from their notebook onto the newspaper page. Collect students' newspapers and display them around the classroom.

- Complete the table.

Students silently read the text.

Students look at the table. Read the headings of the columns out loud and write them on the board.

Students extract information from the text above to complete the table in their books.

Ask: *What were the three events? When did they take place? Who won (the shooting competition)?*

Students come to the board and write the text under the appropriate heading.

### Optional activity

#### Cowboys

Write seven short lines on the board—one for each letter of the word *cowboys*. Tell students that each line represents a letter. Divide the class into two teams. Students take turns saying letters. If a letter is in the word *cowboys*, write it on the corresponding line. If it isn't, give the team a point. The team with the fewest points at the end of the game wins.

Divide the class into pairs. Give students five minutes to write as many words as they can think of related to *cowboys*. The pair with the longest list wins. Elicit and write the words on the board.

### Wrap-up

#### I was at the Deadwood City Rodeo!

Tell students to imagine they were at the Deadwood City Rodeo. Ask: *What were you doing when Nat Love roped the horse?*

Distribute paper.

Students draw a picture of themselves performing an action. Then they draw a speech bubble and cut it out. In the speech bubble, students write what they were doing at the rodeo: *When Nat Love roped the horse, I was eating popcorn.*

They glue the speech bubbles onto their pictures. Display the pictures around the classroom.

#### Answer Key

① *Event:* Shooting competition, Bull riding competition, Wild horse roping competition; *Date:* July 2<sup>nd</sup>, July 3<sup>rd</sup>, July 4<sup>th</sup>; *Winner:* Nat Love, Jenny Jessup, Nat Love

#### Activity Book

Page 33, activities 1 and 2.

#### Key

① On Friday, July 7<sup>th</sup>, there was a parade in Deadwood. Nat Love, the winner of the rodeo competition, was riding his new horse at the front of the parade. The mayor of Deadwood, Bill Tripe, gave Nat Love 100 dollars and a piece of gold.

1. True; 2. False; 3. False; 4. True; 5. False; 6. True

② 2, 3, 4, 1



**Grammar:** Past simple: *Yesterday I found gold in the river.*

**Vocabulary:** *Building, photograph, newspaper, letter, diary, farmhouse, gold, wear, happen, find.*

### Warm-up

#### Historical sources

On the board, write: *history*. Ask: *What does history mean?*

Divide the class into pairs. Students write a simple definition of the word *history*: *Everything that happened in the past.*

Volunteers read their definitions out loud.

Ask: *How do we know about history? How do we know about Cynthia Ann Parker? Or about the Stone Age?* Elicit different types of historical sources and write them on the board: *diary, pictures, pots, jewelry, books, ruins, etc.*

### Controlled practice



#### Poster 3

Display Poster 3 with some of the poster cutouts attached to it. Explain that the poster is based on authentic material. Ask: *What do we know about life in the Wild West from this poster?* Possible answers: *People rode horses. They had banks. They didn't have washing machines.*

Elicit other information students may know about life in the Wild West.

### Vocabulary presentation

#### ① Read and label the photos.

Read the introductory text out loud. On the board, make a list of the historical sources: *old photographs, buildings, letters, newspapers, diaries, etc.*

Explain that some of these sources tell us about events that happened, some tell us about how people in the past lived and some tell us about both aspects of the past.

Help students identify the different types of sources.

Ask the class if they can think of any other objects that can tell us about how people lived in the past: *furniture, artwork, burial sites, etc.*

Students look at and label the different historical sources. Then point to the letter and ask questions: *What is this? When was it written? Where was it written? What does it tell us about the past?*

Continue with the other historical sources.

- Match the historical sources with the information they give.

Read the first phrase out loud: *events on June 30<sup>th</sup>, 1877*. Ask: *What kind of source could you use to find out more information about this?* More than one answer is possible.

Students look carefully at the historical sources above and determine which source corresponds to: *events on June 30<sup>th</sup>, 1877*.

Students match the remaining phrases with the corresponding historical sources on the page.

### Optional activity

#### Different points of view

Students think of different ways that Cynthia Ann Parker's life story might have been recorded. Make a list on the board: *In a diary, in letters, in official records at the fort, in the newspaper.*

Ask: *Who wrote the historical sources for Cynthia Ann's life? A Native American? A pioneer?* Point out that the way the story is told will depend on the person who is telling it. Ask: *What did the Native Americans think about Cynthia's story? And the pioneers?*

Divide the class into small groups. Each group decides if they are Native Americans or pioneers. (Make sure there is at least one or two groups representing each.)

Students choose a type of source (letter, newspaper, diary) and write about Cynthia's life according to the point of view they have assumed.

Groups read their work out loud.

Comment on the differences in the way the story is reported.

### Wrap-up

#### Critical thinking

Tell students that newspapers are one of the most important historical sources we have.

Ask what we call the people who write articles for newspapers: *journalists*. Write the word on the board.

Ask what personal qualities they think a good journalist should have and why. Write the adjectives on the board: *hardworking, curious, kind, fair, etc.*

### Answer Key

④ *Label*: a letter, a newspaper, a diary, an old photograph, an old building

*Match*: photograph-the way women dressed in 1908; newspaper-events on June 30<sup>th</sup>, 1877; diary-there were no electric lightbulbs in 1862; letter-someone found gold in Alaska; old building-what old barns were made of



### Activity Book

Page 34, activities 1 and 2.

#### Key

④ *Visual*: a building, clothes, a toy, a painting, a photo; *Visual and written*: a map, a magazine, a newspaper, a history book; *Written*: a telegram, a letter, a diary

④ 1. Yes, they did. 2. No, there weren't. 3. No, there weren't. 4. On a horse/tram. 5. They wore dresses/skirts. 6. In containers on their heads.



**Grammar:** Past simple (*Wh* questions): *Why did they leave the farm?*

**Vocabulary:** *Diary, gold, bat, cave, south, west, soldier, fort, piece, leave, ride, find, cross, have, make, wake, meet, go, stay, give, cook, arrive, start.*

**Materials:** Small ball, encyclopaedias and/or history books, old photos, brown watercolours, dice (1 dice per pair of students).

### Warm-up

#### Irregular verb review

Choose a student sitting in the front row. Say his/her name and call out a verb in the present. Throw the ball to the student. S1 catches the ball and responds with the past form of the verb.

T: *Marta. Go.*

S1: *Went.*

S1 throws the ball back.

Continue working through all the rows to the back and then forward again.

Make sure you review the verbs for this lesson (see Vocabulary).

### Grammar review

#### ① Read Rod's diary and draw the route on the map.

Point to pictures on the page. Ask: *What type of historical sources are these? When did Rod write the diary?*

Students silently read the text.

Ask general comprehension questions: *How many days was the trip? Where did they stay on the second night? When did they stay at the fort?*

Point to the compass under the map and make sure that all the students can distinguish the directions on the map: north, south, east and west.

Students read the diary again and draw the route on the map.

Divide the class into pairs. Students compare their maps.

- Play *The question game*.

Read the instructions and the question words out loud. On the board, write: *time, place, person, reason, object or action.*

Volunteers come to the board and write a question word next to each item on the list.

Write the numbers from the key next to each question word.

Divide the class into pairs and give a dice to each pair. Students take turns throwing the dice and formulating questions about Rod's journey. They use a question word according to the number on the dice. They should not repeat any questions.

### Optional activity

#### Formulating *Wh* questions

Write a sentence in the past simple on the board: *Fast Eddy met Wild Belle in Kansas in October.*

Rub out the subject (*Fast Eddy*) and write a question mark in its place. Prompt students to formulate the question: *Who met Wild Belle?*

Write in: *Fast Eddy.*

Rub out *Wild Belle* and write a question mark in its place. Prompt students to formulate the question: *Who did Fast Eddy meet?*

Write in: *Wild Belle.*

Repeat with *in Kansas* and *in October*: *(Where/When) did Fast Eddy meet Wild Belle?*

Write another sentence on the board. Choose students to come to the board and choose a part of the sentence to eliminate. The rest of the class formulates the corresponding question.

### Developing writing

#### The Printer's Project

Read the instructions out loud.

Divide the class into pairs. Students look through reference books and choose a decade. Photocopy any illustrations in the reference books that students wish to use.

Ask students about the subject of their picture: *What are you going to draw?*

Working individually, students draw a picture in pencil. Students paint the picture in brown watercolours as if it were an old photograph.

Tell students to write a sentence or two describing the scene.

Collect the finished work and display it around the classroom.

*Note:* You can also encourage students to bring in material such as old photographs from their homes to share with the class. Or alternatively, search the Internet for images.

### Wrap-up

#### Show and tell

Students show their work to the rest of the class. Ask questions about their pictures: *What decade is it? What clothes did people wear? How did they travel?*

#### Answer Key

① Route: *farm (on the top, left)- desert-caves-mountains-train station- fort- river*

#### ◆ Activity Book

Page 35, activity 1.

#### Key

① 1. horses, bought; 2. left the farm and they crossed the desert; 3. rode south towards the mountains and they camped in a cave; 4. crossed the mountains in the morning and they stayed at a fort in the evening; 5. arrived at the river and they looked for gold

1. What; 2. When; 3. Where; 4. Why; 5. Who



**Grammar:** Past continuous: *At nineteen minutes past ten he was talking to a girl.*

**Functional language:** Telling the time: *It's twenty-two minutes past four.*

**Vocabulary:** Gate, girl, clean, paint, sit, swing, sleep, talk.

**Materials:** Card. *Optional:* Graph paper, dice (1 dice per group of 4 students), counters.

### Warm-up

#### Review: Telling the time

Draw six circles on the board. Say a time and choose a student to come to the board and draw it on one of the clocks.

Continue until all six circles have been filled.

Divide the class into pairs. Students take turns dictating or drawing the times.

### Grammar practice

#### ① Look and match the times with the clocks.

Read the times in the boxes out loud.

Students match the text boxes with the clocks.

- Listen and match the clocks with the actions. 🎧 18

Play Track 18. Students match the clocks with the actions.

#### Track 18

At seven minutes to twelve...

I was swinging in a tree!

At two minutes past seven

I was cleaning my shoe!

At twenty-nine minutes to five

I was sleeping in the sun!

At nineteen minutes past ten

I was talking to a girl!

At sixteen minutes to three

I was painting the door!

At twenty-eight minutes past five

I was sitting on the gate!

Play Track 18 again. Students listen and recite along with the CD.

Ask questions about the actions: *When was the boy (sleeping in the sun)?*

- Complete the sentences.

Students complete the sentences.

Ask students to read the sentences out loud.

### Controlled practice

#### ② Interview a classmate. Write the answers in your notebook.

Read the dialogue in your book out loud. Students repeat.

Decide on a fixed time on Saturday. Write the time on the board.

Divide the class into pairs. Students ask each other questions following the model dialogue. Students write the answers to their questions in their notebooks. Students read their sentences out loud.

### Optional activity

#### Time game

Draw an 8 x 6 grid on the board. Write a time in each square starting from 6:00 AM. Write *Last Saturday* above the grid.

6:00	6:15	6:30	6:45	7:00	7:15
7:30	7:45	8:00	8:15	8:30	8:45
9:00	9:15	9:30	9:45	10:00	10:15
10:30	10:45	11:00	11:15	11:30	11:45
12:00	12:15	12:30	12:45	1:00	1:15
1:30	1:45	2:00	2:15	2:30	2:45
3:00	3:15	3:30	3:45	4:00	4:15
4:30	4:45	5:00	5:15	5:30	5:45

Divide the class into groups of four. Distribute graph paper, dice and counters.

Students copy the grid onto a piece of graph paper. Then they place their counters on 6:00.

S1 rolls the dice and moves the counter. S2 formulates the question: *What were you doing at (7:15) last Saturday morning?* S1 answers.

Students continue moving their counters around the board.

The first student to get to 5:45 wins the game.

### Wrap-up

#### Connecting to students' experiences

Point to a clock and ask: *What time is it? What were you doing yesterday at this time?*

Go around the class asking different students.

Distribute card. Students make a poster about different moments of their day yesterday: *At 7:00, I was sleeping. At 8:00, I was eating breakfast.*

Students draw pictures to illustrate their sentences.

#### Answer Key

① Complete: two minutes past seven, cleaning; nineteen minutes past ten, he was talking; seven minutes to twelve, he was swinging; sixteen minutes to three, he was painting; twenty-nine minutes to five, he was sleeping; twenty-eight minutes past five, he was sitting

#### Activity Book

Page 36, activities 1 and 2.

#### Key

① 1. watching TV; 2. three minutes past six, was eating ice cream; 3. At one minute to eleven, she was sleeping. 4. At twenty-two minutes to three, she was eating breakfast. 5. twelve minutes past four, were having a bath; 6. At sixteen minutes to ten, were playing the drums



**Grammar:** Interrupted past: *When Terrible Tom arrived in town, the sheriff was hiding under a table.*

**Vocabulary:** Card, door, table, stair, money, newspaper, arrive, fall, run, play, take, hide, read.

### Warm-up

#### Free time

Tell students they can have free time for one minute. Leave the classroom.

Come back in suddenly. Try to catch students in the middle of whatever they were doing.

Ask different students: *What were you doing when I came in?*

On the board, write: *When the teacher came in, \_\_\_\_\_ was...*

Students write an ending for the sentence.

Students read their sentences out loud.

### Controlled practice

#### 1 Listen and write the numbers next to the characters. 19

Students look at the illustration. Ask: *Where are the people? What is happening?*

Ask students to describe what different people in the picture are doing.

Play Track 19. Students number the characters in the illustration.

#### Track 19

When Terrible Tom arrived in town, the sheriff was hiding under a table.

When Terrible Tom arrived in town, Oliver was reading the newspaper.

When Terrible Tom arrived in town, Timmy and Billy were playing a card game.

Belle was taking the money when Terrible Tom arrived in town.

Sally was running out of the door when Terrible Tom arrived in town.

Leo was falling down the stairs when Terrible Tom arrived in town.

Point to each character and ask: *What's his/her name?*

- Look and complete the text.

Students complete the text.

Volunteers read the sentences out loud.

### Developing writing

- Continue the story.

Read the text out loud.

Ask the class: *What happened five minutes later? What was the sheriff doing?* Brainstorm ideas with students.

Divide the class into pairs.

In pairs, students decide what each character was doing. They write sentences and draw pictures.

Invite students to read their sentences out loud.

### Optional activity

#### Alibi

On the board, write: *Who did it?* Explain that there was a robbery in town at 12:37 last Saturday. Ask: *What were you doing when the thieves robbed the shop?*

Divide the class into pairs.

Tell half of the pairs they are suspects and the other half they are police.

In pairs, the suspects work out what they were doing on Saturday night. The police decide on the questions they are going to ask the suspects.

Put pairs of suspects with pairs of police.

Each suspect is interviewed on his/her own by one of the police officers. The police take notes and when they finish the interviews, they compare their answers. If there are any discrepancies in the answers, the pair is guilty.

### Wrap-up

#### When Terrible Tom got shot sentence chain

Base the sentence chain on activity 1 in the Student's Book. Say: *Imagine we were in the saloon when Terrible Tim got shot.* Ask: *What were we doing?*

Start the chain: *When Terrible Tim got shot, I was reading a book.* S1 continues. *When Terrible Tim got shot, the teacher was reading a book and I was sleeping.*

Continue the chain around the class.

#### Activity Book

Page 37, activities 1 and 2.

#### Key

1. arrived, was waiting; 2. rang, was reading; 3. was riding, started; 4. was playing, found; 5. was washing, broke



**Grammar:** Past continuous v past simple: *Jake saw a hot-air balloon. It was coming down into their garden.*

**Vocabulary:** *Hot-air balloon, garden, pool, ground, ride, cut, see, float, get, take, notice, come down, go, jump, swim, land.*

**Materials:** Cutout 4.

### Warm-up

#### Play *Sentence Noughts and Crosses*.

Draw a 3 x 3 grid on the board.

Write: *past simple* and *past continuous* alternately in the squares. Give two examples. Point to a past simple square and say: *I saw a football match on Saturday*. Then point to a past continuous square and say: *I was walking in the park*.

Divide the class into two teams. One team is Xs and the other team is Os.

Teams take turns choosing a verb tense and saying a sentence with that tense.

The aim is to get three Xs or Os in a row vertically, horizontally or diagonally.

### Grammar review

#### ① Read and underline the verbs.

Ask a volunteer to read the first sentence out loud. Students underline the verbs. Make sure they include any auxiliary verbs.

Students complete the rest of the activity individually.

- Classify the sentences.

Point to the key. Give an example of a past simple sentence. Repeat with a past continuous sentence. Students classify the sentences in their books.

- Match the questions with the answers.

On the board, write the following:

*Yes, he/she/it did. No, he/she/it didn't.*

*Yes, he/she/it was. No, he/she/it wasn't.*

Ask a yes/no question based on the text using a past simple verb: *Did Jake see a helicopter?*

Students answer.

Repeat with different questions: *Was Molly reading a book? Did the balloon land in the town?*

Students look at the activity in their books and match the questions with the answers.

### Optional activity

#### Grammar practice

Write a sentence on the board using the interrupted past: *He was watching the rodeo when she won the shooting competition.*

Students copy it into their notebooks. Choose one word to change and write it under the corresponding word: *wasn't*.

Students write the new sentence in their notebooks.

Make sure that students adjust for logic as well as for grammar.

Ask a volunteer to write the new sentence on the board. Choose another word to change: *she*. Students write the new sentence in their notebook. Continue with other words.

### Controlled practice

#### ② Make and play a language game.

Read the instructions out loud.

Students cut out the text cards in Cutout 4.

Divide the class into groups of three or four.

Students place their cards face up on a table.

Students make as many sentences as they can.

After ten minutes, tell students to stop playing.

Ask teams how many sentences they have made.

Teams read their sentences out loud.

### Wrap-up

#### Spelling contest

Divide the class into two teams: A and B.

Choose a verb from the unit and say it in its "ing" form: *swimming*.

Students on team A spell out the word letter by letter.

Give the team a point if they spell the word correctly.

If they make a mistake, let team B take over spelling the word. Once the word has been correctly spelled, give a new word to team B. Continue with other verbs.

#### Answer Key

① *Underline*: was riding, was cutting, PC; saw, PS; was floating, PC; got, took, PS; noticed, PS; wasn't floating, PC; was coming, PC; didn't go, PS; jumped, PS; were swimming, landed, PC, PS

*Read*: 1. No, he wasn't; 2. Yes, she was; 3. No, he didn't; 4. Yes, she did; 5. No, they didn't; 6. No, they weren't

### Activity Book

Page 38, activities 1 and 2.

#### Key

① *From top to bottom*: looking, playing, swinging, swimming, sitting, cutting, riding, hiding, taking

② ~~walking~~—walked, ~~carried~~—carrying, ~~looking~~—looked, ~~slept~~—sleeping, ~~waking~~—wake, ~~saying~~—said, ~~kissing~~—kissed, ~~opening~~—opened

1. Were; Yes, they were. 2. Was; No, she wasn't. 3. Did; Yes, they did. 4. Was; Yes, it was. 5. Did; No, he didn't. 6. Was; Yes, she was.

## Student's Book Page 39



**Grammar:** Review of the interrupted past.

**Functional language:** Review of telling the time.

**Vocabulary:** Key vocabulary from the unit.

**Materials:** *Optional:* Graph paper.

### Warm-up

#### Vocabulary review

If students are keeping a vocabulary booklet, ask them to take it out. If not, get them to make a vocabulary booklet following the guidelines on Student's Book page 13.

Students make a note of the new vocabulary from this unit. They can organise the words in categories such as: *verbs, nouns, adjectives, Wild West*.

### Review

#### The Printer's Quiz

##### ▶ COMPLETE THE SENTENCES.

Students look at the pictures and complete the sentences. Ask volunteers to read the sentences out loud.

##### ▶ MATCH THE TIMES WITH THE CLOCKS AND COMPLETE.

Students match the clocks with the sentences and complete them.

##### ▶ ANSWER THE QUESTION.

Students individually answer the question in writing. Volunteers read their answer out loud.

### Optional activity

#### Make a crossword puzzle

Divide the class into pairs and give a piece of graph paper to each pair.

Students make a crossword puzzle using at least eight irregular verbs from this unit in the past tense.

They write clues for the verbs: *The past of "see"*.

Students swap their crossword puzzles with another pair and solve them.

### Wrap-up

#### Guess the word

Tell students to choose a word from their vocabulary notebook (see Warm-up activity above) and write a definition for it or use the word in a sentence.

Students read their definition or sentence out loud.

(Note: If students have written a sentence, they should read the sentence out loud skipping the key word.)

The rest of the class guesses the key word.

## Answer Key

① *Complete: When it started raining:* 1. was crying; 2. were swinging in a tree; 3. was sleeping; 4. were playing a word game; *When Big Bad Boy arrived:* 1. was running away; 2. were watching behind the tree; 3. was drinking; 4. were hiding

*Match and Complete:* five; sixteen minutes past; twenty-four minutes past; fourteen minutes

### Activity Book

Page 39, activities 1 and 2.

#### Key

*Past simple: Positive:* You, worked, She, worked, We, worked, worked; *Negative:* didn't, work, didn't, work, It, didn't, work, didn't; *Question:* Did, he, Did, work, work, you, Did

*Past continuous: Positive:* were, was, working, It, were, were, were; *Negative:* weren't, wasn't, She, wasn't, weren't, You, weren't; *Question:* I, Were, he, Was, working, Were, you, Were they

### Grammar module: Interrupted past

We use the interrupted past to talk about an action that was taking place when another action occurred in the past.

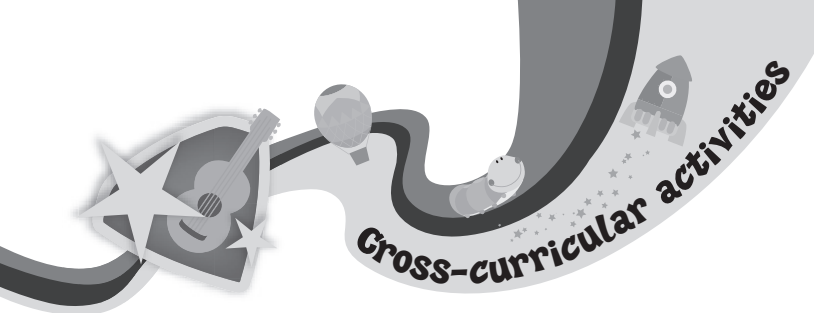
The interrupted past is a combination of the past simple and the past continuous.

*When Big Bob arrived, the dog was eating.*

The order of the phrases can be reversed:

*The dog was eating when Big Bob arrived.*

*When it started raining, I was running.  
When it started raining, you were running.  
When it started raining, he was running.  
When it started raining, she was running.  
When it started raining, it was running.  
When it started raining, we were running.  
When it started raining, you were running.  
When it started raining, they were running.*



### **Art: A Wild West wagon**

**Materials:** For each student: 1 shoebox, red and white cloth, red and white craft foam (1 sheet of each colour), white glue, 2 sharp, thin wooden sticks, 4 Styrofoam disks, 1 piece of ribbon.

#### **Directions:**

Distribute the materials and give students the following instructions:

1. Remove the lid from the shoebox. Cover the outside of the box with cloth. Glue the cloth to the box to secure it.
2. Attach the piece of white craft foam over the lid of the box, creating the domed cover. Glue it to the inside of the box to secure it.
3. Poke each wooden stick through the centre of two foam disks. Glue the sticks to the bottom of the box with one "wheel" protruding on either side.
4. Glue the ribbon to the front of the box.
5. Decorate the cover of the wagon with pieces of red craft foam.



### **Game: The rattlesnake game**

**Materials:** Sock, newspaper, something that rattles, CD player, music.

**Preparation:** Place the rattle in the end of the sock and stuff the sock with newspaper. Tie off the end. Decorate to look like a snake.

#### **Directions:**

Students stand in a circle. Play some music. Students throw the rattlesnake to each other. When the music stops, the student holding the rattlesnake has got to say a Wild West vocabulary word. If he/she cannot think of a word or repeats a word that has already been said, he/she is out. The last student remaining in the circle wins the game and gets to keep the rattlesnake. *Optional:* Each student makes his/her own rattlesnake and takes it home.

### **Game: Rodeo party**

**Materials:** Small bean bags, cowboy hat, card, tape, ping-pong balls, wrapping paper tubes, unshelled pistachios, large transparent jar, toilet paper, small prizes.

#### **Directions:**

Organise a rodeo in the classroom with the following games. Award prizes to the winners:

*How many pistachios in the jar?*

Display a large jar filled with pistachios. Students guess how many pistachios there are in the jar and write the corresponding number on a piece of paper with their name. Then count the pistachios out loud with the class. The student with the closest estimate wins the jar of pistachios.

*Beanbag toss*

Students toss small beanbags into a cowboy hat.

*Target practice*

Draw a target on the board. Students take turns throwing small wet toilet paper wads at the target.

*Wild West mini-golf*

Bend some card into wagon covers and tape them to the floor to make a mini-golf course.

Distribute ping-pong balls and golf clubs made from wrapping paper tubes. Students play *Wild West mini-golf*.

### **Project: A history investigation**

**Materials:** A computer room with an Internet connection.

#### **Directions:**

Direct students' attention to the photos on the first page of the unit.

Divide the class into pairs. Students choose one of the characters on page 28 (except for Cynthia Ann Parker). Tell students to write five questions about their character. These questions should reflect what they want to find out: *Where was he/she born? When did he/she die? Did he/she get married? Did he/she have children? Where did he/she work? Why did she wear men's clothes?* etc.

Show students how to search for information on the Internet. Using any search engine, they type in the name of the character.

Students read related information and make a note of the answers.

Students use the answers and the information in their Student's Books to write a short biography of the person.

Students can download visual information and print it out to illustrate their work, or they can draw pictures.



Vocabulary	Grammar
<p><b>Animals:</b> beetle, butterfly, dragonfly, duck, fox, frog, goose, gorilla, ladybird, lizard, mosquito, mouse, orangutan, otter, panda, panther, rhino, snake, squirrel, tiger, toad, trout, turtle, wolf, zebra</p> <p><b>Animal categories:</b> amphibian, bird, carnivorous, fish, herbivorous, insect, invertebrate, mammal, omnivorous, oviparous, reptile, rodent, vertebrate, viviparous</p> <p><b>Parts of an animal:</b> claw, feather, fin, fur, leg, scale, tail, wing</p> <p><b>Nature:</b> branch, bush, cave, jungle, leaf/leaves, nest, rain forest, reed, rock, sand, water lily, waterfall</p> <p><b>Ecology:</b> biodiversity, climate change, creature, endangered species, energy, extinct, extinction, natural habitat, hatchery, mission, natural resources, planet, pollution, protected species, wild, wildlife</p> <p><b>Verbs:</b> buy, catch, change, come, count, cover, cry, dig, disappear, do, eat, explore, fall, fight, find, follow, hear, hide, hunt, hurt, lie, promote, protect, put up, save, shout, take, travel, visit, wrap</p> <p><b>Adjectives:</b> angry, cruel, dangerous, friendly, funny, huge, illegal, secret, smart, strict, threatening, tired, unsafe</p> <p><b>Other words:</b> blood, bravery, camp, mobile phone, ceremony, clearing, country, footprint, gift, hole, hunter, jacket, jail, map, medal, net, newspaper, noise, paperweight, prison, ranger, spade, sleeping bag, sound, tennis, tent, torch, trap, village, vet, volunteer, zoo</p>	<p><b>Irregular plurals:</b> goose-geese</p> <p><b>Prepositions (next to, behind, in front of, in, on, under):</b> It's behind the reeds.</p> <p><b>Indefinite pronouns (anybody, anywhere, anything, somebody, somewhere, something, everybody, everywhere, everything, nobody, nowhere, nothing):</b> The men looked everywhere. Are you going to do anything after school?</p> <p><b>Future with going to:</b> Adam and Grace are going to put up the tent. What are you going to do after school? I'm going to watch TV. Twelve species of butterflies are going to disappear.</p> <p><b>Past simple:</b> We worked on the beach at night.</p>
<p><b>Functional grammar:</b> Can I help you? I'd like something for (my mum's birthday). How much is it?</p>	<p><b>Multiple intelligence:</b> Interpersonal intelligence (page 67)</p>

### Teaching tip

#### Surveys and questionnaires

Working with surveys and questionnaires is an excellent way to ensure that all students get the opportunity to use English for communicative exchanges in the classroom. Use the following guidelines for setting up these activities:

- Make sure students know how to formulate the questions before you start the activities. Review the question forms and write them on the board to remind students.

- If possible, get students to walk around the classroom asking each other questions and filling out their surveys and/or questionnaires rather than just working with their usual group of classmates.
- Include a feedback activity where students summarise the results of their surveys. You can do this by asking: *How many students...?*
- If time allows, get students to summarise their results in writing.



**Grammar:** Irregular plurals: *goose-geese*.

**Vocabulary:** *Mosquito, squirrel, duck, trout, frog, dragonfly, otter, snake, goose, lizard, toad, salmon, scale, claw, leg, tail, fur, wing, fin, feather, mammal, reptile, bird, fish, insect, amphibian, vertebrate, invertebrate, oviparous, viviparous, herbivorous, omnivorous, carnivorous.*

**Materials:** *Optional:* Slips of paper (1 per student).

**Preparation:** *Optional:* *Animal slips:* Write the names of the animals from the vocabulary section on separate slips of paper.

### Warm-up

#### Do an animal quiz.

Write the following quiz on the board:

*Name two animals with four legs.*

*Name two animals that live in water.*

*Name two animals that live in the forest.*

*Name two animals that eat meat.*

*Name two animals that eat plants.*

*Name two animals that can fly.*

Divide the class into pairs.

The first pair to finish the quiz shouts: *Stop!*

Students call out their answers.

Discuss answers and explain that the animal kingdom is very rich and diverse.

### Vocabulary presentation

#### Poster 4

Display Poster 4. Explain that this is a pond. Write the following words around the poster: *mammal, reptile, bird, fish, amphibian* and *insect*. Give examples of each category: *The mouse, fox, squirrel and otter are mammals. Repeat with snake/lizard-reptiles, trout-fish, goose/duck-birds, frog/toad-amphibians, dragonfly/mosquito/ladybird/beetle-insects.* Students name another animal for each category.

#### Optional activity

##### Naturalist intelligence

Write the following words on the board and explain their meanings: *vertebrate, invertebrate, oviparous, viviparous, herbivorous, carnivorous, omnivorous.*

Distribute the *Animal slips* (see Preparation). Say: *Stand up if you are (carnivorous)!* Check the animals and correct if necessary. Repeat with the other categories. Explain that categories are very diverse (a fish is carnivorous, a vertebrate and oviparous).

### Controlled practice

#### 1 Listen and number the animals. 20

Write the words with irregular plurals on the board

and explain the irregular plurals: *mosquito-mosquitoes, goose-geese, dragonfly-dragonflies, trout-trout.*

Students look at the picture in activity 1.

Say: *Tell me the name of a (mammal).*

Play Track 20. Students number the pictures of the animals in the order in which they hear them.

#### Track 20

##### The animal song

(See Student's Book page 40, activity 1.)

Check the activity: *Which animal is number (1)?*

- Complete the song with the names of the animals.

Students write the names of the animals in the gaps.

Play Track 20 again. Students correct their work.

- Listen and sing the song.

Play Track 20 again. Students sing along.

#### 2 Play a guessing game.



#### Poster 4

Display Poster 4 with the cutouts attached. Describe the animals using the labels in activity 2: *Trout: It's got scales and fins.* Students look at activity 2 in their books. Ask two volunteers to read the dialogue out loud. Tell students that you are thinking of an animal from activity 1. Students ask you questions to guess which animal it is. Divide the class into pairs. Students play the game with their partners.

### Wrap-up

#### Play Animal categories.

Divide the class into two teams.

Draw a line down the middle of the board.

Students stand in front of the board in two lines.

Call out an animal category: *Mammals!*

The first student in each line runs to the board, writes the name of a corresponding animal and runs to the end of his/her line. The first student to complete the task correctly wins a point for his/her team. The team with the most points at the end of the game wins.

#### Answer Key

1. squirrels; 2. otters; 3. geese; 4. ducks; 5. lizards; 6. snakes; 7. frogs; 8. trout; 9. mosquitoes; 10. dragonflies



#### Activity Book

Page 40, activity 1.

#### Key

1 *Mammals:* lion, cow, otter, dolphin; *Reptiles:* turtle, snake, crocodile, lizard; *Birds:* parrot, eagle, penguin, ostrich; *Fish:* goldfish, salmon, shark, trout; *Insects:* mosquito, dragonfly, ladybird, fly; *Amphibians:* frog, toad. *Herbivorous:* elephant, cow, zebra, rabbit. *Omnivorous:* dog, human, rat, pig. *Carnivorous:* lion, toad, penguin, shark. *Vertebrates:* dolphin, shark, parrot, lizard; *Invertebrates:* mosquito, ant, fly, dragonfly. *Oviparous:* snake, parrot, trout, dragonfly. *Viviparous:* dolphin, cow, lion, zebra.

## Student's Book Page 41



**Grammar:** Prepositions (*next to, behind, in front of, in, on, under*): *It's behind the reeds.*

**Vocabulary:** *Frog, toad, trout, mouse, duck, fox, otter, dragonfly, ladybird, beetle, squirrel, bird, rock, reed, water lily, cave, bush, waterfall, bush.*

**Materials:** *Optional:* Post-it notes.

### Warm-up

#### Where are they sitting?

Students look carefully around the room and try to remember the positions of their classmates.

Tell students to close their eyes.

Ask questions: *Who is behind (Sandra)? Who is in front of (Miguel)? Who is next to (Mariana)?*

### Optional activity

#### Poster 4

Display Poster 4 with the cutouts attached.

Write the numbers 1-16 on Post-it notes and place a note next to each animal so that the animals on the poster are numbered.

Ask questions: *What animal is number (4)? What number is the (goose)?*

Make a key on the board next to the poster as you ask the questions.

### Controlled practice

#### ① Look and number the animals.

Students name the elements in the picture that are not animals: *tree, branch, rock, river, pond, water lily, reed, bush, flower, cave, waterfall.*

Students read the key, look at the picture and number the animals according to the key.

Check the activity:

T: *Where's the frog?*

Ss: *It's on the rock, next to a water lily.*

- Ask a classmate.

Ask two volunteers to read the sample dialogue out loud.

Divide the class into pairs. Students ask each other questions about the positions of the animals.

### Writing practice

- Write as many sentences as you can about the picture.

Volunteers make sentences about the animals in the picture.

Students write as many sentences as they can about the animals. You can give them a time limit and do this activity as a competition. Tell students to write any extra sentences that don't fit on the lines in their notebooks.

Invite volunteers to read their sentences out loud.

The rest of the class listens carefully and ticks the sentences if they have got the same.

Ask if anyone has got any sentences that have not yet been read out.

### Critical thinking

Make a list of sentences that are all "impossible": *The otter is on the water lily. The toad is in the tree. The trout is on the rock.*

Write the sentences on the board.

Divide the class into small groups.

Students look carefully at the sentences and discuss in their groups why they are impossible. Students list their ideas.

Students explain: *Otters are too big and heavy to sit on water lilies. Toads don't climb trees. Trout can't live out of the water.*

Award a point to the group with the best explanation for each sentence.

The group with the most points at the end of the game is the winner.

### Wrap-up

#### Picture dictation

Dictate the following text to students:

*It was a very hot day. The animals came to the pond to stay cool. The otter was sitting under the tree. The trout was swimming in the pond. The frog was on a water lily and the toad was in the reeds. The goose was sitting under the waterfall and the duck was under a bush. The fox was next to the toad and the squirrel was behind the fox.*

Students write the text in their notebooks and then draw a picture to illustrate it.

Students compare their pictures with a partner's.

#### ◆ Activity Book

Page 41, activities 1 and 2.

#### Key

① behind, in, in front of, under, on, next to



**Grammar:** Indefinite pronouns (*anybody, anywhere, anything, somebody, somewhere, something, everybody, everywhere, everything, nobody, nowhere, nothing*): *Everybody helped put up the tents.*

**Vocabulary:** *Camp, tent, sleeping bag, map, cave, clearing, trap, blood, footprint, fox, bush, jacket, wrap, village, vet, hunter, sound, noise, tired, illegal, secret, hurt, asleep, hunt, explore, find, hear, follow, hide, cry, lie.*

### Warm-up

#### Play *Something, Somebody, Somewhere*.

Start the game off as follows: Say: *Think of something beginning with the letter (b).* Students raise their hands to answer. Accept all possible answers. Then say: *Think of somebody beginning with the letter (t).* Students answer. Finally say: *Think of somewhere beginning with the letter (c).* Students answer.

Make sure students understand the difference between a thing, a person and a place.

### Developing reading

#### Story: *Traps in the forest*, part 1. 21

Students read the title of the story. Explain the word: *traps*. Tell students that they are going to read a story about some children who went camping in a forest last year with their friends.

Tell students to identify the animal in the picture.

Play Track 21. Students listen and follow along in their books.

#### Track 21

##### *Traps in the forest*, part 1

(See Student's Book page 42.)

Pause the CD after each paragraph. Ask comprehension questions and encourage students to make predictions about the story:

*Where did the children make their camp? Why did they fall asleep quickly? What did Adam and Grace take with them to explore the forest? What were they looking for in the forest? Did they find the cave? What did Grace hear? What did they find in the clearing? How did they know there was a problem with the animal? How did they find the fox? What was the matter with the fox? What did Grace do? Where did they take the fox? What did the vet say? What did the children decide to do?*

Divide the class into small groups. Students silently read the story again. Tell them to underline the words in the story they don't understand.

Working in their groups, students try to work out the meaning of the words. Provide assistance as needed. In their groups, students read the story again and write a one or two sentence summary of the main idea of each paragraph.

Elicit sentences and write them on the board.

#### ① Read and underline the words that begin with *some, any, every* and *no*.

Write the following sentences on the board:

*The children made their camp somewhere in the middle of the forest.*

*They couldn't find the cave anywhere.*

*The children looked everywhere.*

Explain the meaning of these sentences: *Somewhere in the forest means I don't know exactly where but more or less in the middle.*

*Anywhere means they looked all over the forest but they didn't find the cave.*

*Everywhere means all the possible places.*

Students look through the text and underline all the words that begin with *some, any, every* or *no*.

### Grammar practice

#### ② Complete the words with *-thing, -body* and *-where*.

On the board, write: *Grace heard somebody coming.*

*Adam saw something on the ground. The children put their tent somewhere in the forest.*

Underline: *-body, -thing* and *-where*.

Tell students to explain the difference: *-thing* is for an animal, object or action, *-body* is for a person and *-where* is for a place.

Students complete the activity individually.

### Wrap-up

#### Vocabulary

Write the following words on the board: *camp, tent, sleeping bag, map, cave, clearing, trap, blood, footprint, fox, bush, jacket, village, vet, hunter, noise.*

Students write the words in their notebook in alphabetical order. Then they draw a small picture for each word.

Finally, students write a sample sentence for each word.

#### Answer Key

① Somewhere, Everybody, Somebody, anywhere, something, somebody, everywhere, something, everywhere, somebody, nobody, everybody, anything, somebody's

② 1. body; 2. thing; 3. where; 4. body; 5. body

#### Activity Book

Page 42, activity 1.

#### Key

① Place: somewhere, everywhere, nowhere, anywhere;

Person: somebody, everybody, nobody, anybody; Object:

something, everything, nothing, anything

1. somewhere; 2. Everybody; 3. something; 4. everywhere;

5. nobody; 6. somebody; 5, 1, 3, 6, 4, 2



**Grammar:** Indefinite pronouns (*anybody, anywhere, anything, somebody, somewhere, something, everybody, everywhere, everything, nobody, nowhere, nothing*): *The men looked everywhere. Did anybody see you?*

**Vocabulary:** *Hunter, clearing, trap, camp, spade, torch, mosquito net, mobile phone, hole, leaf/leaves, branch, ranger, ceremony, medal, bravery, prison, mad, illegal, smart, disappear, dig, hide, catch, fall, shout.*

**Materials:** Large piece of green paper, strips of white paper. *Optional:* Slips of paper (1 per student), music CD.

**Preparation:** *Optional: Game slips:* Write the words *hunter* or *ranger* on separate slips of paper (equal numbers of each word).

*did she call the rangers? Were the rangers happy with the children? What did the mayor give the children? What happened to the hunters?*

### Optional activity

#### Play *Hunters and rangers in the forest*.

Distribute the *Game slips* (see Preparation). Play some music.

Students walk around the room. Stop the music.

Students quickly pair up with another student.

If one of the pair is a hunter and the other a ranger, they are both "out".

If both students have the same word, they continue playing.

If a student is left without a partner, he/she is automatically out.

*Note:* Students cannot pair up with the same person twice in a row.

Repeat the procedure several times.

The last two or four students remaining are the winners.

### Warm-up

#### First part of the story 21

Ask students what they remember about the story *Traps in the forest*. Write any key words they produce on the board.

Divide the class into pairs. Students prepare a brief summary of the story so far without looking at their books.

One member of each pair reads the summary out loud. Students vote for the best summary.

Play Track 21. Students follow the first part of the story on page 42 in their books.

### Developing reading

#### Story: *Traps in the forest, part 2* 22

Students look at the story on page 43.

On the board, write: *mobile phone, mosquito net, torch, hole, hunters, rangers, fox, bush.*

Students use the words to label the pictures on page 43. Help them with words they don't know by drawing a picture next to the word on the board.

Play Track 22. Students listen and follow along in their books.

#### Track 22

##### *Traps in the forest, part 2*

(See Student's Book page 43.)

Pause the CD after each paragraph and ask general comprehension questions:

*Did the hunters see the children? Where were the children hiding? What were the hunters looking for? Were they surprised? Why? What did they leave on the ground? Who did Adam and Grace tell? What did the children take with them? Why did they take a (torch)? What did they make in the clearing? What did they cover the hole with? Why did they put leaves and branches over the net? What happened when the hunters stepped on the net? Who did Grace call? How*

### Controlled practice

#### 1 Read and answer the questions.

Ask volunteers to read the questions out loud.

Students write the answers in their notebooks.

### Environmental protection

Ask students if they sometimes go camping or spend the day in the countryside.

Elicit things we should and shouldn't do when we go to the countryside: *Take home all your rubbish. Don't light fires. Don't pick wildflowers. Stay on the footpaths. Don't collect insects. Take plenty of water with you.*

On a strip of paper, each student writes a sentence with an idea about what we should do to protect the environment.

Glue the sentences onto green paper and make a wall poster. Write the title: *Protect the countryside!*

### Wrap-up

#### Story summary

Dictate the following words from the story: *children, forest, fox, trap, vet, illegal hunters, deep hole, branches, rangers, prison.*

Students write the words in their notebooks.

Check spelling with the whole class.

Students use the words to write a summary of the story. Collect and save the story summaries.

#### Activity Book

Page 43, activities 1 and 2.

#### Key

1 Across: 1. mosquito net; 2. torch; 3. hunter; 4. spade; 5. fox; 6. illegal. Down: 1. ranger; 2. forest; 3. mobile phone; 4. trap

2 ranger, illegal, Where, clearing, hunters, deep, don't, Thanks



**Grammar:** Future with *going to*: *Adam and Grace are going to put up the tent.*

**Vocabulary:** *Put up, eat, travel, visit, buy, take, have, come, change, do, prison, tent, newspaper, tennis, country.*

**Materials:** *Optional:* Post-it notes (1 per student).

### Warm-up

#### What are they going to do?

Remind students of the characters from the story: *Adam, Grace, Mick, Paul and the rangers.*

Divide the class into five groups.

Ask students what they think these characters are going to do.

Assign a character to each group (the rangers count as one) and get students to make two predictions about their character(s): *Adam is going to write a newspaper article about what happened.*

### Controlled practice

#### ① Listen and match. 23

Students identify the objects in the illustration.

Explain that these are all clues about what the characters from the story are going to do.

Play Track 23. Students listen and match the objects with the characters.

#### Track 23

What is Adam going to do?

He's going to take a photo of the fox.

What is Grace going to do?

She's going to call her parents.

What is Paul going to do?

He's going to clean the toilets in the prison.

What is Mick going to do?

He's going to sweep the floor of the prison.

What are the rangers going to do?

They're going to drive around the forest.

Check answers: *What is Adam going to do?*

Play Track 23 again. Students correct their work.

- Talk about the characters' plans.

Divide the class into pairs. Students ask each other questions about the characters' plans following the model dialogue.

### Developing reading

#### ② Look and underline five mistakes in the text.

Students silently read the text.

Students go to the board and write any words they did not understand. If nobody has got any problems, take the opportunity to praise the class on how much they have progressed.

Ask a volunteer to read the text out loud. In your book, underline any words that are mispronounced.

Write the words on the board.

Ask if anyone knows how to read these words correctly.

Ask another volunteer to read the text again.

Explain that there are some mistakes in the text with respect to the picture. Students look at the picture and underline the mistakes in the text.

Ask questions: *Are Grace and Adam going to put up their tent next to the river? Ss: No, they aren't. They're going to put up their tent in a clearing.*

### Writing practice

- Complete the text.

Students look at the picture and write a corrected version of the text. Volunteers read their texts out loud.

### Optional activity

#### Play *What am I going to be when I grow up?*

Elicit jobs and professions. Write a list on the board.

Make sure you have at least 30 options.

Tell students you are going to choose one of the jobs and they have to guess which one.

Students ask you *yes/no* questions: *Are you going to work with people? Are you going to work outdoors? Are you going to work with children?*

When students have asked 10–15 questions, see if they can guess: *Are you going to be a (bus driver)?*

Distribute Post-it notes.

Students choose a profession and write it on their Post-it note so that nobody else can see. Students then stick the note on the back of one of their classmates.

Students walk around asking their classmates questions until they guess the profession word

on their back: *Am I going to work indoors? Am I going to wear a uniform? Am I a forest ranger?*

### Wrap-up

#### They're not going to have fun!

Ask: *Where are Paul and Mick now?* Students respond: *In prison.* Divide the class into pairs. Students make a list of all the things Hank and Mick aren't going to do for the next six years. Volunteers read their sentences out loud.

#### Answer Key

② *Underline:* next to the river, eat chicken, read the newspaper, play tennis, listen to the birds

*Complete the text:* next to the trees. They aren't going to eat chicken, they are going to eat hamburgers. Adam isn't going to read the newspaper, he's going to read a book. Then he isn't going to play tennis, he's going to play computer games. Grace isn't going to listen to the birds, she's going to listen to music.

#### Activity Book

Page 44, activities 1–3.

#### Key

① 1. watch TV; 2. is going to wash the fox; 3. is going to eat dinner/spaggetti



**Grammar:** Indefinite pronouns (*anywhere, anything, anybody*): *Are you going to do anything?*  
Future with *going to*: *What are you going to do after school? I'm going to watch TV.*

**Vocabulary:** *Chore, plant, aunt, shoe, outdoors.*

### Warm-up

#### Person, place or thing?

Write the following words on the board: *farm, aunt, temple, newspaper, soldier, sister, home, shoe, diary, park, tent, ranger, child, table, city, school, teacher, piano.*

In their notebooks, students classify the words into *people, places* and *things*.

Go over the answers with the class.

### Grammar practice

#### 1 Complete the poem.

Students read the poem in their books.

Ask students if there are any unknown vocabulary words and explain them. Elicit different household chores.

Students work individually, completing the poem with words from the box.

- Listen and recite the poem. 🎧 24

Play Track 24. Students listen and check their answers.

#### Track 24

(See Student's Book page 45, activity 1.)

Play Track 24 a third time. Students recite the poem along with the track.

### Optional activity

#### Memorise it!

Divide the class into pairs. Give pairs of students a few minutes to memorise the poem in activity 1. One student asks the questions and the other answers them. Invite pairs to recite the poem in front of the class.

#### 2 Interview a classmate and complete the chart.

Call a volunteer to the front and interview him or her using the questions in activity 2:

T: *After school today, are you going to play anything?*

S1: *Yes, I am.*

T: *What are you going to play?*

S1: *I'm going to play computer games.*

Divide the class into pairs. Students interview each other and complete the chart.

Invite different students to present their results to the class: *Pedro is going to play football after school and he is going to go to the dentist. He's not going to read anything.*

Pay special attention to how students are producing the negative sentences and correct if necessary.

#### 3 Interview your classmates and complete the survey.

Tell students they are going to do a survey. Elicit the questions they need to ask: *Are you going to play computer games? Are you going to watch TV? Are you going to do your homework? Are you going to play football?*

Students stand up and ask the questions to as many different classmates as they can. For every positive answer, they draw a small mark on the chart.

Go over the results with the whole class: *How many students are going to (play computer games)?*

### Wrap-up

#### Double negatives

On the board, write the following:

*I'm not going to do nothing.*

*I'm not going to go nowhere.*

*I'm not going to visit nobody.*

Ask students what is wrong with the sentences.

Ask volunteers to come to the board and correct the sentences.

Explain that sentences in English cannot have two negatives.

#### Answer Key

1 anything, anywhere, anything, anybody, anything, anybody

#### Activity Book

Page 45, activities 1 and 2.

#### Key

1 anywhere, anything, anybody, anything, anybody, Nothing

2 1. something; 2. Everybody; 3. Everything; 4. nobody

From top to bottom, left to right: 1, 4, 2, 3



**Grammar:** Past simple: *We worked on the beach at night.*

**Vocabulary:** *Wildlife, endangered species, climate change, pollution, extinction, mission, planet, energy, natural resources, biodiversity, natural habitat, volunteer, mosquito, torch, nest, hole, sand, hatchery, efficient, unsafe, huge, promote, protect, save, dig, cover, count.*

### Warm-up

#### Acronyms

Write *WWF* on the board. Explain that these letters stand for the *World Wildlife Fund*.

Ask students if they know any other famous acronyms: *UNO* (United Nations Organisation), *US* (United States), etc.

Explain that we often use acronyms for organisations and for some countries.

Ask students if they know anything about the *WWF*. Point to the logo of the panda in the Student's Book and ask them what they think this organisation does.

### Vocabulary presentation

Read the introductory text out loud. Write the following words on the board: *extinction, natural habitat, wildlife, environment, endangered species, natural resources, biodiversity, pollution, energy, climate change.*

Discuss these words with students and elicit examples: *Give me an example of (an endangered species).*

### Developing reading

#### ① Listen and underline the words you hear. 🎧 25

Make sure that students understand all the words in the word box.

Play Track 25. Students listen and underline all the words in the box that they hear.

#### Track 25

The World Wildlife Fund works in more than 100 countries around the world. It's got almost 5 million members. Its mission is to save the planet and the natural environment. The *WWF* has got three important goals:

1. To save wild plants and animals, including endangered species.
2. To protect natural resources and biodiversity.
3. To reduce pollution and promote the efficient use of energy to prevent climate change.

Choose a volunteer to read the words he/she underlined out loud.

- Complete the text with the words you underlined.

Students silently read the text. Students complete the text using the words they underlined.

Play Track 25 again. Students correct their work. Ask volunteers to read the text out loud.

#### ② Read and answer the questions with a classmate.

Read the title of the text out loud. Explain the meaning of the word: *volunteers*. Students look at the pictures and predict what the text is about.

Students silently read the text.

Ask general comprehension questions: *Who wrote the text? Where did she go? What did she do?*

Divide the class into pairs. Pairs answer the questions at the bottom of the page and write the answers in their notebooks.

Check answers around the class.

### Optional activity

#### Saving the Leatherback turtle

Tell students that there is a non-profit organisation called The Leatherback Trust that is working to save the Leatherback turtle. If possible, get students to visit the following web site:

<http://leatherback.org/>

Explain that they can help this organisation by donating money. Tell them that one euro will save a leatherback turtle egg, 50 euros will save an entire nest of turtle eggs and 500 euros will protect the beach for a day.

Help students organise a school fund-raising campaign and send the money to:

*The Leatherback Trust  
161 Merion Avenue  
Haddonfield, NJ 08033  
USA*

### Wrap-up

#### More questions about saving the turtles...

On the board, write *What*, *Where* and *When*. Students write three additional questions about the text in activity 2. Walk around the class providing help if necessary. Then students swap questions with a partner and answer the questions they receive. Elicit the questions and answers and discuss.

#### Answer Key

- ① *Underline:* Wildlife, countries, environment, goals ; 1. endangered; 2. protect; 3. pollution, climate

#### Activity Book

Page 46, activities 1–3.

#### Key

- ① 1. Endangered species; 2. Toxic waste; 3. Climate change; 4. Biodiversity; 5. Natural resources; 6. Natural environment

- ② *Natural:* nest, sea, beach, sand, forest, egg. *Artificial:* city, road, torch, building, house, hatchery

## Student's Book Page 47



**Grammar:** Future with *going to*: *Twelve species of butterflies are going to disappear.*

**Vocabulary:** *Species, tiger, orangutan, turtle, rhino, gorilla, rodent, bird, butterfly, endangered, extinct, wild, protected, disappear;* continents, countries.

**Materials:** Paper, card (1 piece per student), hole punch, coloured wool. *Optional:* Card (1 piece per group).

### Warm-up

#### Continents and oceans

Students help you make a list of the continents. Write the list on the board: *Africa, Asia, America, Europe, Antarctica and Oceania.*

Students help you make a list of the oceans. Write the list on the board: *Pacific, Atlantic, Arctic, Indian.* Students then label the map on page 47 of their Student's Book with the continents and oceans.

### Controlled practice

#### ① Listen and complete the sentences. 26

Students silently read the introductory text and underline the words they don't understand.

Go over the words with the class.

Write the % sign on the board and explain that we say *percent* in English.

Play Track 26. Students listen and write in the numbers.

#### Track 26

A species is endangered when there are so few specimens of it left that it could disappear and become extinct. A species is extinct when it has not been seen in the wild for at least 50 years. Experts say that by the year 2050, one million species of animals and plants are going to be extinct.

In Australia, 12 species of butterflies are going to disappear.

In South Africa, 60% of the protected species are going to become extinct.

In Brazil, more than 70 types of trees are going to disappear.

In Europe, 25% of all the bird species are going to disappear.

In Mexico, 3 types of small rodents are going to become extinct.

Ask volunteers to read their sentences out loud.

Play Track 26 again. Students check their work.

### Free practice

#### ② Ask a partner questions.

Explain that the table shows predictions made by experts: the figures are not exact, but estimates.

Explain that after the name of each animal the first column tells us how many specimens remain; the second, the predicted date of extinction; and the third, where the animals live.

Ask questions about the table: *Which animals are going to become extinct first?*

Model the questions in the speech bubbles.

Divide the class into pairs. Students ask each other questions about the information in the table.

### Optional activity

#### Multiple intelligence:

#### Interpersonal intelligence

Tell students to think about why the animals listed on Student's Book page 47 are in such a critical situation. Brainstorm a list of reasons on the board: *their natural habitat is being destroyed; illegal hunting; not enough food left for them because the food chain is being destroyed; humans kill them for food, sport or to sell products made from them; etc.*

### Craft activity

#### The Printer's Project

Read the instructions out loud.

Distribute paper and card.

Students choose an endangered animal from the page or they can use their own ideas.

They draw the animal and write facts about it on

a piece of paper. Students glue their pictures and texts onto a piece of card. Then they punch holes around the edges of the card.

Divide the class into groups of four. Students lace wool through the holes to join their patches.

Then four groups join their patches.

Continue until all the patches have been joined and you have got a single patchwork quilt.

Display the quilt on the wall.

### Wrap-up

#### Number dictation

Dictate a series of numbers in different forms: *26,000; 25%; 1/2.*

Students write the numbers in digits. Then they write the numbers in words next to the digits.

Write the numbers and number words on the board.

Students correct their work.

### Activity Book

Page 47, activities 1–3.

#### Key

① 1/4—a quarter, 25%—twenty-five percent, 1/3—one third, 33.3%—thirty-three point three percent, 1/2—a half, 50%—fifty percent, 3/4—three quarters, 1/10—one tenth, 75%—seventy-five percent, 10%—ten percent

② (1) Plant trees. (1) Don't buy wild animals as pets. (1) Reuse plastic bags and paper. (2) Use plastic bags instead of paper bags. (1) Prevent forest fires. (1) Don't buy plastic cups and plates. (1) Don't waste water. (2) Buy fizzy drinks in plastic bottles. (2) Always flush the toilet. (2) Kill spiders, worms and bees. (1) Recycle rubbish.



**Functional language:** *Can I help you? I'd like something for my mum's birthday. How much is it?*

**Grammar:** Indefinite pronouns.

**Vocabulary:** *Gorilla, wolf, tiger, panda, goose, zebra, footprint, wildlife, gift, paperweight.*

**Materials:** Cutout 1, Plasticine, coloured card, paper.  
*Optional:* Index cards (1 per student).

### Warm-up

#### Play *Guess the animal*.

Distribute paper.

Students choose an animal and write its name on one side of the piece of paper.

Tell students to think about the tracks that this animal leaves as it moves along the ground.

Students draw the tracks/footprints on the other side of the paper.

Divide the class into groups of six.

Students place their drawings of the tracks/footprints face up on the table.

Students in the group guess what each animal is. They can ask questions: *Has it got four legs? Can it fly?*

The first group to guess all the animals is the winner.

### Craft activity

#### 1 Make a footprint paperweight.

Students cut out the template in Cutout 1A.

Distribute Plasticine and card.

Read the instructions out loud and explain them.

Make sure students carefully fill their paperweight with Plasticine so that it is weighed down.

### Controlled practice

- Listen and complete the dialogue. 🎧 27  
Play Track 27. Students listen and follow along in their books.

#### Track 27

Hello, can I help you?

Yes, please. I'd like something for my mum's birthday.

Does she need anything in particular?

Well, she needs something for her desk, and she loves wildlife.

I've got the perfect present for her!

What is it?

It's an animal footprint paperweight! It's an original present for somebody special, like your mum!

How much is it?

Twenty-two euros.

Here you are.

Thank you. I hope your mum likes her present!

Me, too!

Come back again soon.

OK!

Ask questions: *Where are the children? What does Alex want? Why does she want a gift for her mum? What does her mum love? What does she buy? How much does it cost?*

Students offer suggestions for the blanks in the dialogue.

Play Track 27 again. Students write in the missing words.

Choose two volunteers to read the dialogue out loud.

### Free practice

- Cut out the money in Cutout 1B and role-play the dialogue.

Students cut out the money in Cutout 1B.

Divide the class into pairs.

Pairs place their paperweights on a desk to make a gift shop. They can add price tags.

One student in each pair plays the role of the salesperson while the other plays the role of the customer.

Students can read the dialogue from their books or improvise their own dialogues. Encourage them to substitute information in the text with their own ideas. Students change roles and repeat.

### Optional activity

#### Connecting to students' experiences

On the board, write: *goose, tiger and zebra*.

Ask students if they have ever been in contact with these animals: *Have you seen them in real life? Have you seen them up close? Have you touched them?*

Encourage students to talk about their experiences and about how they felt when they encountered these animals.

### Wrap-up

#### Make an index card for your paperweight.

Distribute index cards.

Students write facts about the animal they have chosen for their paperweight. They should include the following information: name, habitat, endangered or not, classification of the animal, abilities and a physical description.

#### Activity Book

Page 48, activity 1.

#### Key

1. bear; 2. duck; 3. snake; 4. lion; 5. squirrel; 6. crocodile; 7. horse  
duck; bear is going to; lion is going to; squirrel is going to



**Reading focus:** Working with story summaries.

**Vocabulary:** *Jungle, creature, rule, rainforest, zoo, panther, strict, threatening, cruel, friendly, funny, dangerous, trap, fight.*

**Materials:** Cutout 2.

### Warm-up

#### Mowgli

Ask students if they have ever read a story or seen a film about a boy who grows up in the jungle. Elicit names of stories and/or films on this topic. Write: *The Jungle Book* and *Mowgli* on the board. Ask students if they have read or heard of them. Explain that *Mowgli* is the main character of the story *The Jungle Book*. He grows up in the jungle and lives with a bear. He has got a lot of friends in the jungle but he has also got a terrible enemy — a tiger.

### Developing reading

#### 1 Read the text and circle the correct meanings.

Read the first paragraph out loud and explain that Rudyard Kipling was a British writer from the beginning of the last century.

Students read the rest of the text and underline any words they do not understand. Students come to the board and write the words they have underlined.

Ask if anyone can help explain these words. Offer explanations where necessary.

Ask questions about the text: *How many stories are there in The Jungle Book? Which country are they set in? Who was Baloo? What did he teach Mowgli? Why was Baloo so strict with Mowgli? Who wanted to eat Mowgli? Why was Baloo angry with Mowgli? Why were the monkeys the worst creatures in the jungle?* Students look at the list of words from the text. Ask: *What does jungle mean? Does it mean rainforest or does it mean zoo?*

Students circle the correct definition. Then they complete the rest of the activity individually.

On one side of the board, write: *Mowgli, Shere Kahn, Baloo, Kaa, Bagheera*. On the other side, write: *tiger, boy, panther, bear, snake*.

Students match the characters with the words: *Mowgli—boy, Shere Kahn—tiger, Baloo—bear, Kaa—snake, Bagheera—panther*. (Note: They will not be able to match Kaa and Bagheera unless they have read the book or seen the film.) Elicit responses as a group and give the answers if necessary.

Students label the animals in the picture with the names.

- Discover how the story continues.

Explain that this is the story of how the monkeys kidnapped Mowgli.

Students cut out the sentence halves in Cutout 2.

Students read the sentence halves and match them. Ask volunteers to read their sentences out loud. Students glue the sentences into their books.

- Ask a classmate questions and check your sentences.

Read the questions out loud. Choose volunteers to answer. Get students to suggest other questions. Divide the class into pairs. Students ask each other questions about the story.

Ask students which character from this story is not pictured in the illustration (*Ran, the bird*).

### Optional activity

#### Find the mistakes.

Dictate the following text to students (Note: Do not mention the underlines):

*The Rainforest Book was written by Rudyard Kipling. In the book, there are six stories about Africa. Mowgli was a girl who lived in the mountains. Baloo was his teacher. Baloo was very strict because the jungle was a safe place. Shere Kahn the snake wanted to eat Mowgli. Baloo was happy with Mowgli because he spoke to the monkeys. The monkeys were the best creatures. They were very kind to the other animals.*

Students find and correct ten mistakes in the text.

Ask a volunteer to read the corrected text out loud.

### Wrap-up

#### Animal characters

Write a list of the animals from the story on the board: *bear, snake, tiger, panther, bird, monkey*.

Elicit words to describe each of these animals.

Write the words on the board next to the corresponding animal names.

Ask students if the characters in the story fit the description. For example, they might think it is strange that the snake is a good friend but the monkeys are bad. Students choose an animal and write a character description according to their own opinion.

#### Answer Key

1 Circle: jungle, a; rules, a; strict, b; threatening, a; creatures, b; unkind, a

Match and Glue: 1. to the monkey city. 2. in the monkey city.

3. Bagheera the panther and Kaa the snake about Mowgli.

4. went to the monkey city and found Mowgli. 5. and saved Mowgli.

### Activity Book

Page 49, activity 1.

#### Key

1 Red: cat, mongoose, bird, muskrat, cobra; Blue: curious; Green: dangerous

1. Rikki, Tikki, Tavi and Teddy; 2. A mongoose; 3. Teddy; 4. Rikki; 5. Darzeen the bird, Cuchundra the muskrat, Nag and Nagina the cobras; 6. Because they were big and dangerous; 7. Rikki

small, kind, sociable, intelligent, brave, curious



**Grammar:** Indefinite pronouns (*anybody, anywhere, anything, somebody, somewhere, something, everybody, everywhere, everything, nobody, nowhere, nothing*): *Everybody came to my birthday party.*

**Vocabulary:** *Party, present.*

**Materials:** Cutout 3.

### Warm-up

#### How many words?

Write the following words at random on the board: *every, no, some, any, body, thing, where.* Students make as many indefinite pronouns as they can by joining two words together. The total number that they can make is 12. Finally, students choose three indefinite pronouns and write a sentence for each one in their notebooks.

### Grammar practice

#### ① Match the sentences which have got similar meanings.

On the board, write: *My aunt didn't give me anything.* Then write: *My aunt gave me a present. My aunt didn't give me a present. My aunt gave me lots of presents.* Students choose the sentence that is the most similar in meaning to the first one and copy it into their notebooks. Go over the answers with the class. Students then match the sentences in their books.

#### ② Write the words next to their meanings.

Read the words in the box out loud. Ask: *If I want to say "all the things", what word do I use?* Repeat the process with the remaining words. Students complete the activity in their books individually.

### ③ Make and play a language game.

Read and explain the instructions. Students cut out the cards in Cutout 3. Invite a volunteer to come to the front of the classroom and demonstrate the game. Students play the game in pairs.

### Wrap-up

#### Find the pronoun.

Distribute sets of cards from Cutout 3 (one card per student). Make sure there is exactly one matching pronoun card per question card. Students holding a question card go around asking their question until they find a student with the correct missing pronoun card. Then they sit down together. Pairs read their completed question out loud to check answers.

#### Answer Key

① My aunt didn't give me anything-My aunt didn't give me a present; We didn't go anywhere on my birthday-We stayed at home on my birthday; Somebody gave me a really nice book- One of my friends gave me a great book; Everybody came to my birthday party- All the children in my class came to my party; Nobody gave me a computer game- I didn't get a computer game from anybody  
② everything, something, nothing, everywhere, somewhere, nowhere, everybody, somebody, nobody

### Activity Book

Page 50, activities 1–3.

#### Key

① 1. something; 2. anybody; 3. Nobody; 4. everywhere; 5. something; 6. anybody; 7. anywhere; 8. Everybody  
② 1. everywhere; 2. Nobody; 3. something; 4. somebody; 5. everybody; 6. anything  
③ 1. anything; 2. anywhere; 3. anybody

### Optional activity

#### Play Person, Place or Thing?

Explain that students have got to describe a person, place or thing without saying the name. The rest of the class asks questions.

Give three examples to start them off:

T: *This is somewhere where there are lots of trees and wild animals and plants. It's very hot.*

Ss: *The jungle.*

T: *This is somebody who works in a school. She teaches children.*

Ss: *A teacher.*

T: *This is something we use at night to help us see.*

Ss: *A torch.*

Once students understand how to play, let a volunteer choose another person, place or thing and give the clues. The student who guesses correctly gives the next clue. Make sure students always use *somewhere, somebody* or *something* in their sentences.

## Student's Book Page 51



**Grammar:** Review of future with *going to*, indefinite pronouns.

**Vocabulary:** Key vocabulary from the unit.

**Materials:** *Optional:* 26 slips of paper.

**Preparation:** *Optional:* *Alphabet slips:* Write the letters of the alphabet on separate slips of paper.

### Warm-up

**Song:** *The animal song* 🎵 20

Play Track 20. Students listen and sing along with the lyrics on page 40 of their books.

Play the track several times, gradually lowering the volume, until students are singing the song alone.

### Review

#### The Printer's Quiz

#### ► COMPLETE THE LISTS.

##### 🖨️ Poster 4

Display Poster 4 with the cutouts attached. Students complete the word lists in their books. They can do the first set using the poster as a guide, but they should try to remember the names of the animals without looking in their books. They can complete the second set by thinking about the animals around the world they have discussed.

#### ► LOOK AT THE PICTURES AND ANSWER THE QUESTIONS.

Explain that the pictures show us what the characters from the story are going to do. Students answer the questions.

#### ► ARE YOU AN ECO-WARRIOR? DO THE QUIZ WITH A PARTNER.

Explain that an eco-warrior is somebody who cares about the environment and works hard to protect it. Divide the class into pairs. Students read through the questions together and discuss the possible answers. Then they each circle their answers. Students add up their points and write their score. Volunteers read their results out loud.

### Wrap-up

Write the following skeleton text on the board:  
*In unit \_\_, I learned about animals and the environment. Some animals have got a skeleton. They are called \_\_\_\_\_. Animals without a skeleton are called \_\_\_\_\_. Only mammals are born alive. They are called \_\_\_\_\_. All other animals are \_\_\_\_\_. We can also categorise animals by what they eat. There are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. I am a \_\_\_\_\_, \_\_\_\_\_ and a \_\_\_\_\_. I liked / didn't like this unit because \_\_\_\_\_.*

Students copy and complete the text.

### Optional activity

#### Play Categories.

Write the following words on the board:

*Carnivorous, Omnivorous, Herbivorous, Viviparous, Oviparous, Vertebrate, Invertebrate.*

Place the *Alphabet slips* (see Preparation) face down on your table and shuffle them around. Draw a slip of paper and say the letter. Students try to think of a word for each category starting with that letter until you shout: *Stop*. Repeat with different letters.

The student with the most words at the end of the game is the winner.

### Answer Key

❶ Answer: 1. Yes, he is. 2. No, he isn't. 3. Yes, he is. 4. No, she isn't. 5. She's going to make a phone call. 6. He's going to climb a tree

### Activity Book

Page 51, activities 1–3.

#### Key

❶ everywhere, everybody, something, somewhere, anywhere, anybody, nothing, nobody

❷ A carnivorous animal only eats meat. An omnivorous animal eats plants and meat. A herbivorous animal only eats plants. An oviparous animal is born from an egg. A viviparous animal is born alive. A vertebrate has got a skeleton. An invertebrate hasn't got a skeleton.

1. lion; 2. snake; 3. bear; 4. zebra  
 1. herbivorous viviparous vertebrate; 2. carnivorous viviparous vertebrate; 3. carnivorous invertebrate 4. oviparous vertebrate

### Grammar module: Future with going to

#### Positive

*I'm going to eat.  
 You're going to eat.  
 He's going to eat.  
 She's going to eat.  
 It's going to eat.  
 We're going to eat.  
 You're going to eat.  
 They're going to eat.*

#### Negative

*I'm not going to eat.  
 You aren't going to eat.  
 He isn't going to eat.  
 She isn't going to eat.  
 It isn't going to eat.  
 We aren't going to eat.  
 You aren't going to eat.  
 They aren't going to eat.*

#### Question form

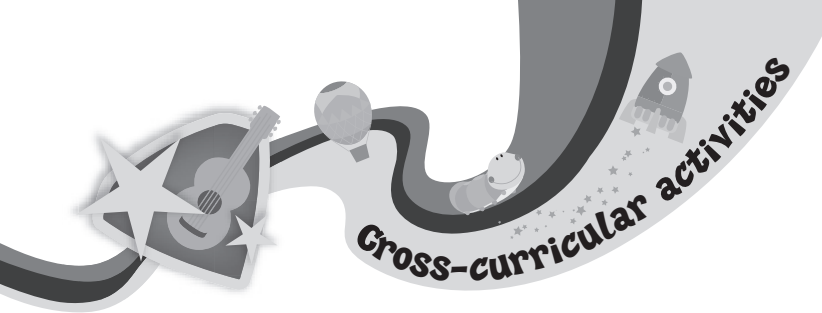
*Am I going to eat?  
 Are you going to eat?  
 Is he going to eat?  
 Is she going to eat?  
 Is it going to eat?  
 Are we going to eat?  
 Are you going to eat?  
 Are they going to eat?*

#### Short answers

*Yes, I am./No, I'm not.  
 Yes, you are./No, you aren't.  
 Yes, he is./No, he isn't.  
 Yes, she is./No, she isn't.  
 Yes, it is./No, it isn't.  
 Yes, we are./No, we aren't.  
 Yes, you are./No, you aren't.  
 Yes, they are./No, they aren't.*

### Indefinite pronouns

<i>somebody</i>	<i>anybody</i>	<i>nobody</i>	<i>everybody</i>
<i>something</i>	<i>anything</i>	<i>nothing</i>	<i>everything</i>
<i>somewhere</i>	<i>anywhere</i>	<i>nowhere</i>	<i>everywhere</i>



### **Science: A bird feeder**

**Materials:** Plastic bottles, orange or grapefruit halves, pinecones, thread or string, plastic knives and spoons, treats: peanut butter, seeds, raisins, crumbs.

#### **Directions:**

Distribute materials. Divide the class into pairs. Students choose between the following bird feeders:

*Bottle feeder:* Cut a large hole in the side toward the bottom of the bottle. Put treats in the bottom. Attach string to the neck.

*Orange rind feeder:* Scoop the pulp out of half of an orange or grapefruit. Make two holes in the rind (near the rim) and thread a piece of string through them, so that you can hang the rind like a basket. Fill the rind with treats.

*Pinecone feeder:* Stuff a pinecone with peanut butter and roll it in seeds. Attach a string to one end. Students hang the feeders around the school and check them at lunch and breaktime. They report their findings: *I saw two birds on Monday. On Tuesday, I saw a blue jay.*

### **Science: Acid rain experiment**

**Materials:** 4 identical small potted plants, 4 one-litre plastic bottles, vinegar, 2 measuring cups, masking tape, tap water.

#### **Directions:**

Divide the class into four groups. Give each group a plant and a plastic bottle.

Group 1: Tell students to fill their bottle with water. Then they put a label on their plant that says: *Water*.

Group 2: Tell students to measure 1/4 cup of vinegar, pour it into the bottle and fill up the rest with water. Tell students to label their plant: *A little acid*.

Group 3: Tell students to measure a cup of vinegar, pour it into the bottle and fill up the rest with water. Tell them to label their plant: *A lot of acid*.

Group 4: Tell students to fill up their bottle with vinegar. Tell them to label their plant: *Acid*.

Students place their plants in a sunny spot in the classroom. They 'water' the plants every two to three days, using the solutions in their bottles.

*Language links:* Lead students in saying what they did: *First, we took four plants. Then we...* Write the procedure on the board. Students copy it into their notebooks. They record the effects of the different solutions on each plant.

### **Art: Junk masterpieces**

**Materials:** Card, paint, glue, inorganic rubbish that has been cleaned.

#### **Directions:**

Divide the class into pairs. Distribute materials. Students use the rubbish to create a collage, a sculpture or a functional art object such as a pencil holder. Invite pairs to come up and explain what their "masterpieces" are and what they used to make them.

### **Project: Make an endangered species map.**

**Materials:** Large wall map of the world, pieces of coloured wool or string, drawing pins, index cards, a large piece of paper, glue.

#### **Directions:**

Children have sometimes got very romantic notions about animals. They think of all animals as sweet, fluffy creatures and often express a desire to have wild animals (especially babies) as pets. Explain that wild animals should remain in the wild and that it is cruel to keep them as pets. We do sometimes keep wild animals in captivity in order to guarantee their survival, but this should only be done in special zoos and animal reserves. Discuss the idea that the animal world is hard and violent and that only the fittest animals survive. Also, talk about the fact that even if an animal is dangerous or ugly, we should still work to protect it. Give the example of the great white shark, which is universally feared and disliked. However, this animal is the subject of environmental protection because its numbers are decreasing very fast. Explain that the students are going to make a wall map of endangered species.

Each student researches one endangered species and finds out as much as he or she can about it.

Each student finds a picture (or draws one) of the animal, information about the species' habitat and why this animal is threatened.

Distribute index cards.

Students write information about their animal on one side of the card.

Place the world map on a large piece of paper and attach both to the wall.

Students place a drawing pin on the map to show the location of the habitat of their endangered animal.

Then they wrap a piece of wool or string around the drawing pin and stretch it so it extends out from the map. Finally, they pin the wool to the wall with another drawing pin.

Students glue their index card and picture next to the drawing pin.



Vocabulary	Grammar
<p><b>Cooking verbs:</b>  <i>add, bake, burn, chop, cook, fry, mash, mix, peel, pour, stir, wash</i></p> <p><b>Food:</b>  <i>baking powder, baking soda, biscuit, brownie, butter, cacao bean, cake, sweets, cereal, cheese, chocolate, chocolate bar, chocolate chip, cocoa powder, cookie, cracker, egg, fish finger, flour, chips, fried rice, ham, honey, lasagne, meat, meatball, nut, oil, omelette, pepper, pie, pizza, crisps, roast chicken, salt, sandwich, sauce, soup, soy sauce, spaghetti, steak, sugar, sundae, syrup, tuna, vanilla, whipped cream, yogurt</i></p> <p><b>Fruit and vegetables:</b>  <i>apple, banana, broccoli, carrot, cherry, chili, courgette, cucumber, fruit salad, grape, kiwi, mint, mushroom, onion, peach, plum, potato, spinach, strawberry, tomato</i></p> <p><b>Drinks:</b>  <i>apple juice, lemonade, milk, milk shake, tangerine juice, water</i></p> <p><b>Measurements:</b>  <i>cup, gram, kilogram (kilo), litre, millilitre, tablespoon, teaspoon</i></p> <p><b>Adjectives:</b>  <i>bitter, bizarre, cheap, dry, expensive, fabulous, famous, fascinating, fat, frozen, golden, horrible, hot, humid, lucky, poor, popular, solid, sweet, tiny, unbelievable, unexpected, wild</i></p> <p><b>Other words:</b>  <i>bowl, blender, carbohydrate, ceremony, chest, diet, exchange, fat, foam, god, ingredient, legend, merchant, mineral, money, pan, protein, slave, vitamin</i></p>	<p><b>Sequencing adverbs (<i>First, Then, Next, Finally</i>):</b>  <i>First, I wash the potatoes.  Then I chop the onions.</i></p> <p><b>Can/could:</b>  <i>With ten beans, you could buy a rabbit.</i></p> <p><b>Past simple:</b>  <i>They mixed cacao with vanilla.</i></p> <p><b>Present simple need with <i>some, any, a lot of</i>:</b>  <i>I need an egg.  I need some vanilla.  I don't need a banana.  I don't need any flour.  I've got a lot of grapes.  Fish fingers have got a lot of protein.</i></p> <p><b>How much/How many</b>  <i>How many carrots do you need?  How much apple juice have you got?</i></p> <p><b>Imperatives:</b>  <i>Chop the chillies.  Don't shout at the cook.</i></p> <p><b>Present continuous:</b>  <i>What am I doing?  You're chopping the chillies.</i></p>
<p><b>Functional language:</b> <i>May I take your order? As a starter, I'd like the soup. Could I have a salad, please?</i></p>	<p><b>Multiple intelligence:</b> Kinesthetic intelligence (page 74), Mathematical intelligence (page 81)</p>

### Teaching tip

#### Countable and uncountable nouns

The difference between countable and uncountable nouns is a difficult concept for students. Use this unit as an opportunity to review the underlying differences between "countable" and "uncountable" food. Blindfold students and let them feel the difference between liquids that cannot be counted and solid items that can be counted. Let them attempt to count solids such as sand, rice, flour, etc. Emphasize the similarities these solids have got to liquids.

Be aware that many food words in English can be used as both countable and uncountable nouns. We talk about a *cake*, an *ice cream*, a *yogurt*, a *coffee* when we are referring to an entire item or unit (a whole cake, an ice cream cone, etc.). We talk about *some cake*, *some ice cream*, *some yogurt* and *some coffee* when we are referring to part of a larger unit.



**Grammar:** Sequencing adverbs: *First, I wash the potatoes. Then I chop the onions.*

**Vocabulary:** *Cook, wash, peel, chop, mix, fry, add, bake, sauce, meat, salt, pie, potato, carrot, onion, tomato, apple, chips, omelette, pie, yogurt, soup, cake.*

**Materials:** Cutout 1, small prize. *Optional:* Paper.

**Preparation:** *Optional: Cooking instructions:* Write the following instructions on a piece of paper: 1. *Wash the lettuce.* 2. *Peel the carrots.* 3. *Chop the apple.* 4. *Fry the onions.* 5. *Add salt to the onions.* 6. *Bake the cake.* Make three copies of the instructions.

### Warm-up

#### Game: Food A–Z

Divide the class into pairs.

Write the letters *B, C, P* and *S* on the board.

Students write all the food words that they can think of that begin with those letters: *banana, bread, butter, cake, carrot, cookie, pie, pizza, pear, spaghetti, soup, salad*, etc.

Students read their lists out loud. Award a small prize to the pair with the most words.

### Vocabulary presentation

#### ① Listen and number the pictures. 28

Tell students to name the food in the illustrations.

Play Track 28. Students number the pictures in order.

#### Track 28

##### The cooking song

(See Student's Book page 52, activity 1.)

Ask students what dish they think the person in the song is making. Tell them that these are actions for making a shepherd's pie. Ask if they have ever tried shepherd's pie. Explain that shepherd's pie is a dish from England.

- Listen and sing the song.

Play Track 28 again. Students sing along.

Divide the class into seven groups and assign a picture to each group.

In their groups, students decide on a mime to represent their picture.

Play Track 28 one more time. Students stand up and do their actions for the appropriate parts of the song. For the final verse, all seven groups should consecutively stand up and mime the actions.

### Optional activity

#### Multiple intelligence: Kinesthetic intelligence

##### Mime dictation

Attach the *Cooking instructions* (see Preparation) to the classroom wall.

Divide the class into groups.

One member of each group runs to the piece of paper and memorises the first instruction.

He/She returns to his/her group and mimes the instruction. The other members of the group interpret the mime and write the instruction in their notebooks. Continue until all the instructions have been mimed and written down.

Ask each group to read their cooking instructions out loud and check the answers.

### Controlled practice

#### ② Play a guessing game.

Point to and name each dish. Ask different students:

*Do you like (potato omelettes)?*

Students look at Cutout 1. Explain that each strip of pictures shows the steps for making one of the dishes shown in their books.

Point to the first strip of pictures. Ask: *What food can you see? What dish is the cook making?*

Repeat with the other strips.

On the board, write *First, Then, Next* and *Finally*.

Demonstrate the activity:

*T: First, I peel the potatoes. Then I cut the potatoes.*

*Next, I fry them. Finally, I add salt. What am I making?*

*Ss: Are you making chips?*

Students cut out the strips in Cutout 1.

Divide the class into pairs. Students take turns describing the steps for one of the dishes.

- Write the instructions for one of the dishes.

Write the sequencing adverbs *First, Then, Next* and *Finally* on the board. Students choose one of the dishes and write the instructions step by step, using the sequencing adverbs where necessary.

### Wrap-up

#### Word spiders

Draw four circles on the board. Inside the circles write: *wash / add / peel / chop.*

Draw lines coming out from the circles.

Choose students to come to the board and write food words on the lines that correspond to each of the verbs.

#### Activity Book

Page 52, activities 1 and 2.

#### Key

① *From left to right:* 3–wash, chop; 2–make; 6–bake; 5–Put; 1–mix; 4–put

② 2. peel, fry, chop, bake, wash; 3. fry; 4. add; 5. wash, chop; 6. bake



**Functional language:** *May I take your order?  
As a starter, I'd like some soup. Could I have a salad,  
please?*

**Vocabulary:** *Steak, cheese, cracker, fried rice,  
milkshake, spaghetti, meatball, tuna, sandwich,  
fizzy drink, mashed potatoes, spinach, chocolate,  
strawberry, vanilla, cake, fruit salad, plum, kiwi,  
omelette, pie, lemonade, tangerine juice, roast  
chicken, chips, cucumber, tomato soup, cheese,  
lasagne.*

**Materials:** Cutout 2, paper (half a piece per student).  
*Optional:* Plates, tablecloths, cutlery, glasses, napkins,  
small notebooks, aprons.

### Warm-up

#### Song: *The cooking song* 🎵 28

Divide the class into seven groups. Assign an instruction  
verse from *The cooking song* to each group.  
Play Track 28. Students sing *The cooking song* as they  
follow along on page 52 of their books. Students mime  
the actions every time they hear their instruction.

### Vocabulary presentation

#### ① Listen and complete the menu. 🎧 29

Ask: *Do you like eating out? What's your favourite  
restaurant?* Now say: *This is a restaurant menu. What's  
the name of this restaurant?*

Go over the different sections of the menu: *Starters.  
We begin the meal with a starter...*

Distribute the cutouts for unit 5. Students cut out the  
food cards in Cutout 2.

Divide the class into pairs. Students classify the food  
cards into *starters, main courses, side dishes, desserts  
and drinks*.

Explain that not all this food is on the menu at Big  
Bobby's Restaurant.

Play Track 29. Students listen and place the correct food  
cards on the menu.

#### Track 29

Waiter: Good afternoon. Welcome to Big Bobby's. Today on  
the menu we've got two starters: carrot soup or cucumber  
and tomato salad.

For our main course, we've got steak, cheese omelette, roast  
chicken or lasagne.

The side dishes today are mashed potatoes or spinach.

For dessert, there's fruit salad with plums and kiwi, strawberry  
pie or chocolate cake.

To drink, you can have lemonade or tangerine juice.

- Compare your answers and glue  
in the pictures.

Divide the class into pairs. Students compare their  
menus and glue the cards into place.

Check answers around the class: *What are the starters?*

- Role-play: *At the restaurant.*

Ask a volunteer to read the first speech bubble out  
loud. Consult the menu in the book and reply: *As a  
starter, I'd like the carrot soup. As a main course,  
I'd like...*

Divide the class into groups of three or four.

Students decide who is going to be the waiter. The  
waiters will need a small notebook to write down the  
order.

Students act out the role-play using the menu in their  
books.

### Optional activity

#### A restaurant at school

Arrange the tables and chairs into a restaurant.

Distribute plates, tablecloths, napkins, cutlery and  
glasses. Tell students to set the tables. Help them  
fold the napkins and position the cutlery and glasses  
correctly.

Choose students to be the waiters. Give them each a  
notebook and an apron.

Students use the menu in their books to act out the  
role-play. Encourage them to expand on the dialogue  
and behave as naturally as possible.

#### ② Do a class survey.

Ask a student: *What's your favourite (starter)?* S1:  
*(Tomato soup.)*

Tell students to write their favourite starter, main  
course, side dish, dessert and drink on half a piece  
of paper.

Collect the papers. Read them out loud, one by one.  
On the board, make a note of every dish and the  
number of times it is named by different students.

At the end, add up the marks for each dish and  
announce the class favourites.

Students write the results of the survey in their  
notebooks.

### Wrap-up

#### Game: *Spelling contest*

Divide the class into two teams.

Name a dish: *mashed potatoes*. The members of team  
A spell the word, saying one letter each: S1: *M*, S2: *A*,  
S3: *S*, etc.

Repeat with a different word for team B.

Award a point to each team when a word is spelled  
correctly.

The team with the most points at the end of the game  
wins.

#### Activity Book

Page 53, activities 1 and 2.



**Grammar:** *Can/could:* With ten beans, you could buy a rabbit.

**Vocabulary:** bar of chocolate, sweets, drink, ingredient, cacao bean, ceremony, god, slave, merchant, legend, money, hot, humid, wild, dry, exchange, pick.

**Materials:** Small chocolates (1 per student).

### Warm-up

#### Yummy chocolate!

Give each student a piece of chocolate to eat.

On the board, write: *CHOCOLATE*.

Divide the class into pairs. Students try to find a chocolate product for each letter in the word *chocolate*.

(Note: The letter can appear in the middle of the word.)

coCea

Hot chocolate

cOokies

Chocolate lollipops

bOx of chocolates

chocolate miLk

chocolate cAke

whiTe chocolate

chocolate icE cream

### Developing reading

#### Story: *The history of chocolate, part 1* 30

Ask: *Where does chocolate come from?* Students speculate and provide suggestions.

Read the title of the story out loud.

Explain that the story of chocolate starts in Yucatan, Mexico.

Play Track 30. Students listen and follow along in their books.

#### Track 30

##### *The history of chocolate, part 1*

(See Student's Book page 54.)

Pause the CD after each paragraph and ask general comprehension questions: *What is the most important ingredient in chocolate? Where did cacao beans originally grow? Who were the first people to eat cacao beans? What did they use them for? What did the Aztecs use them for?*

Divide the class into small groups.

Students silently read the story. Tell them to underline the words in the story that they don't understand.

Working in their groups, students try to work out the meaning of the words. Provide assistance if necessary.

In their groups, students read the story again and write a one or two sentence summary of the main idea of

each paragraph.

Elicit sentences and write them on the board.

### Optional activity

#### Classify the words.

On the board, write: *Climate, Places, Cacao products*.

Divide the class into small teams.

Students look through the story and find as many words as possible for each heading.

Teams read their words out loud

### Reading comprehension

#### 1 Read and underline the mistakes in the sentences.

Read the sentences out loud.

Students complete the activity individually.

- Write the correct sentences in your notebook.

Students correct the sentences and write them in their notebooks. Ask volunteers to read the corrected sentences out loud.

### Vocabulary

Write the following on the board: *bar of chocolate, chocolate sweets, hot chocolate, cacao bean, merchant, rabbit, slave, Aztec god, religious ceremony, money*.

Students write the words/phrases in their notebooks in alphabetical order. Then they draw a small picture for each one. Finally, students write a sample sentence with each word or phrase.

### Wrap-up

#### Printer's raccoon

Point to the raccoon at the bottom of the page.

Ask a student to read the text out loud.

Ask: *How much chocolate do you eat every week?*

Students calculate the total amount of chocolate they eat in a year.

Elicit results around the class.

#### Answer Key

1. isn't popular; 2. Europe; 3. bread; 4. could grow; 5. didn't like; 6. Mayan

### Activity Book

Page 54, activities 1 and 2.

#### Key

1 Chocolate is very popular nowadays. The cacao bean is one of the ingredients in modern chocolate bars. The cacao tree grows in wet, humid climates. The Mayans cultivated lots of cacao trees. The Aztecs could not grow cacao trees in their dry climate. The Aztecs used the cacao bean as money. With 10 cacao beans, you could buy a rabbit. Nowadays you can buy a bar of chocolate anywhere in the world.

1. could; 2. couldn't; 3. couldn't; 4. could; 1. can; 2. can't; 3. can't; 4. can



**Grammar:** Past simple: *They mixed cacao with vanilla.*

**Vocabulary:** *Vanilla, pepper, honey, foam, sugar, milk, chest, butter, powder, bar of chocolate, popular, solid, expensive, cheap, sweet, bitter, golden, pour.*

### Warm-up

#### The first part of the story

Ask students what they remember from the story *The history of chocolate*. Write any key words they produce on the board.

Divide the class into pairs. Students prepare a brief summary of the story so far without looking in their books.

One member of each pair reads the summary out loud. Students vote for the best summary.

Play Track 30. Students follow the first part of the story on page 54 of their books.

### Developing reading

#### Story: *The history of chocolate, part 2* 31

Students look at the story on page 55 of their Student's Books. Play Track 31. Students listen and follow along in their books.

#### Track 31

##### *The history of chocolate, part 2*

(See Student's Book page 55.)

Pause the CD after each paragraph and ask general comprehension questions: *What did the Aztecs mix with cacao? What was the drink called? Was it sweet? Who did Moctezuma II meet? How many chests did Hernán Cortés take to Spain? What did the Spaniards add to the recipe? What did an English doctor add to the recipe? When was the first bar of milk chocolate made? Who made the first cheap bar of chocolate? Who are the biggest chocolate eaters in the world?*

Students silently read the text. Tell students to underline any words they do not understand.

Students write the unknown words on the board.

Ask volunteers to explain the words.

Then choose volunteers to read the story out loud.

In your book, underline any words that are mispronounced.

When students have finished reading, write the words on the board and model the correct pronunciation.

### Reading comprehension

#### ① Read and classify the ingredients.

Read the words in the box out loud.

Students look through the second part of the story and underline the ingredients. Then students classify the ingredients and complete the chart.

Check answers: *What were the ingredients in Aztec cacahuatl?*

### Optional activity

#### True or false?

Make *true/false* statements about the story:

T: *Everybody in Spain liked the new drink.*

Ss: *False.*

Tell students to correct the false statements.

Finally, tell students to make three *true/false* statements about the story.

Students read their sentences out loud to the class. The class says *True* or *False*.

### Wrap-up

#### Grammar recognition

Write the following words from the story on the board: *vanilla, sweet, bitter, golden, sugar, popular, milk, pepper, expensive, added, solid, honey, poured, made, eats, buying.*

Ask: *What is a (verb/adjective/noun)?*

Explain that a verb is an action, an adjective is a word that describes a noun, and a noun is a person, animal, place or thing.

Students read the story again, underline the words and classify them into verbs, nouns or adjectives.

#### Answer Key

① *Aztec cacahuatl*: cacao bean, vanilla, black pepper, honey; *Spanish recipe*: cacao bean, hot water, sugar; *Swiss chocolate bar*: cocoa butter, cocoa powder, milk

#### Activity Book

Page 55, activities 1 and 2.

#### Key

① 600s: The first cacao plantations were in Yucatan.  
1507: Hernan Cortes met Moctezuma II.  
1500s: The Spanish had a secret recipe for hot chocolate.  
1700s: Chocolate shops opened in Europe.  
1802: An English doctor made a chocolate drink with milk.  
1828: Conrad van Houten made cocoa butter.  
1847: Fry's of England sold the first bar of chocolate.  
1876: Nestle made the first bar of milk chocolate.  
1894: Hershey's made the first cheap bar of chocolate.  
Now: We eat 600,000 tons of cacao beans a year.



**Grammar:** Present simple (*need*): *I need an egg/some vanilla. I don't need a banana/any flour.*

**Vocabulary:** *Chocolate, vanilla, whipped cream, ham, apple juice, yogurt, syrup, cherry, flour, cucumber, butter, mushroom, crisps, soy sauce, tomato, nut, chili, baking powder, cookie, brownie, banana, milkshake, chocolate chip, sundae.*

**Materials:** *Optional: Food pictures: Magazine pictures of food. Use a mixture of plural and singular countable and uncountable foods.*

### Optional activity

#### Countable/uncountable nouns review

Display the *Food pictures* (see Preparation).

Write a sentence on the board based on one of the pictures: *There are some grapes.*

Students write the sentence in their notebooks.

Write: *apple* underneath.

Students write out the new sentence making any necessary changes: *There is an apple.*

Ask a volunteer to write the new sentence on the board. Continue changing different parts of the sentence so that students work through all the possibilities for *some* and *any*.

### Warm-up

#### Countable or uncountable?



#### Poster 5

Display Poster 5.

Hold up the *Chocolate* poster cutout. Ask: *What's this?* S1: *Chocolate.*

Write the answer on the board.

Repeat with: *vanilla, whipped cream, ham, apple juice, yogurt, chocolate syrup, cucumbers, butter, cherries, mushrooms, crisps, soy sauce, eggs, flour, tomatoes, nuts, chilies* and *baking powder*.

Present unknown vocabulary and get students to repeat chorally and individually.

Attach the poster cutouts to the board.

Label one of the shopping trolleys on the poster *Countable nouns* and the other *Uncountable nouns*.

Ask a volunteer to identify one of the countable noun poster cutouts. The student names the item (*Eggs*) and attaches it to the corresponding place on the poster.

Repeat with an uncountable noun poster cutout.

Continue until all the poster cutouts have been placed in the correct shopping trolley on the poster.

*Note:* See the Teacher's tip (page 73) for this unit.

### ② Play a guessing game.

Read the names of the four desserts out loud. Ask:

*What are the ingredients for (chocolate brownies)?*

Repeat with the other desserts.

Read the instructions for the activity out loud.

Choose two volunteers to read the model dialogue out loud, completing the sentences with any appropriate food items. Prompt if necessary.

Write prompts on the board: *I need a/an..., I need some..., I don't need a/an..., I don't need any...*

Divide the class into pairs. One student chooses one of the desserts without telling his/her partner. The other student tries to guess the dessert.

### Developing reading

#### ③ Read and answer the questions.

Students silently read the text.

Elicit the words they don't know and explain them with the help of the rest of the class.

Divide the class into pairs. Students answer the questions in their notebooks. Volunteers write the answers on the board.

### Vocabulary practice

#### ① Listen and label. 32

Explain that the pictures show some typical ingredients for desserts. Ask students if they can identify any of the foods.

Play Track 32. Students label the food items.

#### Track 32

1. Whipped cream
2. Cherries
3. Baking powder
4. Chocolate syrup
5. Nuts
6. Flour
7. Eggs
8. Vanilla

### Wrap-up

#### Game: Hangman

On the board, draw a line for each letter of the word: *cherries* and draw the hangman's scaffold.

Students take turns calling out letters. If the letter is a part of the word, write it in. If it is not, draw a part of the body and write the letter on another part of the board.

Continue until students guess the word or until the hanged man is complete.

Repeat with other key words from this lesson.



#### Activity Book

Page 56, activities 1 and 2.

#### Key

① *Singular and countable:* cherry, brownie; *plural and countable:* biscuits, eggs, nuts, bananas; *uncountable:* flour, vanilla, syrup, whipped cream



**Grammar:** *How much/How many: How much apple juice have you got? I've got two litres. How many plums have you got? I've got one kilo of plums.*

**Vocabulary:** *Milk, mushroom, potato, sugar, ham, grape, plum, flour, oil, apple juice, kilogram, gram, litre, millilitre.*

## Warm-up

### Vocabulary review

#### Poster 5

Display the poster cutouts one at a time and ask:

*What's this? Ss: (Apple juice).*

Attach Poster 5 to the board. Place a selection of poster cutouts in each shopping trolley. Ask about the trolleys:

*T: What has (he) got in (his) trolley?*

*Ss: (He) has got (some eggs).*

## Vocabulary practice

### ① Listen and match the children with the shopping trolleys. 33

Point to and name each child.

Play Track 33. Students match the characters with the shopping carts.

#### Track 33

Hello, everyone! Welcome to Shopping Time! Today we are interviewing shoppers to see what they are buying! Hello, what's your name?

Rosie.

Rosie, how much food have you got in your shopping trolley?

Well, I've got one litre of milk, 150 grams of mushrooms, two kilos of potatoes, 500 grams of sugar and 250 grams of ham. Thank you, Rosie. Now, excuse me, what's your name?

Steve.

Steve, how much food have you got in your shopping trolley?

I've got two litres of milk, 150 grams of mushrooms, two kilos of potatoes, 500 grams of sugar and 100 grams of ham. Thank you, Steve. Hello, there. What's your name?

Angie.

How about you, Angie? How much food have you got?

Well, let's see. I've got one litre of milk, 300 grams of mushrooms, three kilos of potatoes, 1 kilo of sugar and 250 grams of ham.

Thank you.

Focus students' attention on the measurements in the box. Ask questions about the shopping trolleys: *How much ham has Miriam got? How many potatoes has Steve got?*

Students answer using weight or liquid measurements: *Miriam has got 250 grams of ham.*

## Optional activity

### Critical thinking: Liquids and solids

On the board, write: *liquids* and *solids*.

Ask volunteers to write examples of each.

Point to one of the liquids. Ask: *Can you count (oil)?*

Repeat with another liquid. Help students notice that we cannot count liquids.

Repeat with the solids: *Can you count (plums)?* Circle the solids that cannot be counted.

Ask: *Can you pour water? Can you pour flour?* Point out the similarities between a solid like flour and a liquid:

*They both change shape, they can be poured and they should be kept in a container.*

## Grammar presentation

### Poster 5

Display Poster 5. Choose volunteers to place the countable poster cutouts in the man's trolley and the uncountable cutouts in the woman's trolley.

Point to a countable item. Ask: *How many (plums) has he got?* Repeat with a different countable item. On the board, write: *How many*.

Repeat the procedure with uncountable items and *How much*.

## Grammar practice

### ② Complete the quantities in your shopping trolley.

Elicit the items in the shopping trolley on the left: *plums, apple juice, flour, oil, grapes*. Tell students that they have to decide how much they've got of each item, using the box in activity 1 as a guide.

Students write the quantities for each food in the corresponding labels.

- Ask a classmate and complete the second trolley.

Divide the class into pairs. Students ask each other about the quantities of the food in their trolley and complete the labels on the second shopping trolley. Ask about the trolleys of different students: *How much apple juice has (Pedro) got?*

## Wrap-up

### Grammar box

Point to the grammar box at the bottom of the page. Tell students to read it out loud.

Tell students to think of words to substitute *apple juice* and *plums*.

### Activity Book

Page 57, activities 1 and 2.

#### Key

① 1. m; 2. km; 3. g; 4. l; 5. kg; 6. ml

② 1. much; 2. many; 3. many; 4. much; 5. many; 6. much  
4, 1, 3, 6, 5, 2



**Grammar:** Imperatives: *Chop the chilies. Don't shout at the cook.* Present continuous: *What am I doing? You're chopping the chilies.*

**Vocabulary:** *Cucumber, yogurt, mint, chili, salt, flour, sugar, baking soda, banana, milk, egg, oil, cup, bowl, blender, pan, mix, pour, add, chop, peel, fry, mash, burn.*

**Materials:** *Optional:* 8 cucumbers, 4 cups plain yogurt, 8 green chilies, fresh mint, salt, chopping boards, knives, 4 medium-sized bowls, forks, spoons, crackers or pieces of pita bread.

### Warm-up

#### National dishes

Tell the class that they are going to learn about food from all around the world.  
Explain that all countries have typical dishes made from locally grown ingredients.  
Ask students to name the typical dishes of their country. Then elicit other national dishes.

### Controlled practice

#### ① Label the pictures.

Name the first dish at the top of the page. Ask questions about the dish: *What colour is it? Do you think this is a (hot/cold/spicy/sweet/salty) dish?*  
Students guess the ingredients.  
Ask: *Does gazpacho come from Spain, Africa, India or England?*  
Students write the country/continent names in pencil in the blanks under the photos.

- Listen and check your answers. 🎧 34

Play Track 34. Students check their answers and correct them if necessary.

#### Track 34

Number 1.

My favourite soup is gazpacho. It's from Spain. It's a cold soup. It's made from tomatoes, onions and garlic.

Number 2.

Plantain fritters are my favourite! It's a dish from Africa. It's made from green bananas, flour and sugar. Mmm... delicious!

Number 3.

Summer pudding is delicious! It's a typical English dessert. It's made from different summer fruits, such as strawberries and plums. It's got bread in it!

Number 4.

In India, people eat cucumber raita with hot curries. It's a type of salad. It's made from cucumbers and yogurt.

### Developing reading

- Read the recipes and write the names of the dishes.

Students silently read the first recipe. Tell them to

underline the key words that help them identify the dish.

Ask: *What dish is this?* Ss: *Cucumber raita.*

Repeat with the second recipe.

Encourage students to come to the board and write down any unknown words.

Ask volunteers to explain the words. Then get volunteers to read the recipes out loud. In your book, underline any words that are mispronounced. When students have finished reading, write the words on the board and model the correct pronunciation.

### Optional activity

#### Making cucumber raita

Divide the class into groups of four.

Make sure students wash their hands. Hand out knives, chopping boards and ingredients.

Show students how to chop the vegetables into small pieces and mix the vegetables and yogurt with a fork. Go around and help groups add the appropriate amount of salt.

Hand out spoons and crackers or pita bread. Students put a small amount of raita on a cracker or piece of pita bread. Make sure all students help to clean up.

- Play *Mime the recipe*.

Ask which recipe on the page the different instructions come from:

T: *Peel the banana. Which recipe is it?*

Ss: *Plantain fritters.*

Mime an instruction. Students guess what you are doing.

Divide the class into pairs. Students take turns miming the instructions and guessing.

### Wrap-up

#### Play Food Noughts and Crosses.



#### Poster 5

Draw a 3 x 3 grid on the board.

Attach a poster cutout to each square.

Divide the class into two teams: Team X and Team O. Teams take turns choosing a square and naming the food item. If they are correct, they win that square. The aim is to get three Xs or Os in a row, vertically, horizontally or diagonally.

#### Answer Key

① 1. dentist; 2. school nurse; 3. doctor; 4. optician; 5. school nurse; 6. dentist



#### Activity Book

Page 58, activities 1 and 2.

#### Key

① Wash your hands. Use oven gloves. Don't play with the cooker. Don't use a lot of salt. Don't put hot plates in the fridge. Don't touch the hot frying pan. Clean the kitchen.

② *From left to right:* Add salt. Put the bowl in the fridge. Mix the flour and eggs. Fry the fish. Peel the potatoes. Mash the banana. Add the sauce. Wash the pear.



**Grammar:** Imperatives: *Peel the carrots. How much/ many? How many carrots do you need?*

**Vocabulary:** *Carrot, honey, oil, peach, broccoli, potato, soy sauce, banana, courgette, vegetable, baking powder, teaspoon, tablespoon, wash, peel, mash, chop, mix, fry, stir, burn, add.*

### Warm-up

#### Class survey

On the board, write: *What's your favourite dish?*

Students walk around the class asking their classmates the question.

They report back to the class: *Sarah's favourite dish is pizza.*

Ask individual students to name some of the ingredients in their favourite dish.

### Controlled practice

#### ① Tick (✓) the right ingredients and instructions for the dish.

Go over the illustration with the class: *This is Alfredo. He's a famous cook. He's got a cooking show on TV. What's the name of today's dish? Does it look good? Would you like to try it?*

Explain that there has been a mistake. Some of the ingredients and the instructions are wrong. Students read the recipe and tick the ingredients and instructions that are necessary.

Check answers: *Do we need (honey) to make vegetablesurprise? Do we need to (peel and mash the bananas)?*

### Optional activity

#### Multiple intelligence: Mathematical intelligence

Dictate a simple Maths problem to the class: *I'm making tomato soup. If I need four tomatoes for two people, how many tomatoes do I need for six people?* Students write down and solve the problem.

Repeat the activity, changing the ingredient and the numbers.

- Imagine you are making *Vegetable Surprise* for a party.

Read the instructions out loud.

Students look at the recipe in activity 1. Make sure they understand that these are the quantities for four people.

Students imagine they are going to invite friends for a meal and they make a guest list.

Then they make a shopping list.

Students calculate the quantities of food they need to buy to make *Vegetable Surprise* for all their guests.

Divide the class into pairs. Students ask each other questions about their shopping lists: *How much soy*

*sauce do you need?*

Students make a note of their classmate's answers and write out his/her shopping list.

Finally, students calculate how many guests their classmate has invited.

Students compare lists and check their answers.

### Developing reading

#### The Printer's Project

Read the instructions out loud.

Students draw their favourite dish and write the recipe.

Students ask each other about their favourite dishes:

*What ingredients has it got? How much (soy sauce) does it need? How many (carrots) does it need?*

Collect the recipes and make a class recipe book.

Encourage students to make their favourite dish at home and bring it to class.

If possible, organise a special food-tasting day.

### Wrap-up

#### Anagrams

Draw several circles on the board. Inside each circle, randomly write the letters of a vocabulary word from this unit.

Students decipher the anagrams and write the words in their notebooks.

#### Answer Key

① Ingredients: 2 carrots, 1 tablespoons of oil, 200 g. of broccoli, 2 potatoes, 1 tablespoon of soy sauce, 1 courgette, 115 ml of water; Instructions: 1, 2, 4, 6, 7, 9

#### Activity Book

Page 59, activities 1 and 2.

#### Key

① From top to bottom: 310 g; 90 g; 250 g; 337.5 ml; 675 ml; 60 g; 15 ml; 750 g



**Grammar:** Present simple: *Fish fingers have got a lot of protein.*

**Vocabulary:** *Diet, protein, carbohydrate, vitamin, mineral, fat, sugar, fish finger, cocoa powder, frozen pizza, breakfast cereal, meal, junk food, snack, healthy;* countable and uncountable nouns.

**Materials:** Food labels taken from different food products (preferably in English), paper (1 piece per student). *Optional:* Paper (1 piece per student).

### Warm-up

#### Food labels

Hold up a food label and describe it to the class: *This is a label for (tomato sauce). It's got a lot of information about the food.*

Distribute the food labels. Students examine the type of information found on the labels.

Explain that all food products have to include a list of ingredients on the label. Ask: *What are the ingredients in your food product?*

Point to the box containing the nutritional values and explain that all food products also contain this information to help people with special diets.

### Grammar presentation

#### ① Listen and complete the lists. 35

Read the opening text out loud. Students follow along in their books.

On the board, write: *vitamins and minerals, protein, carbohydrates and fat.*

Ask: *Which food has got a lot of (vitamins and minerals)?* Continue with the other categories.

Name the four types of food illustrated and ask individual students: *Do you like (fish fingers)?*

Play Track 35. Students complete the food labels.

#### Track 35

Breakfast cereal  
nutritional values per 100 grams  
protein: 7 grams  
carbohydrates: 84 grams  
fat: 0.9 grams  
Fish fingers  
nutritional values per 100 grams  
protein: 12 grams  
carbohydrates: 22.4 grams  
fat: 9 grams  
Frozen pizza  
nutritional values per 100 grams  
protein: 8.7 grams  
carbohydrates: 29.9 grams  
fat: 7 grams  
Cocoa powder  
nutritional values per 100 grams  
protein: 6.8 grams  
carbohydrates: 78 grams  
fat: 2.4 grams

Check answers: *Has breakfast cereal got more protein or more carbohydrates?*

- Complete the sentences.

Students complete the sentences.

Ask volunteers to read the sentences out loud.

### Optional activity

#### ♥ Health education

Explain to the class that breakfast is the most important meal of the day. Distribute paper.

Tell students to write down all the food they ate for breakfast. Students pass their paper to the classmate on their left.

Then students analyse the nutritional value of the food their classmate ate for breakfast and report to the class: *Juan had a lot of sugar and carbohydrates. He didn't have a lot of protein.*

Ask the class: *Was that a healthy breakfast?* Encourage students to reflect on their diet.

### Developing reading

- Read the article and answer the questions.

Students silently read the text.

Read the first question out loud. Students look through the text and underline the part that contains the answer.

Divide the class into pairs. Students ask each other the remaining questions.

On the board, write the following:

*Junk food is bad for our health because...*

*My favourite junk food is...*

*I eat ... every day.*

*My favourite healthy snacks are...*

Students complete the sentences in their notebooks.

Volunteers read their sentences out loud.

### Wrap-up

#### Connecting to students' experiences

Tell students to think of three ways they can improve their diet.

Distribute paper. Students write three resolutions for improving their diet: *I will eat fewer (sweets). I will eat more (vegetables). I won't (buy junk food after school).*

Collect students' papers and read them out loud.

#### Answer Key

- ① Complete the sentences: 1. carbohydrates, fat ; 2. carbohydrates, fat; 3. carbohydrates, fat; 4. carbohydrates, fat

#### ◆ Activity Book

Page 60, activities 1 and 2.

#### Key

① *Carbohydrates:* rice, bread, potatoes, pasta; *Proteins:* meat, eggs, fish, cheese; *Vitamins & minerals:* spinach, apples, watermelon, lettuce; *Fats & sugars:* sweets, butter, chocolate, biscuits

## Student's Book Page 61



**Reading focus:** Reading summaries, deducing meaning from context.

**Vocabulary:** *Poor, bizarre, fascinating, horrible, golden, unbelievable, unexpected, fabulous, tiny, lucky, famous.*

**Materials:** *Optional:* A computer room with various computers that are connected to the Internet.

### Warm-up

#### Books, books, books

Ask individual students: *What's your favourite book?* Find out which students have got a book they are reading for pleasure at the moment. Ask students to name the book and say why they like it. Ask what other materials (magazines, comics, etc.) students read for pleasure. Use this as an opportunity to encourage students to read for pleasure.

### Developing reading

#### ① Read the text and answer the questions.

Point to the photo of Roald Dahl. Explain that he is the author of many famous children's books written in English. Write the titles of some of his more famous books on the board: *Charlie and the Chocolate Factory, James and the Giant Peach, The Big Friendly Giant*. Students silently read the text. Read the first question out loud. Choose a volunteer to answer. Continue with the rest of the questions. Students write the answers in their books.

### Optional activity

#### More on Roald Dahl

Tell the class that they are going to find out more information about Roald Dahl.

On the board, write: *books, family, house*.

Divide the class into small groups and assign a computer to each group. Students choose one of the categories on the board.

Direct students to the website for the Roald Dahl museum: [www.buckscc.gov.uk/museum/dahl](http://www.buckscc.gov.uk/museum/dahl)

Students find out information for their category.

Finally, groups share their information with the rest of the class.

### Vocabulary presentation

#### ② Read the summary of *Charlie and the Chocolate factory* and underline the adjectives.

On the board, write: *a small boy*. Choose a student to come up and circle the adjective.

Erase the adjective. Ask a volunteer to write a new adjective.

Students look at activity 2 in their books.

Read the title out loud.

Students silently read the text and underline the adjectives. Ask: *How many adjectives are there?*

Volunteers come to the board and make a list of the adjectives. (Note: Do not rub out the list as it is needed for the next activity.)

Students take turns reading the text out loud. Make a note of any mispronounced words.

Write the mispronounced words on the board and model the correct pronunciation.

#### • Write the adjectives next to their meanings.

Read the first definition out loud. Students read through the text to identify the adjective.

Ask a volunteer to come to the board and circle the adjective in the list from the previous activity.

Continue with the rest of the definitions.

Students write the adjectives next to the definitions in their books.

### Wrap-up

#### More practice with adjectives

Assign an adjective to each student.

Students write a sentence using the adjective.

Students read their sentences out loud.

#### Answer Key

① 1. He was born in 1916. 2. He lived in England. 3. In his garden. 4. He wrote in pencil 5. He was 74.

② *From top to bottom:* poor, bizarre, fascinating, horrible, unbelievable, unexpected, fabulous, tiny, lucky, famous

#### Activity Book

Page 61, activities 1 and 2.

#### Key

① *person:* fat, greedy, friendly, handsome; *place:* cold, crowded, dangerous, humid; *machine:* electric, efficient, simple, complicated; *sweets:* delicious, soft, hard, sweet  
1. fat, greedy; 2. hot, dangerous; 3. complicated, efficient; 4. soft, sweet

② Charlie is short and thin. He has got short hair, a small nose and long legs. Willy Wonka is tall and thin. He's got a big nose and a long beard.



**Grammar:** *How much/many:* How much cheese have you got? How many carrots have you got? Present simple with *some, any, a lot of:* I have got a lot of grapes. I haven't got a lot of cheese. I haven't got any eggs.

**Vocabulary:** Food words.

**Material:** Cutout 3. *Optional:* Strips of paper (1 per student), bag.

**Preparation:** *Optional: Food strips:* Write a quantity of juice and a quantity of plums on each strip of paper: *1 litre of juice and three plums.* There should be exactly two matching strips for each combination.

### Warm-up

#### What's in your fridge?

Students close their eyes.

Tell them to think carefully about the contents of their fridge at home.

Students open their eyes and write a list of the food items in their fridge.

Ask: *What's in your fridge?*

S1: *There's some lemonade. There are some tomatoes. There's a pineapple.*

Make sure students use *some* before uncountable and plural nouns.

### Grammar review

#### ① Read and circle the food words.

Ask a volunteer to read the sentences out loud.

Students circle the food words.

Focus students on *some, any* and *a/an*:

T: *What's the food word in number 1?*

Ss: *Plums.*

T: *What's the word before plums?*

Ss: *Some.*

Ask: *Do we use any with a positive verb?*

*With a negative verb?*

- Classify the nouns.

Read the first line out loud. Give students an example of a singular noun: *an apple*. Tell students to provide more examples: *a pineapple, a banana*, etc.

Repeat the procedure for countable plural nouns and uncountable nouns.

Students classify the food words in activity 1.

On the board, write: *singular / plural / cannot count*.

Read the first sentence in activity 1 out loud. Ask a volunteer to write the food word in the corresponding column on the board.

Continue with the rest of the sentences.

### Optional activity

#### Find your partner.

Put the *Food strips* in a bag (see Preparation).

Each student takes out a strip.

Students go around the class asking questions to find the person who has got the same quantities of juice and plums: *How much juice have you got? How many plums?*

When students find their partner, they sit down.

### Controlled practice

#### ② Play a language game.

Read the instructions out loud.

Students cut out the food cards in Cutout 3.

Students cut the food cards in half and choose one half of each card. Tell them to put away the halves that they did not choose.

Students place the halves of the cards they chose in the fridge.

Ask a student: *How much (milk) have you got? How many (eggs) have you got?*

On the board, write: *some, any, a lot of*. Make sure students use one of these in their answers.

Divide the class into pairs. Students ask each other questions about the contents of their fridges.

- Write about the fridges.

Students complete the sentences.

Volunteers read their sentences out loud.

### Wrap-up

#### Make a food dictionary.

Students glue the cutouts from activity 2 into their notebooks. Then they label the pictures: *(no) eggs, (a lot of) eggs, (a lot of) cheese, (some) cheese*.

#### Answer Key

① 1. plums, P; 2. flour, N; 3. tomato sauce, N; 4. egg, S; 5. chocolates, P; 6. banana, S; 7. oil, N; 8. cherries, P; 9. pineapple, S

#### Activity Book

Page 62, activities 1–3.

#### Key

① *Singular nouns:* a, an, how much; *Plural nouns:* some, any, a lot of, how many; *Uncountable nouns:* a lot of, some, any, how much

② 1. F; 2. T; 3. T; 4. F; 5. F; 6. T; 7. T; 8. F; 9. T; 10. F; 11. T; 12. F

③ metre, kilo, centimetre, litre, millilitre, gram  
1. millilitres; 2. kilos; 3. centimetres; 4. grams; 5. litres;  
6. metres



**Grammar:** Review of imperatives, *How much/many*.

**Vocabulary:** Key vocabulary from the unit.

**Materials:** *Optional:* A large, soft ball.

### Warm-up

#### Vocabulary review

If students are keeping a vocabulary booklet, get them to look through the unit and write down all the new vocabulary in their booklets. If not, get them to make a vocabulary booklet following the guidelines in unit 1, page 13.

Tell students that they can organise the words in any way they like. Provide suggestions for categories: *main courses, starters, side dishes, desserts, vegetables, fruit, cooking instructions*, etc.

### Review

#### The Printer's Quiz

##### ► MATCH THE WORDS AND MAKE DISHES.

Ask students about their favourite dishes: *What's your favourite type of (cake/soup/omelette)?*

Tell students that they should try to make as many dishes as they can, combining the words in activity 1. Elicit some dishes orally.

Students match the words to make different dishes.

##### ► WRITE THE NAMES OF THE DISHES.

Students write the dishes in the space provided. Ask volunteers to read some of their dishes out loud.

##### ► COMPLETE THE COOKING INSTRUCTIONS.

Point to the illustrations. Say: *These are instructions for different recipes.*

Students complete the instructions using the verbs in the text box.

Volunteers read their answers out loud.

##### ► PLAY A GUESSING GAME.

Choose one of the baskets without telling anyone. Students ask you questions to guess which one it is. Students should use the model questions in their books as a guide.

Divide the class into pairs. Students choose one of the baskets and ask each other questions to guess which basket their partner has chosen.

### Wrap-up

#### Guess the word!

Students choose a word from their vocabulary booklet (see Warm-up) and write a definition for it or use the word in a sentence.

Students read their definition or sentence out loud. If students have written a sentence using the word, they should omit the key word when they read the sentence. The rest of the class guesses the word.

### Optional activity

#### Vocabulary review catch

Students stand in a circle.

Throw a ball to a student and say: *main course*.

The student names a main course and throws the ball to another student, who in turn, names another main course, and so on.

When a student drops the ball or cannot name a main course, the game starts over again.

Play the game several times with different categories:

*drinks, desserts*, etc.

### Answer Key

① Write: tomato salad, cheesecake, cheese omelette, frit cake, chocolate cake, carrot cake, carrot soup, carrot sauce, fruit salad

Complete: 1. Chop; 2. Mix; 3. Fry; 4. Add; 5. Peel; 6. Bake

### Activity Book

Page 63, activities 1 and 2.

#### Key

Positive: a, some, is; Negative: isn't, any, isn't; Question: Is, Are, many, any, much

1. side dish; 2. mix; 3. add; 4. chop; 5. peel; 6. bake; 7. starter; 8. wash; 9. fry; 10. dessert

### Grammar module: Countable and uncountable nouns

#### Countable nouns

Countable nouns are items that can be counted individually. They can be singular or plural.

A singular noun is preceded by *a/an*:

*There is a banana.*

*There is an egg.*

A plural noun is preceded by *some* in positive sentences and *any* in negative sentences and questions:

*There are some grapes.*

*There aren't any eggs.*

*Are there any biscuits?*

To ask about quantity, we use *How many*:

*How many apples have you got?*

#### Uncountable nouns

Uncountable nouns are items that cannot be counted. Liquids and gases are always uncountable. Some solids are uncountable as well.

Uncountable nouns are preceded by *some* in positive sentences and *any* in negative sentences and questions:

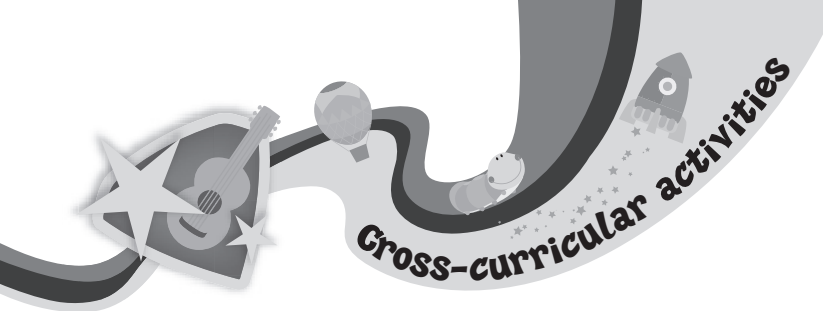
*There is some oil.*

*There isn't any flour.*

*Is there any water?*

To ask about quantity, we use *How much*:

*How much apple juice have you got?*



### **Art: Chocolate-scented play dough**

**Materials:** 1 1/4 cups flour, 1/2 cup cocoa powder, 1/2 cup salt, 1/2 tablespoon cream of tartar, 1 1/2 tablespoons cooking oil, water.

**Preparation:** Mix the flour, cocoa powder, salt and cream of tartar. Add the cooking oil and a cup of boiling water. Stir quickly and mix well. Cook over a low heat until the dough forms a ball. When cool, knead with your hands.

#### **Directions:**

Give each student a piece of dough. Get them to mold the dough into different shapes. The dough will smell delicious, but students should not eat it.

### **Cooking: Chocolate fondue**

**Materials:** 5 squares semisweet chocolate, 1/2 can sweetened condensed milk, 1/4 cup milk, cubes of fruit or cake and/or vanilla biscuits, toothpicks.

#### **Directions:**

In a heavy saucepan, melt the chocolate over a low heat, stirring constantly. Stir in the condensed milk until smooth. Add the regular milk and stir until blended. Pour the mixture into a bowl. Students use toothpicks to dip fruit, cake or biscuits into the chocolate.

### **Social studies: Children and snacks**

**Materials:** Paper.

#### **Directions:**

Divide the class into small groups. Students write questions to find out what snacks their classmates eat, where they eat them, when/how often they eat them, whether they buy or make them. Check questions around the class.

Then each group asks other groups in the class and/or other students in the school.

Groups present their results.

#### **Project: Eating a healthy diet**

**Materials:** Magazines with photos of different types of food, 1 large piece of white paper, tape, paper (1 piece per student).

**Preparation:** Draw the food pyramid on a large piece of white paper. Label each section of the pyramid: *cereal and grains*, *fruit and vegetables*, *dairy products*, *meat and proteins*, *fats and sugars*. Indicate in each section the number of servings that should be eaten in one day.



#### **Directions:**

Distribute magazines. Students cut out pictures of food. Emphasise that they should look for individual food products and not dishes that include a mix of different foods.

Display the food pyramid on the wall. Students tape their pictures onto the correct part of the food pyramid. Distribute paper.

Tell students to divide the paper into five columns, one for each day of the school week.

Tell students to keep the chart for a week and to write down all the food they eat each day. (If the food is a dish, tell them to break it down as best as they can into its components, paying attention to the food pyramid categories. For example, spaghetti with meat sauce would be listed as three items: *pasta* (cereal and grains), *tomato sauce* (fruit and vegetables) and *meat* (meat and proteins.)

After one week, collect the "food diaries" and hand them out to different students.

Students add up the number of servings of cereal and grains, fruit, vegetables, etc. for each day.

Students write a recommendation to their classmate about his/her diet: *You didn't eat a lot of fruit. You ate a lot of fats and sugars. You should eat more fruit and vegetables.*

Divide the class into pairs. Students plan a balanced diet for one day with the correct number of servings from each food pyramid category.

Students illustrate their diet with pictures of the food and dishes.

Collect students' work and display it next to the food pyramid.



Vocabulary	Grammar
<p><b>Energy words:</b>  <i>biomass, coal, crop, earth, energy, rubbish, gas, geothermal energy, heat, non-renewable energy, oil, renewable energy, solar power, sun, water, wind, wood</i></p> <p><b>City words:</b>  <i>flat, building, canal, city, greenhouse, main entrance, cinema, museum, car park, park, recreation area, recycling plant, restaurant, road, sports centre, stadium, theme park</i></p> <p><b>Furniture and parts of a room:</b>  <i>armchair, bath, wardrobe, cupboard, door, floor, fridge, shower, sink, sofa, cooker, toilet, wall, washing machine, window</i></p> <p><b>Verbs:</b>  <i>announce, arrive, buy, cheer, clap, decompose, drive, fall in love, get angry, get married, joke, laugh, leave, meet, print, run out, say, sing, speak, test, think, travel, try</i></p> <p><b>Adjectives:</b>  <i>amazed, bad, best, bright, brilliant, circular, creative, difficult, famous, hungry, incredible, mad, magnificent, nervous, organic, perfect, pleased, simple, wild</i></p> <p><b>Adverbs:</b>  <i>badly, beautifully, carefully, dangerously, happily, loudly, noisily, proudly, quickly, quietly, slowly, well</i></p> <p><b>Time expressions:</b>  <i>ago, in the year (1850), last week/year/month, next week/year/month, tomorrow, weekend, yesterday</i></p> <p><b>Other words:</b>  <i>advert (isement), attic, audience, cleaning liquid, competition, ground, holiday, invention, inventor, judge, lab, letter, lunch, map, micro-camera, microprocessor, money, outer space, peace, present, postcard, prize, prototype, responsibility, robot, snack, soap, suit, technology, test, thing, ticket, war, washing powder, winner</i></p>	<p><b>Future with will:</b>  <i>We will live in flats.  We won't use cars.  Will you go to university?  Yes, I will./No, I won't.  There will be a park.  Will there be any cars?  There won't be any oil.</i></p> <p><b>Future with will (Wh questions):</b>  <i>How will it read the question?  What time will we leave?  Where will they meet?  What will they buy?</i></p> <p><b>Past simple (questions with Who):</b>  <i>Who wrote the first test?</i></p> <p><b>Adverbs (regular and irregular):</b>  <i>She's walking quickly.  He's playing well.</i></p>
<p><b>Functional language:</b> <i>Change places with the winner. Throw again. Go (forward/back) two spaces. Go back to Start. Miss a turn.</i></p>	<p><b>Multiple intelligence:</b> Interpersonal intelligence (page 96)</p>

### Teaching tip

#### Classroom postbox

A great way to encourage writing is to set up a classroom postbox. Find a cardboard box and cut a horizontal hole in it for the post slot. Invite students to decorate it. Make sure that you place the box in a location that is easily accessible to all students.

Students can write letters and postcards in English to their classmates and/or to you. You can also send letters to students.

Designate Friday afternoon as post delivery day. This will serve to heighten students' excitement and participation.



**Grammar:** Future with *will*: *We will live in flats. We won't use cars. Will we use money?*

**Vocabulary:** *Flat, suit, money, robot, holiday, city, soap, ground, solar-powered.*

### Warm-up

#### In the future

Ask a volunteer to write the current date on the board, including the year.

Ask the student questions about his/her daily habits:

*How do you get to school? What sports do you do?*

*What kind of clothes do you wear?*

Rub out the year from the date and replace it with the year 2100. Say: *Now imagine we are in the year 2100.*

Ask the same kind of questions but using the future:

*How will we get to school? Will we play football?*

*What kind of clothes will we wear?*

#### Poster 6

Display Poster 6. Explain that the poster shows a city in the future. Elicit how life will be different: *Buildings will be more modern. There won't be any cars. There will be canals.*

### Grammar presentation

#### ① Listen and tick or cross the pictures. 36

Ask volunteers to describe the pictures: *What are the people doing? What are they wearing? What means of transport can you see? What are the buildings like?*

Divide the class into pairs. Students discuss the pictures and decide whether they think they are true or false representations of what will happen in the future.

Students tick or cross the pictures using the key. Tell them to write their marks in pencil next to, not inside, the boxes.

Play Track 36. Students listen and fill the boxes using the key.

#### Track 36

Hi, everyone. Today we're talking to Professor Annie Quack. She's an expert in technology for the future. Professor Quack, welcome to our show. We have got lots of letters from listeners with questions about the future. This listener asks, "Will we live in flats in the future?"

Oh yes, we will. There won't be enough land, so we will all live in very tall blocks of flats.

Another question: "Will we travel in cars?"

Oh no, I don't think so. Cars will disappear soon. We will use solar-powered helicopters.

Ah, here's a question from twelve-year old Sophie. "Will children still go to school in the future?"

No, children won't go to school, but they will study. They will study at home using the Internet.

Will we still use books?

Oh, yes! We will use books but they won't be made of paper. They will be small computer screens. We will press a button to turn the page.

What about our clothes? Will we wear a special suit?

Maybe to protect us from the sun?

Oh, no! I don't think so. I think we will wear the same clothes, comfortable blue jeans and a T-shirt!

Play Track 36 again. Students check their answers.

Ask questions about the text: *Will we live in flats?*

*Will we use books? Will we wear the same clothes?*

- Circle the correct options.

Read the first sentence out loud with the two options.

Ask a volunteer to read the sentence with the correct option only.

Students complete the activity individually.

### Controlled practice

#### ② Ask a classmate questions about the future.

Ask two volunteers to read the sample dialogue out loud.

Divide the class into pairs. Students ask each other questions about the future. Encourage them to use the prompts in their books and their own ideas.

### Optional activity

#### Make a poster of a perfect future.

Divide the class into pairs.

Students think how things could change so that the future would be perfect. They write sentences about a perfect future and draw a picture to illustrate their ideas.

Collect students' work and display it on the wall under the heading *A perfect future!*

### Wrap-up

#### A future with robots

On the board, write: *We will have robots at home.*

Tell students to imagine that in the future, everybody will have robots at home.

Students write five things we will not do in the future because robots will do them for us.

Volunteers read their sentences out loud.

#### Answer Key

- ① 1. will; 2. won't; 3. will; 4. won't; 5. won't; 6. won't

#### Activity Book

Page 64, activities 1 and 2.



**Grammar:** Future with *will*: *Will you go to university? Yes, I will./No, I won't.*

**Vocabulary:** *War, peace, outer space, get married, travel, fall in love, hungry, bad, mad.*

### Warm-up

#### How old will you be?

Draw the following table on the board:

How old will you be on...?

15/01/2015	
20/03/2020	
05/06/2025	
25/08/2030	
01/10/2035	
25/12/2040	

Ask students at random: *How old will you be on (January 15<sup>th</sup>, 2015)?*

Students answer orally.

Students copy the table into their notebooks and complete it by calculating their age on the different dates.

Divide the class into pairs. Students compare their answers.

### Controlled practice

#### ① Draw your route for the future.

Tell students to think about all the things they will and won't do in the future. Ask several questions using the prompts in the activity: *Fay, will you go to university?* Students answer orally.

Students look at the route and draw their own path in pencil.

- Interview a classmate.

Divide the class into pairs. Students ask each other questions about the future. They draw their partner's route in a different colour.

Go over the answers with the class: *How many people will travel to another planet?*

### Optional activity

#### Developing writing

In their notebooks, students write a summary of their own and of their partner's routes: *In the future, I will fall in love but I won't get married. Alex will fall in love and he will have children.*

Ask volunteers to read their summaries out loud.

### Grammar practice

#### ② Listen and complete the song. 37

Tell students to imagine what the world will be like a thousand years from now.

Ask questions: *Do you think we will travel to other planets? Do you think we will have lots of wars? Do you think people will be hungry?*

Write the following on the board:

*The world will be a different place. We ll live in peace. We won't have wars.*

Point out that 'll is the contraction of *will* and *won't* is the contraction of *will not*.

Students might find the pronunciation of 'll and *won't* difficult initially. Write several short sentences on the board using the contractions. Ask volunteers to read the sentences out loud and correct their pronunciation. Students look at the song in activity 2 in their books. Explain that this is a very optimistic song about the future.

Students read through the text of the song.

Play Track 37. Students listen very carefully and complete the text. They should be especially careful of the difference between *will* and 'll.

Play Track 37 again. Students check their answers.

#### Track 37

##### The future song

(See Student's Book page 65, activity 1.)

- Listen and sing the song.

Divide the class into groups of five or six students. Students look at the words in the song and decide on some mimes to do as they sing along.

Play Track 37. Students sing along and do the mimes in their groups.

Choose a group to perform their song and mimes for the rest of the class.

Repeat with other groups.

Vote on the best performance.

### Wrap-up

#### Printer's raccoon

Point to the raccoon at the bottom of the page.

Choose a volunteer to read the text out loud.

Students look through the unit and find the sources of energy.

#### Answer Key

① From top to bottom: *will, 'll, 'll, 'll, 'll, 'll, will, will, 'll, won't, won't, won't, won't, will*

#### Activity Book

Page 65, activity 1.



**Grammar:** Future with *will*: *Will they invent a special pen? Yes, they will. How will it read the question?*

**Vocabulary:** *Attic, competition, prize, micro-camera, microprocessor, test, get angry, think, laugh, joke, print, difficult, brilliant, simple, perfect, creative.*

### Warm-up

#### Connecting to students' experiences: *I hate it!*

Divide the class into pairs. Students make a list of all the household chores and school tasks they hate doing.

Choose two volunteers to come to the board. Divide the board in half. Write *Chores at home* on one side of the board and *Tasks at school* on the other.

Volunteers write what they hate doing in note form under the headings on the board. Help them to abbreviate the text if necessary.

Say: *Imagine that you could invent a machine to do all of these things! This is what our story is about today.*

### Developing reading

#### Story: *Young inventors*, part 1 38

Students look at page 66 of their books. Read the title out loud.

On the board, write: *Dan, Chelsea, Angie, Joe*. Explain that these are the main characters in the story. Chelsea and Angie are girls, Joe and Dan are boys. Explain that the four children are friends and they often spend time together after school.

Ask various students the following: *Who do you spend time with after school? What do you do? Where do you go?*

Play Track 38. Students listen and follow along in their books.

#### Track 38

##### *Young inventors*, part 1

(See Student's Book page 66.)

Pause the CD after each paragraph and ask general comprehension questions:

*Where were the children? Why was Dan so excited?*

*What was Angie's suggestion? What were Joe's*

*suggestions? How will the pen read the questions?*

*How will the pen find the answers? How will the pen*

*write the answers? Do you think it is possible to make this invention?*

Divide the class into small groups.

Students silently read the story again.

Tell them to underline the words in the story they don't understand.

In groups, students try to work out the meaning of the words. Provide assistance if necessary.

### Optional activity

#### Reading out loud

On the board, write: *asked, exclaimed, told, said, shouted, continued, answered, explained, replied.*

Students look through the text and underline these words.

Explain that these words tell us how something is said.

Ask volunteers to read the story out loud. Tell them to use the appropriate tone of voice paying special attention to the verbs above.

In your book, underline any words that are mispronounced.

When students have finished reading, copy the words onto the board and model the correct pronunciation.

### Reading comprehension

#### ① Read and match the questions with the answers.

Students cover the answer column with their hand.

Volunteers read the questions out loud. The rest of the class calls out *yes* or *no* as the answer.

Students uncover the answer column. Read the first question again. Tell students to find the correct answer on the right-hand side.

Students match the questions with the answers.

### Wrap-up

#### Your own invention

Remind students of the list of chores and tasks they brainstormed in the Warm-up activity.

Divide the class into small groups.

Students invent a machine or device to perform a task or chore they hate doing. They draw and write a description of their invention.

Students present their inventions to the class.

#### Answer Key

① 1.No, they won't; 2.Yes, they will; 3. Yes, it will; 4. Yes, it will; 5. No, it won't

#### ◆ Activity Book

Page 66, activities 1–3.

#### Key

① 1. attic; 2. creative; 3. difficult; 4. brilliant; 5. brainstorm; 6. microprocessor; 7. Internet; 8. robot; 9. competition

② think hard–To concentrate; look for–To try to find something.

③ 1. Yes, they will. 2. No, they won't. 3. Yes, they will. 4. No, it won't. 5. Yes, it will. 6. Yes, it will. 7. No, it won't. 8. Yes, it will.



**Grammar:** Past simple (questions with *Who*): *Who wrote the first test?*

**Vocabulary:** *Lab, attic, responsibility, prototype, invention, judge, audience, inventor, winner, prize, announce, cheer, test* (noun and verb), *clap, incredible, nervous, perfect, wild, pleased, difficult, amazed, best, magnificent, proudly.*

### Warm-up

#### First part of the story

Ask students what they remember about the story *Young inventors*. Write any key words they produce on the board.

Divide the class into pairs. Students prepare a brief summary of the story so far without looking at their books.

One member of each pair reads the summary out loud. Students vote for the best summary.

Play Track 38. Students follow the first part of the story on page 66 of their books.

### Developing reading

#### Story: *Young inventors*, part 2 39

Students look at the second part of the story on page 67 of their Student's Book.

Play Track 39. Students listen and follow along in their books.

#### Track 39

##### *Young inventors*, part 2

(See Student's Book page 67.)

Pause the CD after each paragraph and ask general comprehension questions:

*Where did the children have their lab? How did they test their invention? Did their invention work well? What did they decide to call the pen? Were the judges impressed with the Smartpen? Who did the test at the exhibition? What did the audience do when the children received their prize? Were the children in the audience happy? Were the teachers in the audience happy?*

Students read the text in their books in silence.

Tell students to underline any words they do not understand.

Students write the unknown words on the board.

Invite volunteers to explain the words.

Then ask other volunteers to read the story out loud.

In your book, underline any words that are mispronounced.

When students have finished reading, copy the words onto the board and model the correct pronunciation.

#### 1 Read and answer the questions.

Divide the class into pairs. Students read the questions and circle the answers in the second part of the story.

### Grammar practice

Write the first three questions from activity 1 on the board. Draw a circle around the word *Who*. Tell students to call out answers for the three questions and write their answers next to the questions:

Who worked hard every afternoon? The children

Students follow the same procedure in their notebooks for the remaining three questions.

### Critical thinking

#### Another great invention!

Divide the class into groups of four. Tell students that they are going to be young inventors.

Explain that inventions are usually created to solve problems that exist in everyday life. Students brainstorm ideas for an invention.

Groups design, describe and draw their own invention.

Then they give their invention a name.

Groups present their inventions to the class.

### Wrap-up

#### Grammar recognition

Write the following words from the story on the board: *announced, nervous, study, minutes, lab, prototype, amazed, cheered, pleased, presented, test, best, incredible, perfect, wild, responsibility, audience, judges, winners, inventors, stage.*

Students read the story again and circle the words.

In their notebook, they classify the words into verbs, nouns or adjectives.

#### Answer Key

1. The children; 2. Erin; 3. Joe; 4. Chelsea; 5. The judges; 6. Chelsea, Dan, Angie and Joe

#### Activity Book

Page 67, activities 1 and 2.

#### Key

1 micro-camera, biscuits, computer, mobile phone, notebooks, microprocessor, rubbers, pens, pencils  
Tomorrow the children will buy glue, card, lemonade, a sharpener, paper clips and scissors.



**Grammar:** Adverbs (regular and irregular): *She's walking quickly. He's playing well.*

**Functional language:** *Change places with the winner. Throw again. Go back two spaces. Go forward two spaces. Go back to Start. Miss a turn.*

**Vocabulary:** *Speak, drive, sing, say, quickly, slowly, loudly, quietly, noisily, carefully, dangerously, well, badly, happily, beautifully.*

**Materials:** Slips of paper, dice, game counters.

**Preparation:** *Action slips* (1 slip for every 2 students): Write actions on separate slips of paper: *walking, running, speaking, dancing, eating, reading, singing, writing, jumping, drinking, flying, sleeping, driving, swimming, drawing, thinking...*

### Warm-up

#### Mime it!

Divide the class into two groups.  
Hand one group the *Action slips* (see Preparation). The students with the slips walk around the class miming the actions.  
The students in the other group touch the miming students and ask them: *Are you (walking)?* If they guess correctly, they sit down together.  
Continue until all the students are sitting down.

### Grammar presentation

On the board, write: *slow, quiet, good*. Elicit the fact that these are adjectives.  
Elicit nouns that we can use with these adjectives: *a slow animal, quiet music, good food*.  
Explain that adjectives are used to describe nouns. Do not clean the board.  
On the board, write: *walk, sing, play*. Elicit the fact that these are verbs.  
Explain that to describe verbs, we need a different type of word. These words are called adverbs. Write *adverbs* on the board.  
Point to the adjectives you wrote. Explain that we can make adverbs from the adjectives. Point to the adjective *slow* and add *ly*. Do the same with *quiet*. Point to *good*. Explain that the adverb of *good* is irregular. Write the word *well*.

### Grammar practice

#### ① Listen and number the sentences. 40

Play Track 40. Students listen and number the pictures in the correct order.

#### Track 40

He's speaking quietly. Write number 1.  
They're playing badly. Write number 2.  
She's walking quickly. Write number 3.

He's playing well. Write number 4.  
He's speaking loudly. Write number 5.  
He's driving dangerously. Write number 6.  
She's walking slowly. Write number 7.  
She's driving carefully. Write number 8.

Play Track 40 again. Students check their work.  
Check answers: *Which picture is number (1)?* Students call out the answer.

### Free practice

#### ② Play *The adverb game*.

Write the following instructions on the board and explain each one: *Change places with the winner. Throw again. Go back two spaces. Go forward two spaces. Go back to Start. Miss a turn.*  
Divide the class into groups of four. Students play the game in their groups.

### ♥ Health education

On the board, write: *He is driving dangerously*.  
Explain that car accidents are the number one cause of death among young people.  
Ask the following questions:  
*Where should small children and babies sit in the car, in the front or in the back?* (Small children and babies should sit in the back.)  
*What should you always do before the car starts?* (Fasten your seat belt.)  
*Think of three things you should never do while the car is moving.* (Touch the driver, fight with your brother/sister, distract the driver, unfasten your seat belt, throw objects out the window, etc.)

### Wrap-up

#### Verb/adverb combinations

Brainstorm a list of action verbs on the board.  
Students choose an action and think of an adverb to go with it. Make sure that the combination makes sense: for example, *singing quietly* is acceptable but *singing dangerously* is not.  
Students write their verb/adverb combination in their notebooks. Walk around and check the combinations.  
Students take turns standing up and miming their actions. The rest of the classes guess both the verb and the adverb: *Are you (walking quietly)?*

### ◆ Activity Book

Page 68, activities 1 and 2.

#### Key

① *From top to bottom, slowly, quickly, carefully, quietly, dangerously, noisily, happily, well*  
② *dangerously, quietly, badly, carefully, happily, loudly, noisily, well; 4, 7, 6, 8, 2, 5, 1, 3*



**Grammar:** Future with *will* (*Wh* questions): *What time will we leave the school? Where will they meet? What will they buy?*

**Vocabulary:** *car park, map, theme park, ticket, technology, lab, cinema, robot, snack, lunch, present, postcard, main entrance, arrive, leave, buy, meet, get, try.*

**Materials:** Cutout 1.

### Warm-up

#### Wh questions

Write the following cues on the board:

*What time...?*

*What...?*

*Where...?*

*When...?*

Write the following sentence on the board: *I will play football in the park next Saturday at 1:00 p.m.*

Rub out *1:00 p.m.* and draw a line in its place.

Ask: *What question can we ask to find out this information?* Ss: *What time will you play football?*

Repeat with: *football-What...?*

*in the park-Where...?*

*next Saturday-When...?*

### Controlled practice

#### 1 Ask a classmate and complete the itinerary.

Tell students to imagine that they are going to visit a theme park. Ask them to name some famous theme parks that they have visited or heard of.

Tell them to look at the picture and ask: *What do you think is the theme of this park? Why?*

Students find cutouts 1A and 1B.

Divide the class into pairs: one student is A and the other is B. Students cut out the corresponding half of the cutout and ask each other questions to complete the itinerary. Students should not look at each other's cutouts.

Ask a volunteer to read the completed text out loud.

### Reading practice

- Read the itinerary and draw the route.

Ask questions to help students locate the places in the itinerary: *Where will you start? Where will you go next?*

Students find the different attractions and follow the route with their fingers.

Finally, students read the itinerary again and draw the route in their books.

Ask *before* and *after* questions: *Will you visit the cinema before or after you visit The Future of the Seas exhibition?*

### Writing practice

- Ask a classmate.

In pairs, students answer the questions.

They write the answers in their notebooks.

### Optional activity

#### Write an itinerary.

Divide the class into eight groups.

Assign one of the attractions from the theme park (omit the gift shop) to each group.

Students work together and write an itinerary of the activities available at their attraction: *Space Exploration Labs: We will see a new spaceship. We will try on special clothes for astronauts.*

Groups present their attractions to the class.

### Wrap-up

#### A different field trip

Read the following words out loud. Students underline them in their itinerary in Cutout 1: *bus, school car park, Future Parks, map, ticket, this technology, snack, take a trip, Space Exploration Labs, robots, lunch, Astronauts', pizza, presents, postcards, main entrance.*

Students write different words in place of those they have underlined. Remind them that they need to make sure that the text still makes sense.

Volunteers read their texts out loud.

### Activity Book

Page 69, activities 1 and 2.

#### Key

1. How many children will go on the trip? What will they do after lunch? Where will they buy presents? What film will they see? What time will they arrive back at school?

5, 3, 2, 1, 4

2. 1. a; 2. b; 3. b; 4. a; 5. b; 6. b



**Grammar:** Future with *will*: *There will be more people. There won't be any oil.*

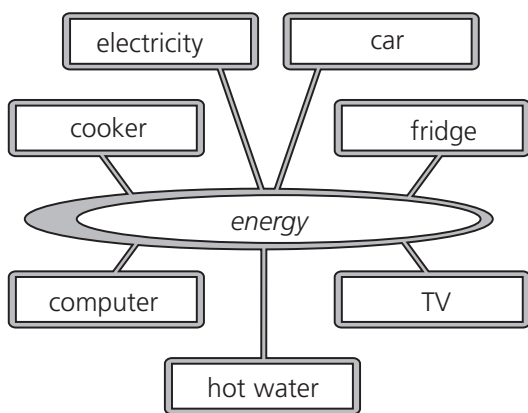
**Vocabulary:** *Energy, biomass, rubbish, crop, wood, gas, heat, geothermal energy, heat, earth, sun, wind, water, oil, coal, renewable, non-renewable, run out, decompose.*

### Warm-up

#### Thinking about energy

Write: *energy* on the board.

Tell students to think about all the things we use which need energy. Write their ideas as a mind map on the board:



On the board, write the following:

*We can't see energy.*

*Energy is never created or destroyed. It just changes.*

Explain that these are two curious facts about energy.

### Vocabulary presentation

Draw simple pictures of the following on the board: a rubbish bin, a field of sweetcorn, a forest, the sun, a windmill, a river, an oil rig, a gas tank, a barbecue and a volcano. Write the following words randomly around the pictures: *rubbish, crops, wood, sun, wind, water, oil, gas, coal, heat from the earth.*

Choose volunteers to come to the board and match the words with the pictures.

Ask students what these things have got in common. Explain that they are all sources of energy.

### Developing reading

#### ① Read the text and underline the sources of energy.

Students silently read the text and underline the sources of energy.

Write *renewable* and *non-renewable* on the board.

Encourage students to explain the difference between the two. *Renewable* means we will always have this source of energy. *Non-renewable* means that we will

not always have this source because it is limited in supply.

- Label the pictures.

Students label the pictures of the sources of energy.

Check answers: *What are the three non-renewable sources? What are the five renewable sources?*

### Free practice

#### ② Look at the graphs and ask your partner.

Explain that the first graph refers to the world population, and the second graph shows what will happen to coal, gas and oil reserves in the future. Read the questions about the graphs out loud.

Divide the class into pairs. Students write five questions about the graphs using *will*.

Students exchange and answer each other's questions. Invite several pairs to read their questions and answers out loud.

### Grammar practice

#### ③ Complete the sentences with *will* or *won't*.

Ask questions about the graphs: *Will there be more people or fewer people in the year 2050? Will there be more oil or less?*

Students complete the sentences in their books. Volunteers read their sentences out loud.

### Wrap-up

#### Renewable energy

Write the last sentence from the text in activity 1 on the board: *We should all try to use more renewable energy and reduce our use of non-renewable energy.* Discuss the meaning of the sentence with students. Divide the class into pairs.

Students imagine a future in which we only use renewable sources of energy. For example, tell them to imagine that everything is solar-powered.

Students write sentences saying why it will be a better world: *There will be unlimited energy. Energy will be cheaper. There won't be any pollution from cars.*

Tell students that the technology now exists to use much more solar power. Do a quick 'hands up' survey to find out if anyone uses solar power at home.

Encourage them to think of the reason we don't use more solar power: *Who earns money from oil, gas and coal? Would they lose money if we used more solar power?*

#### Answer Key

① *Non-renewable*: coal, gas, oil; *Renewable energy sources*: sun, water, wind, geothermal, biomass

② 1. *will*; 2. *won't*; 3. *will*; 4. *won't*

#### Activity Book

Page 70, activities 1 and 2.



**Grammar:** Future with *will*: *Will there be any cars?*

**Vocabulary:** *City, block of flats, greenhouse, stadium, sports centre, canal, road, recycling plant, cinema, park, restaurant, museum, circular, organic.*

### Warm-up

#### More or less?

Ask students about the problems in their city or town: *Is there too much traffic? Is there too much pollution? Are there enough parks?* Write the key words on the board: *pollution, traffic, parks, sports centres, museums, schools, gardens, houses.*

Divide the board in half. Write: *more* on one side and *fewer/less* on the other side.

Students imagine their ideal city for the future in terms of more and less of certain things.

Students take turns coming up and writing a word on the board in each of the categories. After each student, ask the other students whether they agree or disagree. Students explain their opinions.

### Controlled practice

#### ① Listen and write *T* (True) or *F* (False). 41

Ask questions about the illustration: *What can you see? Is this a city of today or of the future? What does the man in the photograph do?*

Students silently read the sentences.

Students come to the board and write any words they don't understand. Ask if anyone can help explain the words. If not, explain them yourself.

Play Track 41. Students listen and write *T* or *F*.

#### Track 41

Hi! I'm Robert Macintosh. I'm an architect. This is a plan I have designed for cities of the future. Cities of the future will be circular. On the edge of the main circle, there will be special parks. In the parks, there will be cinemas, sports centres, restaurants, museums and stadiums. In the cities of the future, there will be fewer blocks of flats than houses. Every family will have a small house and a small garden. Also, every house will have a greenhouse. In this greenhouse, families will grow organic food. In the future, people will eat more organic food. Also, people will work at home on their computers. So they won't need cars to drive to work. People will travel by boat or bicycle. Therefore, there will be more canals than roads. All the water for the gardens, parks and farms will be recycled. And people will use renewable energy. The energy will come from the sun and biomass. Also, there won't be any rubbish because there will be more recycling plants.

Play Track 41 again. Students check their answers. Check answers with the whole class.

### Free practice

- Test your partner's memory.

Ask questions about the cities of the future: *Will they*

*be rectangular? Will they be circular? Will there be any cars? Will there be roads?*

Divide the class into pairs: A and B. Student B closes his/her book. Student A asks student B questions about the city of the future and counts the correct answers. Students swap roles. The student with the reads highest number of correct answers is the winner.

### Optional activity

#### Environmental education

Discuss the importance of recycling rubbish. Tell students that plastic bottles (for fizzy drinks and water) are one of the worst sources of contamination in the world. Every day, millions of plastic bottles are thrown away. Explain that whenever possible, we should all try not to buy liquid in a plastic bottle.

Brainstorm ways in which we can recycle plastic bottles: *Cut off the tops and use them as storage containers in the classroom for pens. Glue the tops onto the bottoms of chair legs to stop them from scraping. Paint them, cut them up and use them to make stained-glass windows, etc.* For homework, ask each student to think of an original way to reuse one or more plastic bottles.

Students bring in their object to show the class and/or draw a picture and explain how plastic bottles can be reused.

### Craft activity

#### The Printer's Project

Read the instructions out loud.

Students draw a plan for their future city. They can use their ideas from the Warm-up activity.

Students invent a name for their city. They label their city and write a short description. Write prompts on the board: *There will be more..., There won't be any..., There will be lots of..., People will...*

Students present their design to the class.

### Wrap-up

#### Questions with *will*

Students write five questions about an imaginary city of the future using *will*.

Students ask each other their questions and refer to the city plans they made in *The Printer's Project* in order to answer.

#### Answer Key

① 1. F; 2. T; 3. T; 4. T; 5. T; 6. F; 7. T; 8. T; 9. F; 10. T

#### Activity Book

Page 71, activities 1 and 2.

#### Key

① 1. Yes, there will. 2. Will there be; No, there won't. 3. Will there be; No, there won't. 4. Will there be; Yes, there will. 5. Will there be; Yes, there will. 6. Will there be; No, there won't.



**Reading focus:** Interpreting adverts.

**Vocabulary:** Letter, postcard, advert, person, place, thing, cleaning liquid, washing powder, famous, bright, badly, loudly, slowly, quickly, well, quietly.

**Materials:** Magazine and/or newspaper adverts (1 per pair of students), old magazines and newspapers, card.

### Warm-up

#### Adverts

Divide the class into pairs. Give each pair one magazine or newspaper advert.

Write the following questions on the board:

*What type of product is the advert for?*

*What is the name of the product?*

*Would you like to buy this product? Why?/Why not?*

Students discuss and write their answers to the questions. Volunteers display their advert and read their answers out loud.

Ask: *Where do you usually see adverts?*

Ask individual students: *Have you got a favourite advert? Which one?*

### Developing reading

#### ① Read and answer the questions.

Students look at the advert.

Ask the following questions: *Is this an advert for clothes? Is it an advert for a car? What is it for? What is the name of the product? How many times is the name repeated? What kind of punctuation marks can you see in the advert? What colours can you see? Are the colours bright? Why are these windows special?* Students read the questions and circle the answers in their books.

Ask the questions out loud. Individual students answer.

### Developing reading

#### ② Read the letters and complete the sentences.

Explain that the people who write and design adverts always think of the people who might buy their products and what they need.

Students silently read the four letters.

Write the following sentences on the board:

*Somebody who has got problems getting to work.*

*Somebody who has got problems with the noise in his house.*

*Somebody who has got problems sleeping.*

*Somebody who needs to paint his house.*

Volunteers come to the board and write the names of the people next to the sentences.

Ask questions about the letters: *What problem has Jane got? Why does Daniel need to paint his house so quickly? Why does John say his house is like a disco? How does Sarah get to work?*

Students look at the adverts in activity 2. Tell students to identify the products: *What is Quick Colour? Is it a type of food?*

Students complete the sentences with the names of the products.

Volunteers read their sentences out loud.

### Grammar practice

- Underline four adverbs in the letters and write the opposites.

Elicit examples of adverbs: happily, carefully, etc.

Students underline the adverbs in the letters. Then they write the opposites in their books.

### Optional activity

#### Multiple intelligence: Interpersonal intelligence

Many of your students will be at the age where they want products with famous brand names. Give examples of famous brands of sports shoes, clothes, computer games, mobile phones, fizzy drinks and so on. Explain that companies spend very large amounts of money on advertising each year. Adverts are designed to make us want to buy things even if we don't really need them and even if we could buy a similar product that is cheaper and just as good. This is why we say that adverts *manipulate* consumers.

### Wrap-up

#### Advert collages

Divide the class into small groups. Give each group a piece of card, glue and scissors.

Display magazines and newspapers.

Assign a category of adverts to each group: *cars, clothes, technology, food and drink, cosmetics and perfume, household goods, toys*, etc.

Students cut out all the adverts they can find for their category and make a collage.

Display the collages on the wall with a heading for each one.

#### Answer Key

- ① 1. c; 2. c; 3. a; 4. exclamation marks, product name

#### Activity Book

Page 72, activity 1.

#### Key

- ① do, badly; rides, dangerously; run, slowly



**Grammar:** Future with *will*: *There will be a park.*

**Vocabulary:** *Floor, wall, door, window, building, cooker, fridge, cupboard, sink, toilet, washing machine, bath, shower, wardrobe, armchair, sofa.*

**Materials:** Cutout 2, slips of paper (1 per student), Plasticine, toothpicks. *Optional:* graph paper.

**Preparation:** *Word slips:* On separate slips of paper, write the following words: *bathroom, kitchen, living room, bedroom, dining room, bed, sofa, chair, table, shower, toilet, bath, sink, armchair, cooker, fridge, dining table, washing machine, wardrobe, cupboard, park, swimming pool, school, hospital, shopping centre, recycling plant, cinema, greenhouse, block of flats, stadium.*

### Warm-up

#### Rooms in the house

Draw a picture of a house on the board.

Students think of as many different rooms as they can: *kitchen, living room, dining room, toilet, bathroom, bedroom, attic, basement...*

Ask volunteers to write the words on the board.

Divide the class into as many groups as there are rooms written on the board.

Assign a room to each group. Students make a list of all the things (furniture or other objects) that you find in that room.

A representative for each group comes to the board and writes the list of words under his/her group's room.

### Craft activity

#### ① Make your ideal house for the future.

Read the list of materials and instructions out loud.

Explain the key. These are the lines that architects use when they are drawing plans for buildings. Draw the lines used for marking the windows, doors and walls on the board.

Students cut out the pieces of furniture in Cutout 2. Students design and draw a floor plan for their ideal house for the future.

- Describe your house to a classmate.

Ask a volunteer to come to the front of the class with his/her design from activity 1.

Ask questions about the house the student has designed: *How many (bedrooms) will there be?*

*Will there be (an armchair) in the (main bedroom)?*

Divide the class into pairs. Students describe their houses to each other.

### Craft activity

#### ② Work in groups to design a town.

Elicit the types of buildings and services students would like to have in their town: *swimming pool, health centre, library, sports centre, shopping centre, cinema, etc.* Write a list on the board.

Read the instructions out loud and explain the steps.

Divide the class into groups. Students construct their ideal town using their floor plans. They can draw any other public buildings they would like to have.

- Present your town to the class.

Students display their designs on a central table.

Invite a representative from each group to describe their town to the rest of the class.

### Optional activity

#### Make a word search

Write the following categories on the board: *rooms in a house / furniture / buildings in a town.*

Distribute graph paper. Students outline a 12 x 12 grid. Then they fill in the grid (one letter per square) with as many words from the unit related to these categories as they can. They can write the words horizontally or vertically.

Students fill in the rest of the squares with random letters to make a word search.

Students swap word searches with a partner.

Students race each other to find all the words. The first student to find all the words is the winner.

### Wrap-up

#### Which word?

Distribute the *Word slips* (see Preparation).

Choose a volunteer to describe the word on his/her slip but without saying the word: *I wash my hair here. It's in the bathroom. It isn't a bath.*

The student who guesses correctly is next to describe his/her word.

Continue until everyone has described a word.

*Note:* If students find this too difficult, describe the words yourself.

#### ◆ Activity Book

Page 73, activities 1 and 2.

#### Key

*Structure:* window, door, wall; *Rooms:* attic, living room, bathroom, kitchen; *Furniture and equipment:* toilet, washing machine, armchair, cupboard, sofa, TV, shower, sink, cooker; inventions



**Grammar focus:** Identifying past, present and future sentences. Contractions: *It's = it is*.

**Vocabulary:** *Yesterday, tomorrow, weekend, next week/year/month, last week/year/month, in the year (1850), ago.*

**Materials:** Cutout 3, slips of paper (1 per student), paper.

**Preparation:** Optional: *Contraction slips:* Write the following contractions on separate slips of paper: *it's, he's, we're, I'm, you're, they're, I'm not, isn't, aren't, can't, wasn't, weren't, shouldn't, he'll, won't, doesn't, didn't, don't*. Write the full forms on another set of slips.

### Warm-up

#### Yesterday, today, tomorrow

Write the following text on the board:

*Yesterday was \_\_\_\_\_. Today is \_\_\_\_\_.*

*Tomorrow will be \_\_\_\_\_.*

Students name the missing days of the week.

Do the same with the months:

*Last month was \_\_\_\_\_. This month is \_\_\_\_\_.*

*Next month will be \_\_\_\_\_.*

Underline the time expressions in the sentences.

Underline the verbs. Explain that we change the tenses of the verbs in accordance with the time.

### Grammar practice

#### ① Tick (✓) the sentences that tell us about the future.

Six volunteers stand up and read the sentences out loud.

Say: *Sit down if your sentence is about the past. Sit down if your sentence is about the present.* Ask the students who are still standing to read their sentences out loud again.

Ask: *Which word in the sentence tells you that the sentence is about the future?* Ss: *Will!*

Students tick the sentences in their books.

Ask: *Which sentences tell us about the past?* Ss:

*Numbers 2 and 6.* Tell students to identify the words that give us this information.

Repeat with the sentence about the present.

- Underline the key words for the future.

Students underline the words in the sentences.

#### ② Make sentences with a partner.

Make three sentences (one in the past, one in the present and one in the future), using the words in the table.

Tell students to colour the verbs and the time expression for the present in red; the verbs and the time expression for the past in blue and the verbs and

the time expression for the future in green.

Divide the class into pairs.

Set a five-minute time limit. Students write as many different sentences as they can in the given time.

- How many sentences did you make?

Students count the sentences they wrote and complete the blank. The students with the most sentences reads them out loud.

### Optional activity

#### Contractions

Write the following words on the board: *won't, can't, we're, shouldn't, will not, cannot, we are, should not.*

Ask volunteers to match the contractions with their full forms.

Divide the class into two groups. Hand one group the *Contraction slips* with the contracted forms.

Hand the other group the slips with the full forms.

Students walk around reading what is on their slip out loud until they find their partner.

### Grammar game

#### ③ Make and play a language game.

Students cut out the word cards in Cutout 3.

Divide the class into groups of four.

Group members mix all of their word cards together and place them in a pile face down on the table.

They take turns turning over a card and reading it.

They keep the word cards they turn over until they can form a sentence. The sentence can be positive, negative or a question.

When students can make a sentence they place it on the table. The student with the most sentences at the end of the game is the winner.

### Wrap-up

#### Play Red, blue or green?

Distribute paper. Students draw, colour and cut out three circles (approx. 10 cm in diameter). They colour the circles red, green and blue respectively.

Write the following key on the board:

*red = present, blue = past, green = future.*

Read sentences from the book out loud.

Students hold up the corresponding coloured circle.

Any student holding up the wrong colour is out.

Continue until there are only three students remaining. These students are the winners.

#### Answer Key

① Tick: 1, 4, 5

#### Activity Book

Page 74, activities 1–3.

#### Key

① *Past:* yesterday, last week, six years ago, last year, in the year 1850, last month; *Future:* next month, in the year 2050, next weekend, next week, next year; tomorrow

③ 1. He is; 2. will not; 3. We are; 4. She will; 5. You are; 6. cannot; 7. were not; 8. did not

## Student's Book Page 75



**Grammar:** Review of future with *will*, adverbs.

**Vocabulary:** Key vocabulary from the unit.

**Materials:** Paper.

**Preparation:** *Verb tables:* Photocopy the verb tables from Activity Book page 75 (1 per student).

### Warm-up

#### Game: *Pass the verb tables!*

Distribute the *Verb tables* (see Preparation).

When you say *Go!*, students start to complete the tables. When you say *All change!*, students pass the verb table to the classmate sitting next to them. You need to establish the direction of the changes as they pass the tables from row to row.

Get students to swap their verb tables frequently. The first student to completely finish a table stands up. He/she is the winner.

### Review

#### The Printer's Quiz

##### ► COMPLETE THE LISTS.

Students complete the lists with words from the unit. They should try to do this first without looking through their books.

##### ► COMPLETE THE SENTENCES WITH THE CORRECT ADVERBS.

Read the first sentence out loud. Ask: *How does Frank drive?* Students may say: *badly* or *dangerously*. Both answers are correct.

Continue with the other sentences.

Students complete the sentences with adverbs.

##### ► FIND SOMEONE WHO WILL...

Tell students to think about themselves in the future.

Point to a student at random and ask: *Will you live in a different country?*

Continue with other questions from the chart.

Students walk around the classroom asking their classmates the questions. When they get a positive answer, they write their classmate's name and move on to the next question.

### Optional activity

#### Follow-up questions

Demonstrate how we could get more information from the table in activity 3. When we ask: *Will you invent something?* and somebody answers: *Yes, I will*, we could ask: *What will you invent?*

Elicit other follow-up questions: *Which team will you play for?* *Will you be a reporter for TV or the radio?* *Where will you live?* *How will you travel?* Students ask follow-up questions for activity 3 and write the answers in their notebooks.

### Wrap-up

#### Energy words review

Write the following headings on the board:

*non-renewable sources of energy* and *renewable sources of energy*. Elicit their meanings.

Tell students to imagine that they are explaining to an alien from Mars what these terms mean and to give examples.

Divide the class into pairs. Students write their explanations.

#### Answer Key

1. badly, dangerously; 2. quickly; 3. well; 4. slowly; 5. loudly

#### Activity Book

Page 75, activities 1–4.

#### Key

1 *Positive:* will, will, will, will, will, will; *Negative:* I, You won't, won't, won't, won't, They won't; *Question:* Will, Will, she, it, Will we, Will; *Short answers:* you will./No, you won't. he will./No, he won't. she will./No, she won't. it will./No, it won't. we will./No, we won't. they will./No, they won't.

2 won't; She'll

3 slowly–quickly; well–badly; dangerously–carefully; loudly–quietly; happily–sadly

#### Grammar module: Future with will

##### Positive

I will eat.  
You will eat.  
He will eat.  
She will eat.  
It will eat.  
We will eat.  
You will eat.  
They will eat.

##### Negative

I won't eat.  
You won't eat.  
He won't eat.  
She won't eat.  
It won't eat.  
We won't eat.  
You won't eat.  
They won't eat.

##### Question form

Will I eat?  
Will you eat?  
Will he eat?  
Will she eat?  
Will it eat?  
Will we eat?  
Will you eat?  
Will they eat?

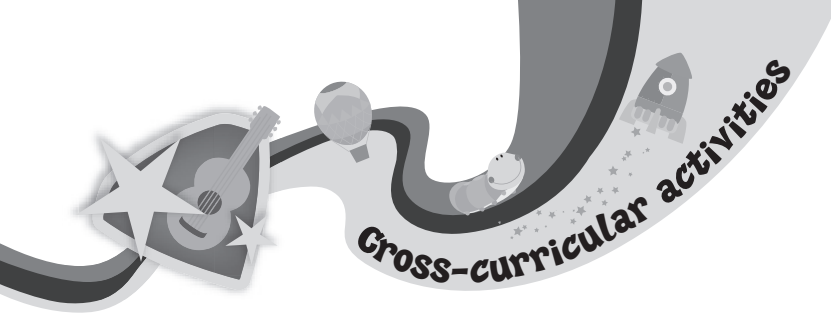
##### Short answers

Yes, I will./No, I won't.  
Yes, you will./No, you won't.  
Yes, he will./No, he won't.  
Yes, she will./No, she won't.  
Yes, it will./No, it won't.  
Yes, we will./No, we won't.  
Yes, you will./No, you won't.  
Yes, they will./No, they won't.

#### Adverbs

Adverbs are used to describe how an action is carried out. Most adverbs are formed by adding "ly" to the adjective: *badly, dangerously, carefully, loudly, quietly, noisily, quickly, slowly*.

The adverb for good is irregular: *well*.



### **Language arts: Future chain**

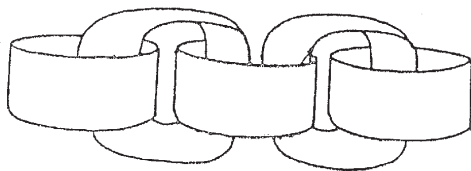
**Materials:** Per student: 5 card strips (8 cm x 60 cm), coloured pencils and marker pens, glue.

**Directions:**

Distribute the materials. On each strip, students write something they think will happen in the future: *There will be robots in every house. Children will study using the Internet.*

Students decorate each strip with pictures. Then they fold each strip into a circle and glue all the strips together so that they make a paper chain.

Display the chain in the classroom.



### **Project: Will it rot?**

**Materials:** Biodegradable waste (vegetable peelings, bread, leaves) and non-biodegradable waste (clingfilm, aluminum foil, glass), soil, 2 large containers.

**Directions:**

Make two compost heaps in covered containers: one with soil, vegetable peelings, bread, leaves and water, and the other with soil, clingfilm, aluminum foil, glass and water. Students check occasionally over the following weeks and note which begins to rot. Conclude that while some items contribute to the soil, others do not.



Vocabulary	Grammar
<p><b>Computer words:</b> attachment, chat, computer, date, document, e-mail, e-mail address, emoticon, Internet, printer, topic, virus, website</p> <p><b>Computer verbs:</b> attach, copy, help, open, paste, print out, receive, save, search, send, surf, turn on</p> <p><b>Feelings:</b> happy, insecure, angry, nervous, sad, scared, sleepy, surprised</p> <p><b>Punctuation marks:</b> apostrophe, capital letter, colon, comma, hyphen, parentheses, full stop, semicolon</p> <p><b>Technology:</b> answer machine, mobile phone, DVD, fax machine, telephone, text message</p> <p><b>Verbs:</b> blink, close, cross, cry, fall, frown, get, joke, laugh, lie, lift, lock, move, nod, open, pinch, push, rub, shake, shrug, smile, think, touch, wink</p> <p><b>Food:</b> bread, caramel, cheese, chocolate, cone, cream, cup, doughnut, ham, ice cream, ketchup, lettuce, mango, mayonnaise, sandwich, strawberry, sugar, syrup, tuna, whipped cream</p> <p><b>Other words:</b> alarm, art dealer, button, catalogue, ceiling, clue, detective, earring, eyebrow, floor plan, gang, hallway, insect, jewelry, line, machine, museum, net, photo, pool, private, problem, robber, shoulder, slide, square, statue, text message, thief/ thieves, thumb, warehouse, water park</p>	<p><b>Zero conditional:</b> When you open the door, an alarm rings. When you push button A, you get a cone. What happens when you push button B? When you put sugar in water, it dissolves.</p> <p><b>Past simple:</b> I turned on my computer.</p> <p><b>Will for spontaneous decisions:</b> I'll phone her.</p>
<p><b>Functional language:</b> Saying e-mail addresses.</p>	<p><b>Multiple intelligence:</b> Interpersonal intelligence (page 108), Mathematical intelligence (page 111)</p>

### Teaching tip

#### Helping children express their feelings

It is important to make the classroom a safe place for students to express their feelings.

Older children often find it difficult to express their feelings openly for fear of appearing childish or being made fun of.

Offering children outlets to share their experiences and express their concerns and fears can be helpful for several reasons:

1. Expressing fears or concerns can relieve tension or anxiety.
2. Hearing other children's feelings may help them realise that they are not alone in their fears or concerns.
3. Interaction between children and teachers or

between children that involve the sharing of feelings can build a sense of security and trust.

Following are two strategies to encourage students to express and validate their feelings in class:

- 1) Art or writing projects can be used to describe experiences and express feelings. Encourage students to express themselves freely by keeping a journal, drawing pictures or writing poetry.
- 2) Group discussions that allow students to talk about their feelings may help them understand that others may be feeling the same way and reassure them that many of their reactions are normal. Be sure to make positive comments about students' contributions and always end the discussion on a positive note.



**Vocabulary:** *Computer, e-mail, Internet, document, virus, printer, help, surf, print out, save, copy, paste, send, open.*

**Materials:** Pictures of the different parts of a computer: computer monitor, mouse, keyboard, tower, mouse pad, printer, cable, disks. *Optional:* Access to a computer room.

### Warm-up

#### Vocabulary presentation

Display the computer pictures and present the parts: *This is the computer monitor.* Elicit other words related to computers: *e-mail, Internet, website, document, computer games.*

Make a list on the board of the words and phrases.

### Vocabulary presentation

#### ① Answer the questions.

Read question 1 out loud.

Students circle *Yes* or *No* in their books.

Read the second question out loud. Allow volunteers to answer orally. Then tell students to write the answer in their books.

Continue with question 3.

Read question 4 out loud. If necessary explain the meaning of *surf the Internet: going from one website to another.* Students record their answers.

Read question 5 out loud. Allow students to answer orally. Write their answers on the board. Students record their answers.

Read the first option for question 6 out loud. Students record their answers.

Of the students who answer positively, ask for volunteers to explain how they use the Internet to visit a museum.

Repeat with the other options for question 6.

Read the first option for question 7 out loud. Make sure students understand the meaning of *save a document.* Students record their answers.

Again, of the students who answer positively, ask for volunteers to explain how to save a document.

Repeat with the other options for question 7.

- Compare your answers with a classmate.

Divide the class into pairs. Students compare answers. Make sure students do not simply compare books, but that they ask the questions orally.

### Controlled practice

#### ② Number the computer icons and invent your own.

Explain to the class that computers use small pictures called icons to give simple messages or instructions. Each icon visually illustrates an instruction.

Volunteers read the phrases in the box out loud. Make sure that all students understand the meaning. Point to the illustrations. Explain that these are the type of small pictures used as computer icons. Students number the pictures. Point to the two blank icons. Read the text under them. Tell students to draw icons for these messages.

### Optional activity

#### In the computer room

Take students to the computer room.

Review the parts of the computer: *monitor, keyboard, mouse, etc.*

Write a series of instructions on the board:

*Turn on the computer.*

*Open a word document.*

*Write a letter to me on the document.*

*Save the document.*

*Print out the document.*

Students follow the instructions.

### Wrap-up

#### Printer's raccoon

Point to the raccoon at the top of the page. Read the text in the speech bubble out loud.

Tell students to think carefully about where they have seen this combination of letters. Give them a hint: *Every time you use a computer, you see this combination of letters.*

Give students a few minutes to look through the unit and find the letter combination. If necessary, help them spot it on the keyboard on page 84 of their books.

#### Answer Key

② 4, 5, 3, 2, 1, 6

#### Activity Book

Page 76, activities 1 and 2.



**Vocabulary:** *joking, happy, sad, scared, laughing, sleepy, angry, surprised, crying, comma, full stop, colon, semicolon, hyphen, parentheses, apostrophe, capital letter.*

**Materials:** Cutout 1, slips of paper (1 per student), bag.

**Preparation:** *Emotion slips:* Write adjectives of feeling on separate slips of paper: *sad, happy, bored, worried, crazy, angry, sleepy.* Each word can appear on more than one slip of paper.

### Warm-up

#### Guess how I feel!

Place the *Emotion slips* (see Preparation) in a bag and pass it around the class. Each student takes one slip. Students say: *Good morning/afternoon* to the rest of the class in the tone of voice indicated on the paper. The rest of the class guesses how the student feels: *You're sad.*

### Vocabulary review

#### ① Listen to the song and number the words. 42

Point to the emoticon symbols at the bottom of the illustration. Ask: *What are these? Where do you see them?*

Say: *These are called emoticons and we use them in e-mails.* Explain that the word *emoticon* is a combination of two words: *emotion* and *icon*. It refers to an icon that illustrates an emotion.

Point to the words in the column on the left-hand side and read them out loud. Students repeat.

Play Track 42.

Students listen and number the words in the order they hear them.

#### Track 42

##### The emoticon song

(See Student's Book page 77, activity 1.)

Divide the class into pairs. Students swap books. Play Track 42 again. Students check each other's answers.

- Complete and sing the song.

Students complete the song lyrics with the words in the left-hand column.

Play Track 42 again. Students sing along with the song.

### Optional activity

#### Mime the song

Divide the class into small groups. Assign an emoticon to each group. In groups, students think of a mime and/or facial expression for their emoticon.

Play Track 42. Students stand up and mime their assigned emoticon while the rest of the class sings.

### Vocabulary presentation

#### ② Make emoticons.

Draw the emoticon for happy :- ) \_\_\_\_ on the board. Say *This is a happy face.* Point to the colon. Say: *These are the eyes.* Repeat with the hyphen (the nose) and the parenthesis (the mouth).

Explain that emoticons can be made from ordinary punctuation marks.

Students look at activity 2 in their books.

Read the names of the punctuation marks out loud.

Tell students to identify the emoticons from punctuation marks, for example: *Find an emoticon with a colon, an apostrophe and a parenthesis.*

Students cut out the punctuation marks from Cutout 1.

Students make emoticons with the punctuation marks.

Divide the class into pairs. Students explain the emoticons they have made: S1: *It means "I'm feeling lazy."*

- Glue in symbols and complete the sentences.

Write different adjectives of feeling on the board: *lazy, tired, bored, sick, confused, excited,* etc.

Students choose three adjectives and invent new emoticons using the cutouts. Students glue the cutouts for their emoticons into their books. Then they complete the sentences.

Tell students to describe and explain their new emoticons to the rest of the class.

### Wrap-up

#### Punctuation dictation

Dictate the following sentences to the class:

*John is kind, funny, and clever. He's always joking and laughing. His sister, Anna, is crazy. Her hair is short, purple and very curly. She loves sandwiches with fish, ham and cucumbers.*

Students write the sentences in their notebooks and write in the correct punctuation.

Dictate the sentences again, but this time include the indications for punctuation: *John is kind comma funny comma and clever full stop...*

Students correct their work.

#### Answer Key

① 2, 1, 9, 7, 4, 8, 5, 6, 3

#### Activity Book

Page 77, activities 1 and 2.

#### Key

① 1. handsome; 2. strong; 3. happy; 4. surprised; 5. sad; 6. crazy; 7. sleepy; 8. scared; 9. good; 10. lazy



**Grammar:** Past simple: *I turned on my computer.*

**Vocabulary:** *surf, send, turn on, search, print out, detective, robber, museum, jewellery, hallway, floor plan, website, art dealer, e-mail, clue.*

### Warm-up

#### Class trips

On the board, write the heading: *Class trip to a museum*. Below the heading, divide the board in half and label one column *Advantages* and the other *Disadvantages*.

Divide the class into pairs. Students discuss what they like and don't like about going on class trips to museums. Encourage them to think of all the aspects of the trip: *being with your friends, being out of school, riding the bus, getting tired, walking a lot*, etc.

### Developing reading

#### Story: *Robbery at the city museum, part 1* 43

Students look at the illustrations on pages 78-79. They name everything they can see and write a list on the board: *police officers, boy, museum, computer, map, girl, phone, newspaper*. Play Track 43. Students listen and follow along in their books.

#### Track 43

##### *Robbery at the city museum, part 1*

(See Student's Book page 78.)

Pause the CD after each section and ask general comprehension questions:

*Is Phil a private detective? Where did Phil go? What strange things did he notice? Who did Phil hear talking? What was the problem at the museum? Did Phil find any clues at the museum? Was part of the museum closed? What did Phil do when he got home? How did he find a floor plan of the museum? Which room was closed? What was in the room? What do art dealers do?*

### Grammar practice

Students silently read the story in their books again. Write the following headings on the board: *Nouns / Adjectives / Verbs*.

Review the meaning of the headings with the class. Students choose fifteen words from the story that they would like to learn. They classify the words into the categories: *Nouns: museum, detective, floor plan*, etc.; *Adjectives: mysterious, long, famous*, etc.; *Verbs: noticed, stepped, found*, etc.

Students write the words in their notebooks and then write one sentence for each of the words. Finally, different volunteers read their sentences out loud.

### Optional activity

#### Past tense review

Draw a chart on the board with two columns. Write a heading for each column: *Past / Present*.

Tell students to read the first part of the story again and underline all the verbs.

Tell students to come to the board, one by one, and say and write both forms of one of the verbs they have underlined.

### Reading comprehension

#### ① Read and number the verbs.

Read the verbs out loud. Students look for the verbs within the text.

Finally, students number the verbs in order of their appearance in the text.

- Tell a classmate what Phil did on the computer.

Write a list of sequencing words in the wrong order on the board: *later, finally, then, first, next*.

Students use the verbs and sequencing words to explain exactly what Phil did when he got home.

Students write the account in their notebooks.

Volunteers read the sentences out loud in the correct order.

### Wrap-up

#### My own story ending

Divide the class into pairs. Ask students: *How do you think the story will end?*

Students write an ending to the story in their notebooks. They should write at least five sentences. Collect the story endings and save them for the next lesson.

#### Answer Key

- ① 1. turn on; 2. surf; 3. search; 4. print out; 5. send

#### Activity Book

Page 78, activities 1 and 2.

#### Key

① 1. He was on a class trip. 2. No, he wasn't. 3. No, he didn't. 4. Because there was a robbery at the museum. 5. He surfed the Internet to look for the city museum site. 6. The floor plan of the museum. 7. A collection of pre-Columbian jewellery. 8. They buy and sell works of art. 9. He made a phone call.

② *From top to bottom:* 6. Phil made a phone call. 1. The robbers stole the Chihuahua Collection. 5. Phil found information about art dealers. 2. Phil's class arrived at the city museum. 3. Phil saw a sign in a hallway. 4. Phil turned on his computer.



**Grammar:** *Will* for spontaneous decisions: *I'll phone her.*

**Vocabulary:** *Problem, catalogue, art dealer, website, warehouse, text message, earring, gang, thief/thieves, private.*

**Materials:** Story endings from the previous lesson.

### Warm-up

#### Key words 43

Ask students what words they remember from the story *Robbery at the city museum*.

Students write down all the words they can remember from the first part of the story.

Elicit the words and write them on the board.

Play Track 43. Students follow the first part of the story on page 78 of their books.

### Developing reading

#### Story: *Robbery at the city museum, part 2* 44

Students look at the story on page 79.

Play Track 44. Students listen and follow along in their books.

#### Track 44

##### *Robbery at the city museum, part 2*

(See Student's Book page 79.)

Pause the CD after each paragraph and ask general comprehension questions:

*What were Phil and Matt looking for? Where did they work the next morning? What did Matt find?*

*Where was the art dealer? Who did Matt phone?*

*Why? What did they send Lucy? What did Lucy find?*

*How did Lucy contact Matt and Phil? What did the text message say? What was in the photo? Were the police interested? Who did they arrest?*

Students silently read the text in their books

Tell students to underline any words they do not understand.

Students write the unknown words on the board.

Ask volunteers to explain the words.

Then choose different volunteers to read the story out loud.

In your book, underline any words that are mispronounced.

When students have finished reading, write the words on the board and model the correct pronunciation.

### Grammar practice

#### 1 Read and complete the sentences with *before* or *after*.

On the board, write: *I'll = I will.*

Tell students to look through the story and circle all the examples of *I'll*.

Ask students to read the sentences out loud.

Make sure students understand *before* and *after*.

Students complete the sentences.

Volunteers read the sentences out loud.

### Optional activity

#### Classroom chores

Tell students to think about the classroom chores that need to be done during the week.

Make a list of the chores on the board: *Tidy the bookshelf. Water the plants. Clean the board. Take out the rubbish. Hand out materials. Collect the books. Pick up paper from the floor. Turn off the lights after class.*

Draw a weekly calendar on the board with a large space below each weekday.

Each member of the class volunteers for at least one of the chores. S1: *I'll water the plants on Monday.*

Make a note of the names and corresponding chores on the calendar. Make sure students carry out the chores.

### Wrap-up

#### Write questions.

Divide the class into pairs. Students write one comprehension question for each section of the story. Pairs swap notebooks and answer each other's questions.

When pairs have finished, check questions and answers around the class.

#### Answer Key

1. before; 2. after; 3. after; 4. before; 5. after; 6. before

### Activity Book

Page 79, activities 1 and 2.

#### Key

1 *art dealer*—Someone who buys and sells works of art.

*museum*—A place where you go to see works of art.

*pre-Columbian*—Objects from the period before Christopher Columbus's trip to America. *jewellery*—Objects people wear such as necklaces, earrings and rings.

*art collector*—Someone who collects works of art. *web sites*—Pages on the Internet where you can find specific information. *warehouse*—A large building where you can keep a lot of things. *earring*—Jewellery that you can wear in your ear.

2 *From top to bottom:* I'll organise the CDs. I'll buy the drinks. I'll clean the bathroom. I'll bake the cake. I'll sweep the living room. I'll make the sandwiches. I'll decorate with balloons.



**Grammar:** Zero conditional: *When you open the door, an alarm rings.*

**Vocabulary:** *Line, square, telephone, alarm, statue, net, ceiling, lock, fall, open, ring, turn on.*

**Materials:** *Optional:* Graph paper or large piece of card, coloured chalk or marker pens.

### Warm-up

#### In a museum

Elicit a list of all the people who work for a museum and write the words on the board: *artists, art experts, art professors, custodians, guide, security guards, information desk attendants, cloakroom attendants, ticket sellers, waiters, cooks, cleaners, etc.* Ask volunteers to explain what each person does: *An artist makes the artwork for the museum.* Make sure that they identify the role of the security guards.

### Grammar presentation

#### ① Listen and match the phrases. 45

Ask the class: *Is it easy to rob a museum? Why not?* On the board, write: *security system.* Explain that museums (and many other buildings) have mechanisms to help prevent robberies. Students look at activity 1 in their books. Point to the different elements in the illustration and ask: *What's this?* Supply the answer if necessary. Make sure that students notice the net, the coloured lines and the alarms. Play Track 45. Students match the sentence halves.

#### Track 45

We've got a very good security system at the city museum. All the rooms have got the same system.  
When you open the door, an alarm rings.  
When you open the windows, an alarm rings.  
When you cross the red line, the door locks.  
When you cross the green line, the windows lock.  
When you stand on a black square, the floor opens.  
When you stand on a yellow square, the lights turn on.  
When you touch the statue, a net falls from the ceiling.  
When the net falls from the ceiling, the telephone rings in the police station.

Play Track 45 again. Students check their work. Ask pairs of students to read the completed sentences out loud:  
S1: *When you open the door,...*  
S2: *an alarm rings.*

- Test your partner's memory.

Tell students to close their books.

Ask: *What happens when you open the door?*

Divide the class into pairs.

Students take turns testing each other's memory. One student from each pair should close his/her book while the other asks a question about the security system.

### Optional activity

#### Design a security system for the classroom.

Divide the class into groups of three or four.

Each group should develop two or three ideas for the security system.

Attach a large piece of paper to the board. Draw a sketch of the classroom on the paper.

Ask the groups to come to the board and explain their security ideas: *When you open the door, a telephone rings in the headteacher's office.*

Help students draw their security devices on the sketch using coloured chalk or marker pens.

### Wrap-up

#### Look at grammar!

Point to the grammar box at the bottom of the page. Students read the key sentence. Choose a volunteer to write the sentence on the board.

Ask: *How many verbs are there in this sentence?*

Ask a different volunteer to underline the verbs.

Rub out *you* and *an alarm* from the sentence. Write: *he* and *alarms* in their place.

Ask a different volunteer to come to the board and change the verbs accordingly.

Repeat with different key sentences from the book.

Make sure students add the final "s" to the verbs when necessary.

### Activity Book

Page 80, activities 1 and 2.

#### Key

- ② 1. boils; 2. freezes; 3. When, dissolves; 4. put, sinks; 5. When, floats



**Grammar:** Zero conditional: *When you push button A, you get a cone. What happens when you push button B?*

**Vocabulary:** *Ice cream, sandwich, doughnut, cone, cup, strawberry, mango, chocolate, syrup, whipped cream, bread, ham, cheese, tuna, mayonnaise, ketchup, lettuce, sugar, caramel, button, machine, push, get.*

**Materials:** Cutout 2.

### Warm-up

#### Vocabulary review

Draw two circles on the board. Write: *ice cream* inside one circle and *sandwich* inside the other.

Draw eight lines coming out of each circle.

Divide the class into pairs. Students copy the word spiders into their notebooks.

Students complete the word spiders with words related to the categories.

*Ice cream: chocolate, strawberry, vanilla, lemon, cone, cup, cold, sweet, etc.*

*Sandwich: bread, ham, cheese, mayonnaise, tuna, tomato, plate, delicious, etc.*

Provide vocabulary if necessary.

Tell students to read their words out loud and make two big word spiders on the board.

### Craft activity

#### ① Make a vending machine.

Explain that the illustration shows a vending machine. Ask students what kind of snacks you can buy from a vending machine.

Draw students' attention to Cutout 2.

Point to the first line of text. Explain that students can make a sandwich machine, a doughnut machine or an ice cream machine.

Next, students choose one label from each line and glue the labels onto the illustration of the vending machine in their Student's Book.

Explain that the label from line A goes in the space by button A in the illustration, etc.

### Controlled practice

#### ② Show your machine to a classmate.

Interview a student about his/her vending machine:

T: *What type of vending machine have you got?*

S1: *An ice cream machine.*

T: *What happens when you push button A? What do you get?*

S1: *You get a cone.*

Students silently read the model dialogue.

Divide the class into pairs. Students ask each other about their vending machines using the model dialogue.

- Complete the instructions for your vending machine.

Students complete the instructions describing how their machine works.

Volunteers read their instructions out loud.

### Optional activity

#### A useful gadget

Tell the class that you want to invent a gadget that helps you do your job.

Draw a rectangle on the board and add some buttons.

Point to one of the buttons and say: *When I push this button, everyone stops talking.*

Continue with three more buttons: *everyone stands up; everyone writes his/her name; everyone tidies his/her desk.*

Pretend to push one of the buttons. Students must remember the instruction and carry it out.

Divide the class into small groups. Tell students to invent a gadget that will help them do their job (i.e. learn English).

Students draw their gadget and identify the functions it can carry out.

Students present their gadget to the rest of the class.

### Wrap-up

#### The lazy-kid machine



#### Poster 7

Display Poster 7 and the *Condition and result* poster cutouts.

Point to the robot. Explain that this is a machine to help children who are too lazy to do their chores. Point to and read the title of the poster out loud.

Point to the first picture. Ask: *What happens when you push the orange button?* Ss: *It makes a pizza.*

Continue with the other pictures.

Tell students to label the pictures with the *Condition* and *Result* poster cutouts.



#### Activity Book

Page 81, activities 1 and 2.

#### Key

① 1. large, coffee; 2. B, G, tea; 3. a large cup of hot chocolate with extra milk; 4. ready



**Grammar:** Zero conditional: *When you touch the end of your nose, you are probably lying.*

**Vocabulary:** *Wink, nod, shake, shrug, smile, lift, frown, blink, move, pinch, cross, rub, touch, joke, close, think, lie, eyebrow, shoulder, thumb, nervous, insecure.*

**Materials:** Graph paper (1 piece per student).

### Warm-up

#### Multiple intelligence: Interpersonal intelligence

Talk to the class about non-verbal communication. Explain that it is possible to know how someone is feeling by the way they look or move. Leave the classroom and enter again. Tell students to guess how you are feeling. Do not say anything but clearly indicate an emotion by your facial expression and the movement of your body. Ss: *You're happy.* Invite different volunteers to walk around the classroom acting out different emotions: Ss: *Claudia's tired.*

### Vocabulary presentation

#### ① Look and number the explanations.

Point to the first photo and read the verb underneath: *Wink*. Wink at students to clarify the meaning. Tell students to wink to check comprehension. Repeat with the other photos. Students read and number the sentences according to the action they describe. Check answers around the class. Practise the vocabulary further by asking questions: T (nodding): *What am I doing?* Ss: *You're nodding.*

- Complete the speech bubbles.

Tell students to reflect on what these different facial gestures mean: *What does it mean when you wink?* Ask a volunteer to read the text in the boxes out loud and make sure that all the students understand. Students complete the empty speech bubbles. Volunteers read the speech bubbles out loud.

### Reading comprehension

#### ② Read and complete the sentences.

Explain to the class that body language is not only about facial gestures but also about how we move our bodies. Read the first text out loud. Ask a volunteer to do the movement described in the text. Repeat with the other four texts. Students complete the sentences. Volunteers read the sentences out loud.

### Optional activity

#### Guess what I'm feeling.

Explain that body language can vary from person to person. We have all got our own individual ways of moving our body and face to show how we are feeling. Write a list of adjectives of feeling on the board: *angry, tired, bored, excited, happy*. To one side of the list, write a skeleton sentence:

*When I'm \_\_\_\_\_, I \_\_\_\_\_.*

Students choose one of the adjectives and write a sentence on a piece of paper describing their typical gestures and body movements when they feel the emotion: *When I'm (excited), I (jump up and down).* Walk around the class providing help with vocabulary as necessary.

Get students to come to the front one by one and read their sentence out loud, leaving out the adjective: *When I'm \_\_\_\_\_, I rub my eyes a lot.* Then they mime their typical gestures or body movements when they feel a certain way. The rest of the class guesses how the student is feeling:

Ss: *Tired.*

The student says whether or not the class have guessed correctly and then reads his/her sentence out loud again, this time including the adjective.

### Wrap-up

#### Word search

Distribute a piece of graph paper to each student. Students outline a 10 x 10 grid on their paper. They complete the grid using the new vocabulary from this lesson (verbs for gestures and facial movements). Tell them to write one letter per square. Then students fill in the rest of the grid with random letters. Divide the class into pairs. Students swap grids with their partner. They look for and circle the words.

#### Answer Key

① 3, 7, 6, 5, 2, 1, 4

Speech bubbles: 1. I'm joking. 2. No! 3. Yes! 4. I don't know. 5. I'm really angry. 6. I'm happy. 7. I'm surprised

#### Activity Book

Page 82, activities 1 and 2.

#### Key

① 1. it means "Yes". 2. it means you're lying. 3. it means you're joking. 4. it means "No". 5. it means you're angry. 6. it means you don't know the answer. 7. it means you want to protect yourself. 8. it means you're thinking.  
② 2. He's winking. 3. He's frowning. 4. She's smiling. 5. He's shrugging. 6. She's shaking her head. 7. He's nodding. 6, 7, 3, 5, 2



**Vocabulary:** Telephone, e-mail, text message, fax machine, mobile phone, answer machine, emoticon, chat, joke, surprised, happy.

**Materials:** Encyclopaedias and reference books about inventions or access to the Internet, 6 squares of coloured paper, tape. *Optional:* Card.

**Preparation:** *Timeline tags:* On each square of coloured paper, write the following dates: 1750, 1800, 1850, 1900, 1950, 2000.

### Warm-up

#### Communication technology

Ask: *How do we communicate today?*

Students list different communication devices in their notebooks. Elicit answers and write them on the board: letter, telephone, mobile phone, Internet chat rooms, e-mail, etc.

### Developing listening

#### ① Listen and write the dates for each invention. 🎧 46

Read the introductory text out loud. Play Track 46. Students listen and point to the inventions as they are mentioned.

#### Track 46

Communication technology is developing all the time. Tim Jennings is here to tell us about some of the most important inventions in the history of communication technology. Now Tim, which was the first important invention?

Well, the first important invention was the fax machine.

The first version of the fax was invented in 1843.

And when was the telephone invented?

The telephone was invented in 1870, almost 30 years after the first fax machine.

And what was the next important invention after that?

The answering machine was the next important invention. It was invented in 1935.

What about modern communication technology? What was invented first, the mobile phone or e-mail?

E-mail was invented first. The first e-mail to go from one computer to another was sent in 1971.

When was the mobile phone invented?

The mobile phone was invented over a long period of time, but the first call from a mobile phone was made in 1973.

What other modern communication inventions are important?

I think that text messages are very interesting. The first two-way messages were sent in 2000.

Thank you, Tim. That was very interesting.

Ask questions about the inventions: *Which was invented first, the mobile phone or the fax?*

Play Track 46 again. Students write in the dates.

#### ② Read and answer the questions.

Read the introductory text out loud. Ask: *Do you chat with your friends on the Internet?* Explain that the

illustration shows a computer screen with a chat room. Students read the text from the chat room.

Read the first question out loud. Students identify the nicknames of the children in the chat.

Read the remaining questions out loud.

Students write the answers.

### Optional activity

#### Mobile phone fun

Ask students what we can do with a mobile phone: *talk to a friend, take photos, see the person we're talking to, play games, send text messages, tell the time, send an e-mail, etc.* Divide the class into small groups. Students invent a new type of mobile phone incorporating any new functions or details they can imagine. Each group draws a sketch of its phone on a piece of card and labels its functions. Groups present their mobile phone to the class and explain how it works.

### Developing writing

#### The Printer's Project

Students read the instructions. Divide the class into small groups. Students discuss their ideas and choose an invention. Provide encyclopaedias and reference books or take a class trip to the computer room. Tell students to make sure they can answer all the questions.

Each group makes a presentation in front of the class. Encourage other students to ask questions: *Who invented it? When? What is it made of? How do we use it?*

Attach the *Timeline tags* (see Preparation) to the wall. Students attach pictures and texts to the appropriate sections of the time line.

### Wrap-up

#### ♥ Health education: Internet safety

Lead students in a discussion about Internet safety.

Ask: *How do you know who you are communicating with in a chat room? Is it easy to lie? Who checks the information?* Establish basic rules: Never arrange

to meet a stranger, only use chat rooms that are for children and never give out your name or address.

For more information on Internet safety you can refer to: [www.saferinternet.org/www/en/pub/insafe/index.htm](http://www.saferinternet.org/www/en/pub/insafe/index.htm)

#### Answer Key

② 1. three; 2. a football match; 3. cartoonkid; 4. beachboy; 5. balletgirl; 6. balletgirl; 7. beachboy

#### ◆ Activity Book

Page 83, activities 1 and 2.

#### Key

① 1. Maths, Geometry and Astronomy. 2. She was eighteen. 3. It could solve very difficult Maths problems. 4. It could save information and solve Maths problems. 5. She invented the codes for the Analytical Engine. 6. b



**Reading focus:** Reading and identifying the parts of an e-mail.

**Vocabulary:** *Insect, slide, water park, pool, holiday, photo, beach, e-mail, attachment, date, topic, huge, scared, send, receive, attach.*

**Materials:** Slips of paper (1 per student), bag, paper (1 piece per student).

**Preparation:** Write students' names on separate slips of paper.

### Warm-up

#### Critical thinking

Ask students if they have got any family members who live far away from them. Ask how they stay in touch: *Do you talk on the phone? Do you write letters? Do you send e-mails?*

On the board, write: *Advantages of e-mail* and *Disadvantages of e-mail*.

Divide the class into pairs. Each pair makes a list of advantages and disadvantages.

Write students' ideas on the board:

*Advantages: It's quick. You don't need a stamp. It's very cheap. It won't get lost in the post...*

*Disadvantages: You need a computer. You can't touch an e-mail...*

### Developing reading

#### ① Number the parts of the e-mail.

Point to the illustration. Say: *This is a computer screen. What can we see on the screen?* Ss: *An e-mail.*

Ask: *What computer icons can you see?* Students explain the icons.

Explain that e-mails always have a similar format and require similar information.

Read the text out loud.

Students number the information.

In pairs, students compare their work.

- Answer the questions.

Divide the class into pairs. Students read the questions to each other and discuss the answers.

Ask a volunteer to read the first question to the class. Students answer orally.

Continue with the rest of the questions.

#### ② Look at the text messages and underline the abbreviations.

Point to the illustration of the mobile phones. Ask: *What are these?* Ask students if they understand the text messages.

Read the introductory text out loud. Point to the messages on the mobile phones. Ask: *Can you see the abbreviations?*

Students underline the abbreviations in the text messages.

- Circle the correct options.

Divide the class into pairs. Students decide what the abbreviations mean.

Check answers:

T: *What does "u" mean?*

Ss: *You.*

Finally, volunteers read the messages out loud using words in place of the abbreviations.

- Write out the complete message in your notebook.

Students write out the messages in their notebooks. Check answers around the class.

### Optional activity

#### Sentence chain

Tell students to think of all the steps that have to be followed in order to send an e-mail.

Start off the chain: *Turn on the computer.*

Elicit the next step: *Turn on the computer and connect to the Internet.*

The next steps are: *Click on the e-mail icon. Click on the new message icon. Write the receiver's address. Write the subject of the e-mail. Write the e-mail. Click on the send message icon.*

Help students complete the chain by providing vocabulary if necessary.

### Wrap-up

#### Write a text message.

Distribute paper.

Get students to draw the screen of a mobile phone on their piece of paper.

Place the slips of paper with the students' names in a bag. Each student takes a slip of paper.

Students write a message to the classmate whose name they have drawn from the bag. Make sure they write their classmate's name on the top of the paper.

Explain that they have only 25 character spaces to write the message. Encourage them to use emoticons and abbreviations.

Collect the messages and redistribute them accordingly.

Students read and answer their messages.

#### Answer Key

① 4, 6, 2, 4, 1, 5

② 1. you; 2. to; 3. today; 4. please; 5. great; 6. see

### Activity Book

Page 84, activities 1 and 2.

#### Key

② From left to right: gr8; thx; c u; pls, 2day; r u



**Functional language:** Saying e-mail addresses.

**Vocabulary:** *Mobile phone, computer, DVD, e-mail address; numbers, letters of the alphabet.*

### Warm-up

#### Review the alphabet

Draw a triangle on the board. Divide the triangle into seven horizontal sections. In the bottom section, write the letter *B*; in the next, *F*; in the next, *A*, then, *U*; then *I*; then *O* and *Z*, and finally, *R*.



Students copy the triangle into their notebooks. Explain that all of these letters, except *O*, *R* and *Z* rhyme with or follow the same pronunciation pattern as other letters of the alphabet.

Students complete the sections of the triangle with letters that rhyme or have got the same pronunciation pattern.

Choose students to come to the front and complete the triangle, saying each letter as they write it:



### Language practice

#### ① Listen and number the e-mail addresses. 47

Read one of the e-mail addresses out loud: *m-a-r-y at t-o-p-w-o-r-d dot com*.

Explain the parts of an e-mail address. Point to the text to the left of @. Say: *This is the name*. Point to the @ symbol. Say: *This symbol is "at"*. Point to the text to the right of @. Say: *This is the Internet server*.

Point to the last letters of the e-mail address. Say: *These letters tell you which country the sender is registered in*. Play Track 47. Students number the addresses.

#### Track 47

- 1: m-a-r-y at t-o-p-w-o-r-d dot com
- 2: p-i-e-r-r-e dot l-e-n at c-h-a-i-s-e-l-o-n-g-u-e dot f-r
- 3: t-e-r-r-y-g-o-l-d- at f-u-t-u-r-e-f-u-n dot p-e
- 4: s-t-e-v-e hyphen b-l-o-c-k at s-i-d-e-s-t-e-p dot m-x
- 5: j-e-a-n-m-a-h-o-n-e-y at w-i-l-l-o-w dot i-e
- 6: p two dot t-e-n at f-r-e-e-t-i-m-e dot e-s
- 7: j-o-e two dot s-m-i-t-h at s-c-h-o-o-l-z-o-n-e dot n-z
- 8: z-o-e ten at f-i-n-d-m-e dot co dot u-k

Students swap books.

Play Track 47 again. Students check each other's answers.

- Invent an e-mail. Dictate it to a classmate.

Students invent an e-mail address and write it in their notebooks. Divide the class into pairs. Students dictate their address to their partner.

#### ② Read and complete the Venn diagram.

Explain that the red section shows all the children with DVDs. The orange section shows all the children with DVDs and computers. Repeat with the other sections. Read the first sentence out loud.

Students write the numbers in the Venn diagram.

#### ③ Ask your classmates and complete the chart.

Students record the answers using tally marks. Students walk around the class asking each other questions: *Have you got a (mobile phone)?* They record the answers in their books. Then they record the totals in the last column.

Check that they have all got the same results.

- Make a Venn diagram with your results.

Students draw three overlapping circles and label each one. They transfer the results from their survey onto the Venn diagram.

Ask questions so that students can complete the intersecting sections of the diagram: *How many students have got a mobile phone and a computer?* Count the hands. Students record the answer.

### Optional activity

#### Multiple intelligence: Mathematical intelligence

Help students transfer the information from the Venn diagram into percentages. Ask: *What percentage of the class has got a mobile phone?*

Write the sum on the board:

$(\text{Number of children with mobile phone}) \div (\text{number of children in class}) \times 100$ .

Repeat for computers and DVDs.

### Wrap-up

#### Connecting to students' experiences

Interview students who have got mobile phones: *Who bought you the phone? Who pays the phone bill?*

Ask if they have limits on how often they can call and where they can use the phone.

#### Activity Book

Page 85, activities 1 and 2.

#### Key

- ① com-international company; mx-Mexico; es-Spain; uk-United Kingdom; fr-France; ie-Ireland; pe-Peru; nz-New Zealand
- ② 1. 66.6%; 2. 33.3%; 3. 25%; 4. 25%; 5. 50%



**Grammar:** Zero conditional: *When you put sugar in water, it dissolves.*

**Vocabulary:** Key vocabulary from this unit.

**Materials:** Cutout 3, dice (2 per pair). *Optional:* Paper (1 piece per student).

### Warm-up

#### Robot chores



#### Poster 7

Display Poster 7.

Tell students to describe the robot's functions: *It makes pizza. It washes the clothes. It turns on the TV.*

Distribute the *Condition* and *result* poster cutouts.

Point to the coloured button in the first picture.

Ask: *What happens when I push the orange button?*

Ss: *It makes a pizza.*

Tell the student with the *Condition* poster cutout for the first picture to go up and place it on board.

(Explain that the *Condition* poster cutouts all contain the word *When*.)

Then tell the student with the corresponding *Result* poster cutout to go up and place it next to the *Condition* cutout, forming a complete sentence: *When you push the orange button, it makes a pizza.*

Repeat the procedure with the other pictures on the poster.

### Grammar practice

#### ① Read the sentence and circle the correct explanation.

Read the first sentence out loud. Ask: *Is that true? Does this always happen?*

Point to the options in the box.

Students circle the correct option (b).

#### ② Look and underline the verbs.

Read sentence 1 out loud. Ask: *How many verbs are there in the sentence?*

Students underline the verbs.

Repeat with the other sentences.

- Classify the parts of the sentences.

Write the initial sentence on the board: *When you put sugar in water, it dissolves.* Underline the verbs.

Say: *There are two parts to this sentence.* Draw a box around each part of the sentence.

Point to the first part of the sentence. Say: *This is the condition.*

Point to the second half of the sentence. Say: *This is the result.*

Students classify the sentences in activity 2 in the chart.

Choose students to read the conditions and results out loud.

- Circle the correct options.

Students read the sentences and circle the options. Volunteers read the sentences out loud.

### Optional activity

#### Poster 7

Divide the class into pairs. Tell students to think of more useful functions for the *Lazy-Kid Machine*.

Distribute paper. Students illustrate their idea and write a sentence describing it: *When you push the orange button, it makes the bed.*

Students show their drawings and explain their idea to the rest of the class.

Students vote for the four best ideas. Add the corresponding illustrations to the poster.

#### ③ Make and play a language game.

Students silently read the instructions. Ask questions to make sure students understand what they have got to do: *Where do you put the card? How many cards do you turn over?*

Students cut out the parts of the game in Cutout 3.

Divide the class into pairs and give each a pair of dice.

Students take turns throwing the dice and turning over two corresponding cards (according to the dots on the dice and the dots on the back of the cards).

They place the cards on the game board to make meaningful sentences.

The first student in each pair to complete the board is the winner.

### Wrap-up

#### What do you do when...?

Write the following words on the board: *happy, bored, angry, hungry, sad, sleepy* and *tired*.

Review the meaning of the words with the class.

Ask a student: *What do you do when you're happy?*

Lead the student in answering: *When I'm happy, I laugh.*

Repeat with *bored, angry, hungry, sad, sleepy* and *tired*.

Repeat the procedure several times until all students have participated.

#### Answer Key

② Underline: 1. open, rings; 2. push, locks; 3. close, turns; 4. put, turns on; Condition: When you open the door, When you push the button, When you close the door, When you put money in; Result: an alarm rings, the door locks, the light turns on, the machine turns on; Circle: 1. when; 2. present simple; 3. condition

#### Activity Book

Page 86, activities 1 and 2.

#### Key

① From left to right: 5, 4, 8, 7, 3, 2, 9, 6

## Student's Book Page 87



**Grammar:** Review of zero conditional.

**Vocabulary:** Key vocabulary from the unit.

**Materials:** Paper.

**Preparation:** *Optional: Icon sheet:* Print out the tool bar on a computer showing the different icons. Make 1 copy per pair of students.

### Warm-up

#### Vocabulary review

If students are keeping a vocabulary booklet, get them to look through the unit and write down all the new vocabulary in their booklets. If not, get them to make a vocabulary booklet following the guidelines in unit 1, page 13.

They can organise the words in any way they like.

Provide suggestions for categories: *computer words, emoticons, facial expressions/gestures, etc.*

### Review

#### The Printer's Quiz

##### ► COMPLETE THE SENTENCES.

Point to the first picture. Ask: *What's he doing?* Imitate the gesture (blinking). Elicit the answer: *He is blinking.* Continue with the rest of the pictures. Students complete the sentences.

- Match the speech bubbles with the pictures. Read the text in the speech bubbles out loud. Students match the speech bubbles with the pictures. Ask volunteers to come to the front and read the speech bubbles out loud. Encourage them to do the facial movements and read with expression.

##### ► LABEL THE COMPUTER ICONS.

Point to the illustrations. Say: *These are types of computer icons.* Students complete the labels.

#### Optional activity

##### Computer icons

Divide the class into pairs. Distribute the *Icon sheets* (see Preparation).

Working in pairs, students label as many of the icons as they can.

Students come to the board, draw one of the icons and say what it means: *This means "copy".*

Provide help with vocabulary if necessary.

##### ► LOOK AND COMPLETE THE SENTENCES.

Describe the machine to the class: *This is a cake machine. It's got three buttons. It can do three different things.*

Students complete the sentences.  
Volunteers read their sentences out loud.

### Wrap-up

#### Guess the word!

Students choose a word from their vocabulary booklet (see Warm-up) and write a definition for it or use the word in a sentence.

Students read their definition or sentence out loud. If students have written a sentence using the word, they should omit the key word when they read the sentence. The rest of the class guesses the word.

#### Answer Key

*Complete:* smiling, nodding, shrugging, frowning, winking;

*Label: From top to bottom:* print out, send, surf, attach; Look and *Complete:* 1. mixes the ingredients; 2. When you push, the machine bakes the cake; 3. When you push, the machine decorates the cake

#### Activity Book

Page 87, activities 1–3.

#### Key

1. I learn a lot and get good marks. 2. I'm sleepy in the morning. 3. it turns into ice. 4. it evaporates. 5. he plays computer games with me. 6. my teacher gets angry with me. 7. I go to the doctor. 8. you get a drink. 9. she smiles and sings.

*Movement:* smile, wink, blink; *Feeling:* I'm angry. I'm joking. I'm surprised.

### Grammar module: Zero conditional

We use the zero conditional to talk about facts or certainties.

*When you put sugar in water, it dissolves.*

*When I wake up, I have a glass of juice.*

We use the present tense for the verb showing the condition.

We use the present tense for the verb showing the result.

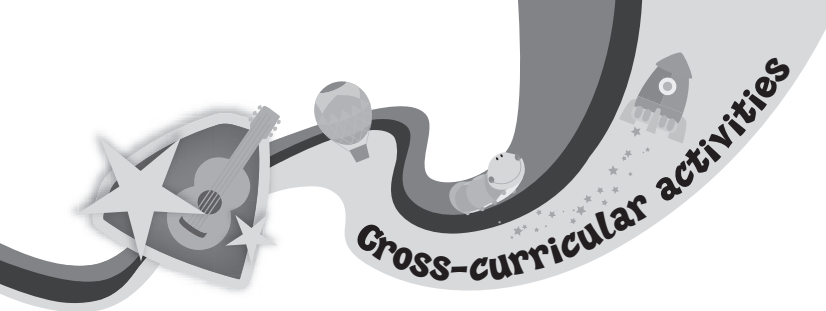
Condition	Result
When you <u>put</u> sugar in water,	it <u>dissolves</u> .
When I <u>wake up</u> ,	I <u>have</u> a cup of coffee.
When you <u>push</u> the button,	a bell <u>rings</u> .

Note that the condition and result can be reversed:

*When you push the button, a bell rings.*

*A bell rings when you push the button.*

We insert a comma between the two clauses when the condition appears first.



## Science: Left brain v right brain

**Materials:** Paper (7 pieces per pair), coloured markers.

**Preparation:** *Colour sheets (1 set per pair):* Write the following colours in large block letters so that the outline can be coloured in: *red, green, black, purple, yellow, orange, blue.*



### Directions:

Distribute the *Colour sheets*. Students colour in the words using a different colour from what each word says. For example, colour in the word *red* with a green marker pen, and so on.

Divide the class into pairs. Students swap sheets with their partners. Then they take turns trying to say the *colour* of each word on the sheet, rather than reading the word itself. Tell students to do this as quickly as possible.

Conduct a class discussion on how easy or difficult the task was. Explain why the task is difficult: *The right side of the brain is competing with the left side-the right side is better at identifying colour and the left side at processing language. Most people are left-brained, so it's easier to read the word than say the colour.*

## Language arts: Prediction pockets

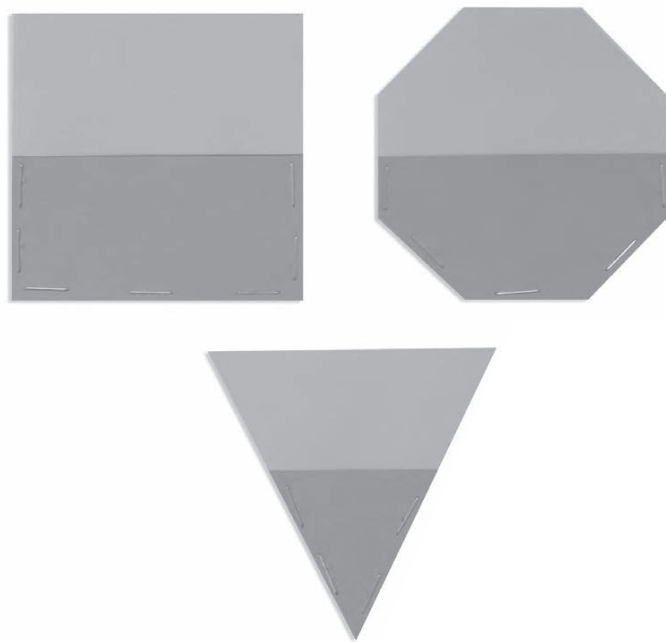
**Materials:** Card, stapler.

### Directions:

Review the basic geometric shapes with students: *triangle, octagon, circle, square, diamond, rectangle.* Distribute materials.

Help students cut out five geometrical shapes from the card.

Show them how to make pockets by cutting out and stapling half the shapes onto each shape.



Students decorate their pockets.

Students write five predictions for the following week on separate small pieces of paper: *I'm going to find some money in the playground.*

They put a prediction in each pocket.

After one week, students check their predictions.

## Project: Design and build a robot.

**Materials:** Paper, cardboard boxes, corrugated cardboard, thin marker pens, stickers, buttons, glue.

### Directions:

Divide the class into groups of three or four and give a piece of paper to each group.

In groups, students plan how they will make their robot and what materials they will need.

Students make a sketch of the robot indicating which materials are needed for which parts.

They should add a control panel to the robot.

Students discuss what functions the robot will be able to carry out.

Students write an instruction brochure explaining how the control panel works.

Students make their robots.

Have a class exhibition displaying all the robots and the instruction brochures.

In groups, students explain their robots to the rest of the class.



Vocabulary	Grammar
<p><b>Countries:</b>  Argentina, Australia, Brazil, Canada, Chile, China, Colombia, Cuba, Egypt, England, France, India, Italy, Japan, Kenya, Mexico, New Zealand, South Africa, Spain, Thailand, United States, Venezuela</p> <p><b>Languages:</b>  Arabic, Chinese, English, French, German, Italian, Japanese, Portuguese, Russian, Spanish</p> <p><b>Adjectives:</b>  calm, colourful, comfortable, enormous, exciting, exotic, experienced, famous, fantastic, freezing, fun, hungry, luxurious, mysterious, noisy, sick, spectacular, spicy, sweet, tasty, warm</p> <p><b>Verbs:</b>  bark, dive, enjoy, get (married), miss, sail, splash, stun, take (a cruise), walk</p> <p><b>Holiday/travel words:</b>  binoculars, boat ride, brochure, country, cruise, euro, exhibition, hotel, language, museum, passport, plane, postcard, ship, stamp, travel document, travel log, vaccination, visa, world</p> <p><b>Sailing words:</b>  deck, fishing net, harbour, horizon, land, life ring, overboard, sailboat, seasick, wave</p> <p><b>Weather:</b>  cloudy, rain, snow, storm, sunny, windy</p> <p><b>Other words:</b>  chopstick, chore, date, disaster, disease, e-mail, kangaroo, malaria, millionaire, mobile, orangutan, papyrus, rain forest, recipient, reserve, sender, stamp, surfboard, typhoid fever, university, yellow fever</p>	<p><b>Future with <i>going to</i>:</b>  I'm going to travel.  When are you going to leave?</p> <p><b>Future with <i>will/won't</i>:</b>  Will you be a millionaire?  Yes, I will./No, I won't.  Ryan will tell his classmates about his adventure.  Molly won't travel around the world again.</p> <p><b>Future (possibility) with <i>may/might</i>:</b>  Rosie might buy two hot dogs.  It may be cold.</p> <p><b>Certainty (<i>will/won't</i>) v possibility (<i>may/might</i>):</b>  It will rain tomorrow.  It may be sunny.</p> <p><b>Past simple:</b>  Which countries did she visit in 2004?  What did you buy?</p> <p><b>Adjective/noun collocations:</b>  a luxurious car  mysterious jungle trails</p>
<p><b>Functional language:</b> Do I need a visa? How long are you going to stay? Here's your visa and passport. Can I see your passport, please? Are you here on holiday or on business? Have a good trip. Here you are.</p>	<p><b>Multiple intelligence:</b> Spatial intelligence (116), Mathematical intelligence (127)</p>

### Teaching tip

#### Pronunciation of cognates and semi-cognates

In this unit, students will be working with country names. Many of these names may be written the same (or nearly the same) in English as in the students' L1, but have different pronunciation. For example, if a student's L1 is Spanish, *China* and *Australia* are cognates, but their pronunciation is considerably different. For this reason, you should dedicate time to practising the pronunciation of country names.

You might also want to explain that some names of cities and places vary in different languages. Some examples in English and Spanish are *London–Londres*, *New York–Nueva York*, *Rome–Roma*, and so on. This happens mainly with cities that are historically significant, but not usually with newer cities.



**Grammar:** Future with *going to*: *I'm going to travel. When are you going to leave?*

**Vocabulary:** *China, Japan, Egypt, France, Canada, Spain, Kenya, Brazil, Cuba, Chile, world, Chinese, English, Japanese, Russian, German, Arabic, Italian, French, Spanish, Portuguese.*

**Materials:** Slips of paper, Post-it notes. *Optional:* Paper, atlas.

**Preparation:** Write the following on Post-it notes: *Africa, America, Europe, Asia, Oceania, Antarctica, Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean. Country strips* (1 per pair): Write country names (*Mexico, United States*, etc.) on one half of each strip of paper and the language spoken in that country (*Spanish, English*, etc.) on the other half. Cut the strips of paper in half. *Optional: Puzzles:* Use the poster to trace around each country in Europe. Make six photocopies of each tracing.

### Warm-up

**Label the map.**



#### Poster 8

Attach the poster to the board.  
Distribute Post-it notes (see Preparation) with the names of the continents and oceans.  
Tell students holding the notes to go to the poster and label the map. The rest of the class corrects and guides.

### Vocabulary presentation



#### Poster 8

Write the following country names on Post-it notes: *Canada, United States, Mexico, Colombia, Venezuela, Brazil, Argentina, England, France, Italy, Cuba, Chile, Spain, Egypt, Kenya, South Africa, India, Thailand, China, Japan, Australia* and *New Zealand*.  
Hold up a note and ask: *Do you know where (Canada) is?* Volunteers come to the board and label the map with the notes.  
Copy the names of the languages on page 88 onto the board. Point to one of the countries labelled on the map and ask: *Which language do they speak in this country?* Continue in the same manner with the rest of the countries and languages.

### Controlled practice

#### ① Listen and number the countries on the world map. 48

Students cover the words to the song with a sheet of paper. Ask questions about the location of some of the countries in the song: *Where is (China)?* Students respond: *In (Asia).*

Play Track 48. Students listen and number the places in order. Play Track 48 again. Students listen and check their answers.

Students read the song and correct their work.

#### Track 48

##### All over the world

(See Student's Book page 88, activity 1.)

- Circle the languages you are going to speak on the route.

Ask a volunteer to read the names of the languages out loud. Ask questions about where these languages are spoken: *Do they speak English in Canada? Do they speak German in India?*

Tell students to imagine that they are going to follow the route they sang about in the song. Students circle the languages they are going to speak on the route. Ask a volunteer to name the languages.

#### ② Plan a trip to a foreign country.



#### Poster 8

Students choose a country they would like to visit and write its name in their book. Then they write the answers to the question clues.

- Ask a classmate about his/her trip.

Divide the class into pairs. Students ask and answer questions about their trip. Students make a note of their partner's answers in their notebook. Ask volunteers to tell you about their classmate's trip.

### Optional activity

#### Multiple intelligence: Spatial intelligence

Divide the class into six groups.  
Distribute the *Puzzles* (see Preparation).  
Students cut out the country shapes and write the names of the countries on the shapes. They will need to use an atlas as a guide for some of the smaller countries. Set a time limit. Students reconstruct the continent on the floor.  
The first group to finish is the winner.

### Wrap-up

#### Find your partner.

Hand out the *Country slips* (see Preparation). Students walk around the classroom looking for their partners. When they find their partner, they sit down.  
Check the activity by asking: *Which country have you got? Which language is spoken there?*



#### Activity Book

Page 88, activities 1 and 2.

#### Key

① *Countries:* Canada, France, Brazil, Chile, China, Egypt;  
*Languages:* English, French, Portuguese, Spanish, Chinese, Arabic;  
international



**Grammar:** Past simple: *Which countries did you visit? What did you buy?*

**Vocabulary:** *United States, Mexico, Colombia, Venezuela, Argentina, England, Italy, India, Thailand, South Africa, Australia, New Zealand, hat, bus, pizza, plate, papyrus, lion, elephant, kangaroo, parrot, chopstick, surfboard, rainforest, mobile.*

**Materials:** Cutout 1, dice (1 per group of 3 students).

### Warm-up

#### World famous sites

##### Poster 8

Write a list of famous world sites on the board: *The Great Wall, The Statue of Liberty, The Tower of London, The Eiffel Tower, The Taj Mahal, The Sydney Opera House, The Leaning Tower of Pisa, The Kremlin, The Great Pyramid, Chichen Itzá, etc.*

Students ask questions to discover which countries these famous sites are in: *Is it in (Italy)? Do they speak (English) there?*

### Controlled practice

#### ① Play *The travel game*.

Read and explain the instructions.

Students cut out the instruction cards and souvenir cards in Cutout 1 and place them face down on the table in two separate piles.

Students play the game in groups. They make a note of the countries they visit and the souvenirs they gather while playing the game and write them in their chart.

- Interview a classmate.

Divide the class into pairs. Using the model dialogue as a guide, students take turns asking and answering questions about the countries they visited and the souvenirs they gathered while playing the game. They use the chart they completed to answer the questions.

### Connect to students' experiences

Ask students about their own travel experiences: *Have you ever travelled? Where did you go? Which places did you visit? What did you buy? Who did you travel with? How did you travel? What did you see? What did you eat? Who did you meet? Did you take any photos? Did you like it? Why/not?*

### Optional activity

#### Where did I go?

##### Poster 8

Tell students to listen and guess which countries you visited.

Say: *I ate pancakes with maple syrup and I saw some baby seals. Where did I go?* Students guess: *Did you go to (Canada)?*

Continue asking, using the pictures on the poster as clues.

Once students understand the game, instruct a volunteer to take your role. The student who guesses correctly then takes a turn.

### Wrap-up

#### Backwards hangman

Play *Backwards hangman* with the names of the countries.

This game is the same as traditional *Hangman*, except that the letters of the word being guessed are written from right to left. For example, *France* would be written *ecnarf*.

On the board, draw a line for each letter of the word and draw the hangman's scaffold. Students take turns calling out letters. If the letter is part of the word, write it on the corresponding line. If it is not, draw part of the body and write the letter on another part of the board.

As soon as a student thinks he/she knows the country name, he/she raises his/her hand. If his/her guess is correct, tell him/her to come to the board and write the word from left to right.

Continue until a student guesses the word or until the hanged man's scaffold is complete.

#### ◆ Activity Book

Page 89, activities 1 and 2.



**Grammar:** Review of past, present and future verb tenses.

**Vocabulary:** *Surprise, travel log, e-mail, harbour, sailboat, disaster, storm, seasick, wave, life ring, deck, binoculars, horizon, overboard, stun, bark.*

### Warm-up

#### My trip around the world



#### Poster 8

Display the poster. Tell students to imagine that they are going to travel around the world.

Write the following questions on the board: *How are you going to travel? Where are you going to start from? Which countries are you going to visit? (Write 10 countries.) What are you going to see? (Write 5 things.)* Students answer the questions in their notebooks.

### Developing reading

#### Story: *The Pickford family adventure, part 1* 49

Tell students to look at the pictures on page 90. Explain that this is a story about a family who has a very special adventure. Ask questions about the family: *How many members are there? How many children? Are the children all boys? What kind of pet have they got?* Read the title of the story out loud. Ask students if they can guess what kind of adventure the family has. Play Track 49. Students listen and follow along in their books.

#### Track 49

#### *The Pickford family adventure, part 1*

(See Student's Book page 90.)

Pause the CD after each section and ask general comprehension questions:

*What surprise did the parents have for the children? Was Molly happy with the idea of travelling around the world? What did dad say? How did Ryan think the family was going to travel? How did the family travel? When did Ryan send his first e-mail? What address did he send it to? Who is Brownie? Did Brownie stay at home? Where was the family when Brownie fell overboard? What did dad do? How did dad see Brownie? Did the family rescue Brownie?*

Students silently read the story in their books again and underline any words they do not understand. Students write the unknown words on the board. Ask volunteers to explain the words.

Then get volunteers to read the story out loud.

In your book, underline any words that are mispronounced. When students have finished reading, write the words on the board and model the correct pronunciation.

### Optional activity

#### Brownie's adventure

Tell students to imagine how scared Brownie must have been when she was all alone at sea.

Tell students to imagine that they are Brownie and write a short paragraph describing the event from the point of view of the dog. Tell them to think about what happened to Brownie between the time she fell overboard and the time she was rescued. Write the following questions to help students write their paragraph: *How did you feel? What did you see? What did you hear? How did it smell? Was it cold or hot? What did you do when you saw the boat? How did you feel when you were rescued?*

### Reading comprehension

#### ① Read and underline the verbs.

Write the following sentences on the board:

*The Pickford children arrived home from school. We've got a surprise for you. We're going to spend a whole year travelling around the world.*

Ask questions about the tenses of the sentences: *Which tense is this verb? Past, present or future? How do you know?*

Students read through the story and underline the verbs using the key.

Draw a chart on the board with three columns. Write *past, present* and *future* as headings for the columns.

Invite volunteers to come to the board and complete the chart with the verbs from the story. Make sure the students include the auxiliary verbs as part of the whole verb structure.

### Wrap-up

#### A story ending

Divide the class into pairs.

Ask: *How do you think the story will end?*

Students write an ending to the story in their notebook. They should write at least five sentences.

Collect the story endings and save them for the next lesson.

#### Answer Key

① *Underline in red:* 're going to send, aren't going to go, are going to send, Aren't going, 're going to leave, is going to come; *Underline in green:* Text 1: arrived, were waiting, said, were stunned, said, said, said, drove, pointed, exclaimed, looked, cried, said, was, finished, said, sailed; Text 2: had, was, was, hit, fell, tried, was, threw, heard, felt, passed, sat, were thinking, heard, got, scanned, was hanging, turned, rescued; *Underline in blue:* Text 1: have got, 's, suppose, can do, have got, have to start, can't leave; Text 2: 're sailing



#### Activity Book

Page 90, activities 1 and 2.

#### Key

① 1. said; 2. sailed; 3. is sailing; 4. is writing; 5. is going; 6. are going

② *From left to right:* There was a really bad storm. Suddenly, a huge wave hit our boat. Brownie fell into the sea. Dad threw a life ring into the water.

## Student's Book Page 91



**Grammar:** Review of past, present and future verb tenses, question forms.

**Vocabulary:** *Land, reserve, orangutan, fishing net, splash, dive, miss, calm, sick, sweet.*

### Warm-up

#### Key words 49

Ask students what they remember from the story *The Pickford family adventure*.

Students write down all the words they can remember from the first part of the story.

Elicit the words and write them on the board.

Play Track 49. Students follow the first part of the story on page 90 of their books.

### Developing reading

#### Story: *The Pickford family adventure, part 2* 50

Students look at the story on page 91.

Play Track 50. Students listen and follow along in their books.

#### Track 50

##### *The Pickford family adventure, part 2*

(See Student's Book page 91.)

Pause the recording after each paragraph and ask general comprehension questions:

*When was the family in Borneo? What did Rosie do there? What did Molly do? What did Ryan do? Where was the family in July? What was wrong with the dolphin? How did the family help the dolphin? What did the dolphin do then? Who saw the coast of France first? What time did she see it? Did the children miss having TV on the sailboat? When will Ryan see his friends again? How has Ryan changed?*

Students read the text in their books in silence.

Ask students to underline any words they do not understand.

Students write the unknown words on the board.

Ask volunteers to explain the words.

Then volunteers read the story out loud.

In your book, underline any words that are mispronounced.

When students have finished reading, copy the words onto the board and model the correct pronunciation.

### Optional activity

#### Another Pickford family adventure

Write the following dates from the story on the board: 15/12/2005, 13/04/2006, 25/07/2006, 01/09/2006.

Students say the dates out loud.

Divide the class into groups of five.

Each group picks another date (between two of the e-mails) and writes a short paragraph about another Pickford family adventure.

Tell students to include where they went, what they saw, what happened, and whether they liked it or not.

A spokesperson from each group reads the adventure out loud.

#### ① Read and answer the questions.

Write the first question on the board. Draw a circle around the auxiliary verb: *Did*. Explain that this word gives us a good clue as to how the question should be answered.

Read question number one out loud. Students respond using the corresponding auxiliary verb.

Repeat the procedure with the next question. Once you are satisfied that students understand how to answer the questions correctly, tell them to write the answers in their books.

Choose volunteers to read the questions and answers out loud. Students correct their work.

### Wrap-up

#### Writing questions

Divide the class into pairs. Students write one comprehension question for each section of the story in their notebooks.

Pairs swap notebooks and answer each other's questions.

Go over the questions and answers with the whole class.

#### Answer Key

① 1. Yes, they did. 2. Yes, she was. 3. No, he wasn't. 4. No, they didn't. 5. No, they won't. 6. Yes, they will.

#### ◆ Activity Book

Page 91, activities 1 and 2.

#### Key

① 1. Yes, they did. 2. No, it didn't. 3. Yes, they did. 4. No, it wasn't. 5. No, they didn't. 6. No, they didn't. 7. Yes, they will. 8. Yes, they will.

② 5, 7, 2, 4, 3, 6



**Reading focus:** Extracting information from brochures and postcards.

**Vocabulary:** *Postcard, brochure, boat ride, sender, recipient, museum, exhibition, euro, spicy, tasty, enormous, noisy, fantastic, freezing, enjoy.*

**Materials:** Index cards (1 per student). *Optional:* Entertainment section of a newspaper, tape.

**Preparation:** *Optional:* Cut out various adverts from theatres, cinemas, museums or art galleries from a newspaper.

### Warm-up

#### Mind maps

Make two circles in the centre of the board and write the word: *France* inside one of them and the word: *Museum* inside the other.

Individual students come to the board and write all the words they can think of related to *France* or the word *museum* around the corresponding circles:

*France: Paris, French, Eiffel Tower, cheese, etc.*

*Museum: painting, exhibition, sculpture, etc.*

Help students with difficult words and spelling.

### Developing reading

#### ① Read and answer the questions.

Tell students to look at the postcard on page 92.

Students silently read the postcard and underline with red pencil all the places Daniel visited. Ask individual students to read the underlined words out loud.

Divide the class into pairs. Students read the postcard again and answer the questions.

Divide the class into groups of four. Students check their answers.

Walk around the class monitoring the activity and helping students with unknown vocabulary.

### Developing writing

- Write three more questions in your notebook and ask your partner.

Write the following on the board: *Where is Daniel? Did Daniel enjoy the tour of Versailles?* Students answer the questions orally. Write the answers on the board. Explain that we can ask two types of questions. One type begins with the auxiliary verb and is answered yes or *no* + the auxiliary.

The second type begins with a question word and requires a full answer. Students write three questions in their notebooks about the postcard using any of the two types of questions.

Divide the class into pairs. Students swap notebooks and write the answers to their partner's questions in his/her notebook. Students return their notebooks and check the answers.

### Developing reading

#### ② Read the brochure and answer the questions.

Ask students what Daniel saw in the Louvre Museum. Explain that when we go to museums, art galleries and exhibitions, there are brochures with all the information we need to know.

Read the first section of the brochure out loud and ask questions about the opening days and hours: *Is the museum open on Fridays? Is it open in the afternoons? On which days is it closed?*

Repeat the procedure with the other sections.

Students read the brochure again and answer the questions in their notebooks.

Get various students to read their answers out loud. Students check their work.

### Optional activity

#### Let's go to...

Attach the adverts (see Preparation) around the classroom.

Divide the class into pairs.

Write the following questions on the board:

*Where will you go? What will you see? How much will it cost? What time will you go there? Which day will you go?*

Tell students to walk around the classroom and look at the adverts. Each pair decides which cultural event they are going to visit or see.

Students make a note of the information they need to answer the questions on the board.

Volunteers talk about the cultural event they are going to visit or see.

### Wrap-up

#### Play Word Wizards.

Write the following text on the board:

*Find...*

*a type of money.*

*a day of the week.*

*a nationality.*

*the name of a famous painting.*

*the name of a famous museum.*

*the name of a famous cathedral.*

*the name of a famous palace.*

Divide the class into groups of four. Students find the corresponding words in the texts on page 92 and make a note of them. The first group to finish is the winner.

### Activity Book

Page 92, activity 1.

#### Key

① *Adjectives for food:* delicious, tasty, spicy; *Adjectives for weather:* wet, sunny, freezing; *Adjectives for people:* noisy, friendly, kind; *Adjectives for buildings:* enormous, modern, old



**Grammar:** Future with *will/won't*: *Will you be a millionaire? May/might*: *She may live in France. She might be famous.*

**Vocabulary:** *Plane, ship, hotel, museum, baseball, millionaire, university, child/children, country, language, get married, famous.*

**Materials:** Slips of paper (2 per student), bag.  
**Optional:** 3 paper bags, paper strips (3 per student).

### Warm-up

#### Play Fortune for next weekend.

Distribute slips of paper.

Students write one prediction for next weekend with *will* on one slip and another prediction with *won't* on another slip: *You will have a surprise visitor. Your favourite team won't win the match.*

Collect the slips and put them in a paper bag. (Read the fortune slips before you put them in the bag to ensure that none of the fortunes are overly negative.) Walk around and let students draw two slips from the bag. Tell them that they are going to read their fortune for next weekend. Encourage each student to read his/her fortune slips out loud.

### Grammar presentation

Tell students that you've got a dog named Fang and that next week is Fang's birthday.

Write the following on the board: *Ideas for Fang's birthday: bone? park? toy?*

Say: *Next Saturday, Fang will be three years old.*

*I've got some ideas for his birthday, but I'm not sure.*

*I might give him a bone. I may take him to the park.*

*Or I may buy him a toy. I still don't know.*

Write the following outline on the board:

*Next \_\_\_\_\_, I will be \_\_\_\_\_ years old.*

*I might \_\_\_\_\_.*

*I may \_\_\_\_\_.*

Students think about their own birthdays and ideas for celebrating it, and complete the information.

Divide the class into pairs. Students deduce a rule for the use of *will*, *may* and *might*.

### Grammar practice

① Listen and tick (✓), cross (X) or put question mark (?).

Play Track 51. Students listen and mark the things James will do and the things he won't do on his holiday.

#### Track 51

Hey, Lisa, did you know that I'm going to the USA next week for my holiday?

Really? That sounds like fun. Are you going to go by plane?

Yes, I am. I love travelling by boat but the journey is very long. So I'm not going to go by boat.

Are you going to go to New York?

I may go to New York. It depends on time. My first stop

is San Francisco.

Oh, that's such a beautiful city. You'll love it. It's very expensive though. Are you going to stay in a hotel?

No, I'm not. I might stay with friends. We'll see.

How long are you going to stay for?

I'm definitely going to stay for 10 days and I may stay as long as a month. It depends how much money I spend!

So, are you going to visit the museums in San Francisco?

They're wonderful.

Oh, no, I don't think so. I visited too many museums when I went to France!

So what are you going to do?

Well, I may go to a baseball game, or two!

Oh, James!

### Reading practice

② Use the key to complete the chart for yourself.

Tell students to imagine what their lives will be like in the future.

Students read through and complete the questions for themselves.

- Ask a classmate and complete the chart for him/her.

Divide the class into pairs. Students take turns asking and answering the questions.

Students complete the chart for their classmates.

### Optional activity

#### More fortune telling

Each student writes three phrases on separate strips of paper: *get married, be a millionaire, be a film star, be poor, be happy*, etc.

Label three bags with: *You will, You may* and *You might*. Students fold their papers and put them in the corresponding bag.

Individual students come to the front, take a paper from each bag and talk about their fortune: *I will get married. I might be a film star. I might be happy.*

### Wrap-up

#### Circle the words.

Each student chooses five words from the lesson.

Students make a 10 x 10 grid in their notebooks and write the words letter by letter in the squares, horizontally, vertically or diagonally.

Then they fill in the remaining squares with random letters.

Divide the class into pairs. Partners swap notebooks. Then they look for and circle the five words.



### Activity Book

Page 93, activities 1 and 2.



**Grammar:** Adjective/noun collocations: *a luxurious car, mysterious jungle trails*

**Vocabulary:** *Luxurious, warm, colourful, fantastic, experienced, exotic, comfortable, spectacular, exciting, mysterious, fun, transparent, underwater, swimming, diving, skiing, hiking, cruise.*

### Warm-up

#### Dictation: Where can you do it?

Make four columns on the board. Write the following headings for each column: *at the beach, in the mountains, in a city, in the forest*. Tell students to copy the columns and headings into their notebooks. Dictate action words: *walking, swimming*, etc. Students write the words under the correct headings in their notebooks. Volunteers come to the board and write the words. Students check their answers.

### Controlled practice

#### 1 Listen and number the holiday advertisements. 52

Play Track 52. Students listen and number the adverts.

#### Track 52

What are you going to do this summer, Jack?  
I'm going to go hiking in the rain forest in Costa Rica. There's a fantastic holiday with trips to different national parks to see the wildlife. I want to take pictures of birds.

That sounds exciting!

Which holiday is Jack going to go on? Write number 1.

Hi, Christine!

Oh hi, Nancy!

Christine, we're busy planning our summer holiday. We're taking a trip to New York. Do you want to come with us?  
Oh that's really nice of you, Nancy but I'm not going on holiday this summer.

Why not?

I'm going to take a holiday in the winter this year. I'm going to go skiing in the Rockies. I'm going to rent a cabin.

What a great idea!

Which holiday is Christine going to go on? Write number 2.

Glenda, I've got a surprise for your birthday.

Really? What is it?

We're going to go on a cruise around the world!

Bob, you're joking! It's my dream come true!

Well, you deserve it! The ship has got a swimming pool, cinemas and a gym. And we're going to visit sixty countries! Sixty countries? That's fantastic!

Which holiday are Bob and Glenda going to go on? Write number 3.

I've just planned my holiday for this year.

Really? Where are you going?

The Caribbean!

Wow! Are you going to lie on the beach all day?

No, actually I'm going to go diving. I want to take pictures of tropical fish.

Oh, that sounds like fun.

Which holiday is Dean going to go on? Write number 4.

Play Track 52 again. Students check their work.

Ask: *Which holiday is Jack going to go on? What is he going to do?*

Repeat the procedure with Christine, Glenda and Bob, and Dean.

- Complete the speech bubbles.

Students complete the speech bubbles using the information from the adverts.

### Vocabulary presentation

- Underline the adjectives in the texts.

Ask a volunteer to read the first advert out loud.

Students underline the adjectives in the text:

*warm, transparent, tropical, amazing, underwater, experienced, friendly, safe*. If students call out *fun*, explain that this word is sometimes an adjective and sometimes a noun.

Repeat the procedure with the other adverts.

- Think of different nouns to complete the adjective phrases.

Write the following phrases on the board: *a luxurious car, some colourful birds, some exotic food*. In pairs, students discuss when we use *a/an* and when we use *some*: *a/an* for singular nouns; *some* for plural and uncountable nouns.

Students complete the phrases with different nouns.

### Optional activity

#### Adjectives

Divide the class into groups of five.

Write the following words on the board: *food, scenery, wildlife* and *activity*.

Tell students to brainstorm a list of at least five adjectives they could use to describe each of the nouns.

Ask a volunteer from each group to read his/her list out loud. Discuss and correct.

### Wrap-up

#### Where are you going?

Divide the class into pairs.

Students choose one of the holiday adverts and say why they have chosen that particular holiday: *We are going to... because we like... and we want to...*

Different pairs explain their choice to the rest of the class.

#### Answer Key

1. Complete the speech bubbles: 1. hiking; 2. skiing; 3. a cruise; 4. diving. Underline: 4. warm, transparent, tropical, amazing, underwater, experienced, friendly, safe; 2. luxurious, cosy, warm, fantastic, Exciting, fun; 3. different, luxurious, Comfortable, tasty, bored; 1. exotic, beautiful, mysterious, colourful

### Activity Book

Page 94, activities 1 and 2.

#### Key

1. Michael, diving; 2. Diane, hiking; 3. Lena, skiing



**Grammar:** Past simple: *Which countries did she visit in 2004?*

**Functional language:** *Do I need a visa?*

**Vocabulary:** Passport, visa, vaccination, disease, travel document, malaria, yellow fever, typhoid fever, brochure.

**Materials:** Index cards (1 per student), holiday brochures and magazines.

### Warm-up

#### Who is it?

Copy the following on the board:

Last name:                      Date of birth:                      Nationality:

First name:                      Place of birth:

Distribute index cards. Students copy and complete the information. Collect the cards and redistribute.

Each student stands up and reads the information on the card except for the first name: *(His) last name is (Alvarez). He's (Spanish). He was born on (January 13<sup>th</sup>, 1996). He was born in (Albacete). Who is it?* Students take turns guessing who the information belongs to.

### Controlled practice

#### ① Complete the passport.

Tell students to look at the passport and the information in the word box in their books.

Ask questions: *What's her first name? What's her passport number?* Students answer orally.

Students complete the passport in their books.

#### Connecting to students' experiences

Explain that a passport is an identity document. Ask if students know what kind of information is contained in a passport. Ask students who have travelled to a different country if they got a stamp in their passports when they arrived. Explain that this is a visa. The stamp has the name of the country and the date we arrive there.

- Answer the questions.

Tell students to look at the visa stamps and ask: *How many countries did she visit? When did she arrive in Japan? Which country did she visit first? Which country did she visit last?*

Then students look at the visas again and answer the questions in their notebooks. Students check their answers with the student sitting next to them.

#### ② Read and interview a classmate.

Ask a volunteer to read the text out loud. Help him/her with any difficult words.

Point to the chart. Explain the information: *If you travel to Kenya, you need a visa and you need three*

*vaccinations.*

Write the names of the diseases on the board: *malaria, yellow fever and typhoid fever.* Tell students that malaria and yellow fever are transmitted by mosquitoes. Typhoid fever is caused by a bacteria found in water. Explain that these diseases are more common in hot climates.

Divide the class into pairs. Students take turns asking and answering questions using the model dialogue as a guide.

### Optional activity

#### ♥ Health education

Explain to students that all babies have vaccinations when they are very small to protect them from bad diseases. Write the following on the board:

*In 1786, Dr Edward Jenner \_\_\_\_\_ the first vaccine. It was for a terrible \_\_\_\_\_ called smallpox. He injected people with a very small \_\_\_\_\_ of the disease. Their bodies made \_\_\_\_\_. These antibodies \_\_\_\_\_ us from the disease. Thanks to Dr Jenner's \_\_\_\_\_, nobody suffers from smallpox today.*

Write the following words in a box: *dose, protect, discovered, antibodies, discovery, disease.*

Volunteers complete the blank spaces. Students copy the text into their notebooks.

### Craft activity

#### The Printer's Project

Divide the class into pairs. Read the instructions out loud. Distribute holiday brochures and magazines. Students imagine their ideal holiday. Then they write a short text about the features of their holiday, make a list of the things needed and illustrate their work with cutouts from the magazines and brochures. Display the brochures around the classroom.

### Wrap-up

#### When you go to..., you can...

Write the following countries on the board: *Kenya, Peru, Italy, China and India.* Divide the class into pairs. In their notebooks, students write about the things they can see or do in each country: *When you go to China, you can visit the Great Wall of China.* Pairs read their sentences out loud.

#### Answer Key

① From top to bottom: Arnolds; Jane; Dec 12th , 1988; British; 7022809421; Brighton, Sussex; Aug 7th , 2002; Aug 7th 2012

#### ◆ Activity Book

Page 95, activities 1 and 2.

#### Key

① 1. Woman. 2. Simons. 3. Leslie. 4. Australian. 5. Australia. 6. Sydney. 7. 19 Sep 1985. 8. 02/08/99. 9. 07/08/09.



**Functional language:** *How long are you going to stay? Here's your visa and passport. Can I see your passport, please? Are you here on holiday or on business? Have a good trip. Here you are.*

**Vocabulary:** *Passport, personal data, visa, stamp, date, country.*

**Materials:** Cutout 2, potatoes (half a potato per student), teaspoons, paint or ink. *Optional:* Reference books on different countries, Internet access.

### Warm-up

#### How many countries can you name?



#### Poster 8

Display Poster 8.

Tell students to write the numbers from 1 to 16 in their notebooks. Draw students' attention to country number 1. Students write the name of country 1 in their notebooks: *Canada*. They continue with the rest of the countries. (Note: Some countries may be repeated.) Then students say the names of the countries out loud. Write the country names on the board. Finally, students look at the corresponding pictures for each country at the bottom of the poster and write a sentence about what tourists can do in each country: *In Canada, you can buy maple syrup*. Check answers around the class.

### Craft activity

#### ① Make your passport and a visa stamp.

Students cut out the passport information sheet in Cutout 2.

Students complete their passports with their personal data. Then they either glue a photo of themselves or draw a picture in the passport.

Read the rest of the instructions out loud.

Demonstrate how to cut away parts of the potato using the spoon in order to make a stamp.

Students ask their classmates to stamp their passports and complete the visa stamps with country names and dates.

Write some sample dates on the board: *30/12/2003, 28/09/2004*, etc. Make sure that the students understand that the dates should all be past dates.

### Optional activity

#### My trip

Students choose a country from the stamps in their passports. Write the following cues on the board: *Country, city, language, important buildings/sights/monuments/museums, food, how many people, interesting facts*.

Students look for information about their chosen country in reference books or on the Internet. Then they write a short text about the place they chose.

Volunteers read their texts out loud.

### Controlled practice

#### ② Complete the dialogue.

Tell students to look at the photos. Explain that the woman is an immigration officer. She works at the airport and she stamps visas.

Students look at the texts below the photos.

Ask a volunteer to complete the first question. Read the answer and ask the class if they think it is correct.

Repeat the procedure with the other parts of the dialogue. Students complete the texts.

- Listen and check your answers. 🎧 53

Play Track 53. Students listen and check their work.

#### Track 53

Good morning, Gentlemen. Can I see your passports, please?

Yes, of course. Here you are.

How long are you going to stay here?

Just for one week.

Are you here on holiday or on business?

On holiday. We're going to visit our family.

Here's your visa and your passport. Have a good trip.

Thank you very much. Goodbye.

### Controlled practice

- Role-play with a classmate.

Students do a role-play using the passports they made in activity 1.

Encourage them to do the role-play from memory. They can use the phrases in activity 2 as prompts if necessary.

### Critical thinking: Globalisation of customs

Tell students to think about Santa and Christmas trees.

Ask students if their parents or grandparents knew about Santa or Christmas trees. Encourage students to think about how these cultural ideas were introduced into their country and where they are originally from. Elicit other foreign customs that are influencing traditions native to their country.

### Wrap-up

#### Back writing

Divide the class into pairs.

Each student chooses five words from the unit.

Students take turns writing the words on their partner's back.

The pair that guesses the most words correctly wins.

#### Activity Book

Page 96, activities 1 and 2.

#### Key

- ① 1. 23/06/2003. 2. India. 3. Australia. 4. Samuel. 5. Samuel. 6. India. 3, 2, 1



**Grammar:** Certainty v possibility with *will/won't/may/might*: *It may/might rain. It will be sunny.*

**Vocabulary:** *Cloudy, windy, sunny, rain, snow, storm, raincoat, shorts, T-shirt, coat, boot, sandal, dress, jumper, trousers, sunglasses.*

**Materials:** *Optional:* Maps of your region (1 per student), 6 index cards.

**Preparation:** *Weather cards:* On index cards, draw the symbols for the following weather: *cloudy, snow, storms, windy, rain, sunny.*

### Warm-up

#### Weather vocabulary

Display the *Weather cards* on the board (see Preparation). Write the weather words on the board: *cloudy, snow, storms, windy, rain* and *sunny*.

Point to the symbols. Explain that these are universally used symbols to indicate weather conditions.

Invite individual students to come to the board and match the symbols with the words.

Read the words out loud. Students repeat.

Explain that people who study the weather are called meteorologists. Explain that meteorologists study the weather and produce a forecast (a prediction about the weather).

#### Grammar box

Explain that weather forecasts are very accurate these days but they are never 100% accurate. Sometimes meteorologists are more certain about the weather forecast, but other times when conditions are volatile, they cannot be so sure.

When they are sure, they say: *Tomorrow it will rain.*

When it is a possibility but not a certainty, they say: *Tomorrow it may/might rain.*

### Controlled practice

#### ① Listen and draw the symbols on the weather maps. 54

Ask students what they think the weather will be like tomorrow in each place.

Play Track 54. Students listen and draw the weather symbols on their maps.

#### Track 54

Good evening everyone. Here is the weather forecast for international travellers.

If you are going to Canada, take plenty of warm clothes with you. It may be very cold tomorrow with a maximum temperature of  $-8^{\circ}$  Celsius. It will be cloudy all day and it might be windy in the afternoon. It may also snow during the night.

If you are in St. Lucia in the Caribbean, here is your weather forecast. In the north of the island, it will be sunny and hot. However, there may be storms and heavy rain in the south of the island. So stay on the beaches on the north side of the island!

If you are travelling to Paris, France, tomorrow, don't forget your raincoat. It will be cool and windy and it will rain in the afternoon.

Play Track 54 again. Students check their work.

Ask questions about the finished maps: *Will it be sunny in Lake Louise? What will the weather be like in Paris?*

#### ② Match the words with the pictures.

Ask students to think about the types of clothes that they wear according to the weather: *What do you wear when it's raining? Do you wear a coat when it's hot and sunny?*

Students match the words with the pictures.

Students exchange books with their classmates to check the activity.

### Free practice

#### ③ Choose a place and ask your partner for advice.

Say: *I'm going to Paris tomorrow. What clothes should I take with me?* Students offer suggestions: *Take a jumper because it may be cold.*

Repeat the procedure with Saint Lucia and Lake Louise, Canada.

Students choose two of the places and complete the sentences in their books.

### Optional activity

#### The weather forecast

Hand out the maps of your region.

Students draw symbols on the map to make a weather forecast for their region for tomorrow.

Ask five volunteers to attach their weather maps to the board. Tell the volunteers to imagine that they are meteorologists on TV. They should explain the forecast for tomorrow and tell the viewers what they should wear.

### Wrap-up

#### Why are you going to wear a jumper?

Tell students to choose one of the weather symbols and draw it in their notebooks.

Say: *Stand up if you are going to wear a jumper tomorrow.*

Ask the students who are standing up: *Why are you going to wear a jumper?* Students answer according to the symbol they have drawn: *Because it may snow.* Repeat the procedure with other items of clothing.

#### ◆ Activity Book

Page 97, activities 1–3.

#### Key

① 1. it will be very sunny. 2. it may be very cold. 3. it might be hot. 4. it will snow. 5. it may rain.



**Grammar:** Certainty v possibility with *will/won't/may/might*: Molly *won't* travel around the world again in the future. Ryan *might* tell his classmates about his adventures.

**Vocabulary:** Hungry, chore, walk, fishing.

**Materials:** Cutout 3, optional: Paper (1 piece per student).

### Warm-up

#### Certainty v possibility

Students make two columns in their notebooks and write the following headings: *Certainty / Possibility*. Explain that certainty means when you are 100% sure something will happen and possibility means when you are not completely sure.

Students write two sentences about two things they are certain will happen and two sentences about two things that might possibly happen.

Volunteers read their sentences out loud.

### Controlled practice

#### ① Classify the sentences.

Read the first sentence out loud and ask: *Is that sentence a certainty or a possibility? Which word in the sentence is the clue?* Students respond: *Might*. Repeat the procedure with the rest of the sentences. Students use the key to classify the sentences in their books.

Elicit answers: *Is sentence number one a certainty or a possibility?*

### Optional activity

#### Certainty or possibility?

Distribute paper. Students cut the paper in half and write the letter *C* on one half and the letter *P* on the other half.

Write the words: *certainty* and *possibility* on the board. Explain that *C* stands for certainty and *P* for possibility. Call out some sentences using the following model: *I'll go to France someday. I may visit a museum next week. I might have pasta for dinner tonight. I won't tell a lie.* Students hold up the letter *C* or *P* depending on whether you say *will/won't* or *may/might*. Any students who hold up the wrong letter are out.

### Grammar practice

#### ② Read and complete the sentences.

Tell students to look at the picture of Molly. Read the text out loud. Ask questions about the picture: *How many different kinds of food are on sale? How much do the hamburgers cost? How much money has Molly got? Can she buy a hamburger? Why not? Can she buy*

*a hot dog? How much change will she get? Can she buy a bag of popcorn? How many can she buy?*

Students complete the sentences on their own.

Volunteers read their sentences out loud.

Now tell students to look at the picture of Ryan. Read the text out loud. Ask questions about the picture: *Has Ryan got a lot of chores to do? Why is the dog looking at Ryan? What do you think Ryan is going to do first, the chores or take the dog for a walk?*

Students complete the sentences on their own. Ask volunteers to read their sentences out loud.

### Grammar game

#### ③ Tell your classmate's fortune.

Students cut out the chart in Cutout 3.

Point to the pictures. Explain that you are going to ask questions about the future using these pictures. The students are fortune-tellers and they should decide what you are going to do in the future. Write three possible answers on the board: *Yes, you will. No, you won't. Well, you might/may.*

Point to the picture of the house and ask: *Will I live in a big house?* Students raise their hands to answer using one of the answers on the board.

Continue until you have modelled all the questions.

Tell students to write six questions in their notebooks using the pictures as clues.

Divide the class into pairs.

Students then glue the pictures into their *Fortune teller's chart*. Explain that this is what they think will happen to their classmate, not themselves.

Students take turns asking and answering questions according to the pictures in their *Fortune teller's chart*.

### Wrap-up

#### Write about your fortune.

Students write a short text about their future in their notebooks. They can use information from their partner's *Fortune teller's chart* and also include other ideas they have about their future.

Volunteers read their texts out loud.

### Answer Key

① 1. P; 2. C; 3. C; 4. P

② From top to bottom: Rosie: buy a hot dog, buy some popcorn; Ryan: go fishing, take the dog for a walk

### Activity Book

Page 98, activities 1 and 2.

### Key

① Write three sentences that are certain: We will arrive in the Maldives tomorrow. We won't stay in a hotel. We will be at the beach.

Write three sentences that are possible: We may stay there for a few weeks. Ryan, Molly and I may visit an animal reserve in Borneo. I might phone you tomorrow night.



**Grammar:** Review of past, present and future tenses. Review of *will/won't*, *may/might*.

**Vocabulary:** Key vocabulary from the unit.

**Materials:** Post-it notes, a pad of red circular stickers. *Optional:* Coins (1 per pair).

**Preparation:** Write a capital city on each Post-it note: *Ottawa, Paris, Rome, Beijing, Tokyo, Buenos Aires, Bogota, London, Madrid, Lisbon, Washington D.C., Bangkok*, etc.

### Warm-up

#### Capital cities

##### Poster 8

Attach the poster to the board. Hand out the Post-it notes. Explain that these are all capital cities. Students go to the poster, locate the country and attach their note. Continue until all the students who know their capital cities have attached their notes. Students who don't know should ask for help: *My city is (Bangkok). Who knows which country it is in?*

### Review

#### The Printer's Quiz

##### ► COMPLETE THE TABLE.

Students complete the table with the missing words. Ask questions to check the answers: *What's the capital of England? What language do they speak in Italy?*

##### ► COMPLETE THE TABLE.

Students look at the table. Choose a volunteer to suggest a word for the first category. Repeat with the other two categories.

Students complete the tables in their books.

Write the categories on the board. Volunteers call out words to complete them. Students check their work.

##### ► LOOK AND COMPLETE THE SENTENCES WITH WILL, WON'T, MAY OR MIGHT.

Explain that Rosie is thinking about her holiday. Write the symbols **X**, **✓** and **?** on the board. Remind the students of their meaning (see page 93 of the Student's Book). Students complete the sentences. Volunteers read the sentences out loud. Students check their work.

### Wrap-up

#### Geography game

##### Poster 8

Divide the class into two teams. Attach the poster to the board. Hand each team a sheet of red circular stickers.

Explain that they are going to test the other team on their knowledge of the countries in the world.

Each team should make a list of twenty countries they know the location of. Team 1 places the sticky red circles on the countries on their list. Team 2 guesses the names of the countries. If they guess correctly, they win one point. If they guess incorrectly, Team 1 must answer correctly otherwise they lose two points. Continue until all the countries have been named. Change roles and repeat. The team with the most points is the winner.

### Optional activity

#### Multiple intelligence: Mathematical intelligence: Probability

Divide the class into pairs. Distribute the coins. Explain that each pair is going to take turns throwing a coin 20 times. Before starting, pairs write down how many times they predict the coin will land on heads and how many times it will land on tails: *It will land 7 times on heads and 13 times on tails.*

Students take turns throwing the coin. They keep track of how many times the coin lands on heads and how many times it lands on tails.

Students report their results to the rest of the class: *It landed 9 times on heads and 11 on tails.*

The student whose prediction is closest to the actual outcome wins.

Say: *The law of probability says that when a procedure can result in two equally likely outcomes (in this case, heads or tails), the probability of either outcome occurring is 1/2 or 50 percent.*

### Answer Key

① Complete: Country: France, Mexico, Italy; Capital city: London, Tokyo, Washington DC, Main languages: English, Japanese, Spanish, English, Italian; Look and Complete: 1. will go to; 2. will take, photos; 3. won't buy, Mexican; 4. won't ride a camel; 5. may write a book about her adventures; 6. might eat a snake

### ◆ Activity Book

Page 99, activities 1–3.

#### Key

① 1. PA; 2. F; 3. F; 4. PR; 5. PA; 6. PR

② 1. T; 2. F

③ colourful, experienced, fun, comfortable, exciting, luxurious, beautiful, fantastic, spectacular, exotic

### Grammar module

#### Modals: May/might

*May* or *might* are modals we use to show that something in the future is possible but not certain. *May* and *might* are used interchangeably. *I may/might go to the cinema tonight.*

#### Will/won't

When something in the future is certain rather than possible, we use *will* or *won't*.

*I'll be 12 years old in February.*

*I won't go out after 11 o'clock at night.*



### **Game: Around the world**

#### **Directions:**

Students sit in a circle.

Ask a student to name a place that can be found on a map. Explain that they can name a country, a state, a river, a mountain, an ocean, a lake or a continent.

S1: *China.*

The next student names another place that begins with the last letter of the previous word:

S2: *Africa.*

S3: *Atlantic.*

S4: *Colombia.*

Continue going around the circle until all students have named a place. Go around the circle one more time, encouraging students to think of names more quickly.

### **Language arts: Class recipe book**

**Materials:** Paper.

#### **Directions:**

Ask students to think of their favourite foreign dish.

They draw a picture of the dish and write where it comes from, what it is made of and how it is prepared.

Divide the class into pairs. Get them to ask each other questions about their favourite dish: *What is your favourite foreign food? Where does it come from? What is it made of? How is it prepared?*

#### **Project: Map making**

**Materials:** Oranges (1 per pair of students), permanent magic markers, a knife, card, glue.

#### **Directions:**

Hold up an orange and tell students to imagine that it represents the Earth.

Draw a face on one side of the skin and the hair on the other side using a magic marker.

Ask students what they think will happen to the face if you try to make the orange peel flat rather than spherical.

Score lines around the peel and try to peel off the skin in regular sized pieces.

Place the peel on the table and let the students see what has happened to the face.

Explain that this is why it is so difficult to draw a map of the world. We have to try to draw a flat picture of something that is round.

Divide the class into pairs. Distribute oranges.

Tell students to draw an imaginary map on the orange.

They should cover the whole surface with land and sea.

As the students finish, they raise their hands.

Walk around the classroom, scoring the oranges with the knife so that the students can peel them.

Tell students to peel off the skin (as you did) and place the pieces side by side on the table.

Now tell them to try to make a flat drawing of their map on the card.

Finally, they glue the orange peel onto a space on the card to show the spherical form.

Display the maps.



Vocabulary	Grammar
<p><b>Warm-up and exercise verbs:</b>  <i>attack, balance, block, bend, calm, concentrate, hop, jump, lie, lift, move, practise, put, relax, rest, run, shake, stand up, stretch, touch, train, turn, walk</i></p> <p><b>Parts of the body:</b>  <i>ankle, arm, bone, foot, hand, head, heart, knee, leg, muscle, neck, toe</i></p> <p><b>Health and exercise words:</b>  <i>belt, breathing, calorie, coach, diet, energy, gym, heptathlon, high jump, hurdle, javelin, jumping jack, karate, lap, long distance running, martial arts, medal, meditation, movement, pose, pulse, pulse rate, push-up, routine, self-defense, sensation, shot put, sit-up, football, Sumo wrestling, torch, weights, windmill, wrestler</i></p> <p><b>Adverbs:</b>  <i>angrily, badly, beautifully, excitedly, gently, happily, loudly, quietly, sadly, slowly, well</i></p> <p><b>Adjectives:</b>  <i>amazed, blind, calm, clean, fast, mental, negative, physical, slow, strong, tired, tragic, weak</i></p> <p><b>Other verbs:</b>  <i>do, drive, go, pass, quit, spend, take</i></p> <p><b>Other words:</b>  <i>beer, cafeteria, disability, human, interview, map, nap, stew, thoughts, university, village, voice</i></p>	<p><b>Imperatives:</b>  <i>Stand up straight.  Turn around.  Put your hands on the floor.</i></p> <p><b>Zero conditional:</b>  <i>What happens when you run for five minutes?  When you run for five minutes, your pulse rate goes faster.  When water freezes, it turns to ice.</i></p> <p><b>Past simple with when:</b>  <i>When Marla was nine years old, a tragic thing happened.</i></p> <p><b>First conditional:</b>  <i>If I work hard, I'll win a medal.  If Yoshi gets fat, he'll be a better Sumo wrestler.  Will Jack wear a blue belt if he gets to the next level?  What will happen if you don't do your homework?</i></p> <p><b>Comparative adjectives:</b>  <i>They get smaller.</i></p>
<p><b>Functional language:</b> <i>What's the opposite of (happy)?  What's your favourite (animal)? Go (forward/back) one space. Change places with a friend. Throw again. Miss one turn.</i></p>	<p><b>Multiple intelligence:</b> Kinesthetic intelligence (page 139)</p>

## Teaching tip

In this unit, students learn to use the first conditional. In contrast to the zero conditional, which is used to explain facts and certainties, the first conditional is used to explain possibilities. Specifically, it has been used to discuss the consequences of hard work and effort: *If you work hard, you'll get on the team.* Following the pattern established in unit 7 with the zero conditional, students classify the parts of the sentence into *condition* and *result*. It is important that students understand the difference between the two parts of the sentences, as it will help them when they start to study different conditional sentences. Give them extra practice with this classification if necessary.

This structure provides an opportunity to reinforce the use of the future with *will*. Make sure that students are clear about the letters hidden in the 'll contraction and that they can form the negative auxiliary verb *won't*.



**Grammar:** Imperatives: *Stand up straight. Turn around.*

**Vocabulary:** *Stand up, stretch, bend, jump, shake, touch, hop, turn, put, move, arm, neck, hand, head, leg, toe, knee, ankle, foot, side, around, on, up, over, left, right.*

### Warm-up

#### Body parts

Draw the following chart on the board:

Head	Trunk	Limbs

Explain that the body is made up of three main parts. Point to your head (head and face), trunk (neck, chest and stomach) and limbs (arms and legs) as you name them.

Divide the class into two teams.

Students copy and complete the chart with as many body parts as they can:

*Head: face, eyebrow, eye, eyelash, nose, mouth, tongue, lip, tooth, chin, cheek...*

*Trunk: neck, chest, stomach, back, hip, shoulder...*

*Limbs: arm, elbow, wrist, hand, finger, thumb, leg, knee, ankle, foot, toe...*

The team with the highest number of correct answers is the winner.

*Note:* Leave the chart on the board for activity 2.

#### ♥ Health education

Remind students that exercise is very important for healthy growth. Specialists say that children should do an hour of exercise every day, such as brisk walking, swimming, cycling or dancing. They also recommend two sessions a week of exercise such as climbing, skipping, jumping or gymnastics.

Design a chart with students for them to use while working through this unit. They should note down the exercise they do each day of the week.

At the end of the unit, discuss the results with the class. Decide how they can improve the amount and type of exercise they are doing.

### Controlled practice

#### ① Listen and complete the chant. 55

Write: *warm up* on the board. Explain that before we do any kind of exercise, it is very important to warm up. Explain that if we don't warm up correctly, we can damage our muscles.

Play Track 55. Students listen and touch the parts of the body as they hear them.

### Track 55

#### The warm-up chant

(See Student's Book page 100, activity 1.)

Play Track 55 again. Students listen and complete the song.

- Act out the chant.

Play Track 55 again. Students join in with the chant and do the actions.

- Look at the pictures and complete the instructions.

Students underline all the verbs in the song in activity 1.

Write the verbs on the board.

Point to the verbs at random and give instructions:

*Stretch your arms above your head. Bend your left knee. Jump to the right.*

Students do the actions.

Ask a volunteer to read sentence one out loud. The rest of the class calls out the missing verb.

Repeat with the rest of the sentences.

Students complete the sentences in their books.

*Note:* Leave the verbs on the board for activity 2.

### Free practice

#### ② Write and act out a chant with a classmate.

You should have the charts for the body parts and the list of verbs on the board.

Divide the class into pairs. Students use the words on the board to write a warm-up chant.

Guide students if necessary: *Write ten instructions for a warm-up routine. Use all the verbs, and at least six different body parts.*

Students should make sure the instructions are physically possible before they write the chant. Students practise their chants in pairs.

### Wrap-up

#### Our own warm-up routines

Divide the class into groups of six (three pairs in each group).

Each group performs the warm-up routines they have written.

Walk around the class observing.

Choose two or three of the best routines. Those pairs come up and give the instructions to the whole class.

#### Answer Key

① hands; arms; arms, legs; toes; knees; foot; hands; head  
*Complete the instructions:* 1. Stretch; 2. Bend; 3. Shake; 4. Bend; 5. Bend; 6. Hop

#### ◆ Activity Book

Page 100, activities 1 and 2.

#### Key

① *Warm-up verbs:* stretch, touch, turn, shake, stand up, jump, hop, bend; *Parts of the body:* arm, hand, neck, foot, head, toe, leg, knee

② *From left to right:* 3, X, 2, X, 5, 6, 1, 8, 9, 7, X, 4



**Grammar:** Zero conditional: *What happens when you run for five minutes? When you run for five minutes, your pulse rate goes faster.* Comparative adjectives: *They get smaller.*

**Vocabulary:** *Pulse, pulse rate, muscle, bone, human, sit-ups, heart, energy, fast, slow, strong, weak, tired, run, rest, touch, hop; animals.*

**Materials:** Cutout 1, watches or small clocks that count seconds (1 per pair of students).

**Preparation:** Tell students to bring in a watch or small clock from home that counts seconds.

### Warm-up

#### Taking your pulse

Tell students to raise their left hand if they are right-handed and their right hand if they are left-handed. Demonstrate how to take your pulse. Explain each instruction as you carry it out:

*Hold your raised arm out in front with the palm facing upwards. Relax your arm.*

*Look for the veins on the inner side of the wrist and press the middle three fingers of the other hand on this point. Move your fingers around and press quite hard until you feel a pulsation. This is your pulse.*

Students look for their own pulse.

Walk around the class showing them how to place their fingers. Explain that it is important to be very quiet and to concentrate.

Explain that their pulse shows the heart beats.

Once students have found their pulse, say: *Go!*

Students count how many pulsations they feel.

After one minute, say: *Stop!*

Volunteers write their names and pulse rates on the board. Explain that a normal human pulse rate is around 80 beats/min, but it varies.

If anyone has wildly different rates, then they have made a mistake. Tell them not to worry.

### Controlled practice

#### ① Do *The body fitness quiz*.

Students silently read the text. Clarify unknown vocabulary.

Students answer the quiz.

Divide the class into pairs. Students compare answers. Ask the first question out loud. Say: *Raise your hand if you think a is correct.* Repeat for the other options. Give the correct answer.

Repeat the procedure for the other questions.

Discuss any answers that students are unsure about.

### Free practice

#### ② Work with a classmate and check your pulse rate.

Divide the class into pairs, making sure that each pair has got a watch or clock that counts seconds. Students find Cutout 1. Read and explain the instructions.

Each student checks his/her pulse rate for one minute before doing each exercise and then for one minute after doing the exercise. (They should rest a minute or two between exercises.) Students complete the cutout with their own pulse rates.

Students then ask their partners for their results and complete the rest of the cutout.

Finally, students complete the sentences in their books. Invite volunteers to read their sentences out loud.

### Critical thinking

Tell students to rationalise their results for activity 2: *Why does your pulse rate increase when you do exercise? Which exercise caused your pulse rate to increase the most? Why? Why is your pulse rate faster/slower than your classmate's? Why do the specialists say that exercise should increase your pulse rate in order to be effective? When your pulse rate increases, this means your heart is beating faster. What is happening to your blood? Why does your body need your blood to flow faster when you do exercise? What does your blood carry around your body? What happens if your pulse rate goes very slowly?*

### Wrap-up

#### Class results

Attach one cutout from each pair to the board. Students discuss the class results. Ask questions: *Who had the fastest/slowest pulse rate before/after resting? Who had the fastest/slowest pulse rate before/after exercise 1?*

#### Answer Key

① 1. a ; 2. b ; 3. b ; 4. a ; 5. c ; 6. a ; 7. b

#### ◆ Activity Book

Page 101, activities 1 and 2.

#### Key

① 1. 5, 125; 2. When, runs for 10 minutes, his pulse rate is 145; 3. When, does push-ups for 2 minutes, his pulse rate is 135; 4. When, hops on one foot for 1 minute, her pulse rate is 140

② *Slower than human beings:* elephants, horses, gorillas; *The same as human beings:* pigs; *Faster than human beings:* mice, rabbits, dogs

1. faster, 2. faster; 3. the same as; 4. faster  
1. slower; 2. faster



**Grammar:** Past simple with *when*: *When Marla was nine years old, a tragic thing happened.*

**Vocabulary:** *Football, high jump, heptathlon, university, hurdle, shot put, javelin, long jump, torch, run, train, practise, blind, tragic.*

**Materials:** *Optional:* Paper.

### Warm-up

#### Mime and guess

Write *Olympic Games* on the board.

Elicit the types of events in the Olympic Games. Provide unknown vocabulary when necessary.

Write a list on the board: *running, swimming, diving, cycling, volleyball, football, gymnastics, long jump, high jump, boxing, Tae Kwan Do.*

Read and mime the sports with the class.

Invite a student to mime a sport. The student who guesses correctly comes up and mimes another sport.

### Developing reading

#### Story: *The story of an Olympic athlete, part 1* 56

Students keep their books closed.

Write the following on the board:

*This story is about:*

a) *a normal athlete.*

b) *an Olympic gold-medalist.*

c) *a Paralympic athlete.*

Explain the three options.

Play Track 56. Students listen and choose the correct option.

#### Track 56

##### *The story of an Olympic athlete, part 1*

(See Student's Book page 102.)

Play Track 56 again. Students listen and follow along in their books.

Pause the CD after each section and ask general comprehension questions:

*What was Marla's favourite sport when she was a little girl? How old was Marla when she started having trouble with her eyes? When did Marla stop playing football? What sport did Marla take up instead of football? Was she good at this sport? What sport did she take up at university? What awards did she win? What did she do in 1996?*

Students silently read the story in their books again.

Write the following headings on the board: *Nouns / Adjectives / Verbs.*

Students choose ten words from the story that they would like to learn. They classify the words into the categories.

Students write the words in their notebooks and either draw a simple picture for each word or write a sentence.

Finally, different volunteers read the story out loud.

### Optional activity

#### Connecting to students' experiences

Find out how many students have had their eyes tested. Ask if any students have problems seeing the blackboard from the back of the class.

Students invent a car number plate and write it on a paper rectangle. The letters and numbers should be about one centimetre high.

Divide the class into pairs. One student from each pair stands by the board, the other stands at the back of the classroom. S1 holds up the card. S2 tries to read it. If necessary, he/she steps closer until he/she can read the number.

Ask students how many steps they had to take before they could read the number.

Make a note of any student who had obvious difficulty reading the letters.

### Reading comprehension

#### ① Read and complete the sentences.

Read the first sentence half out loud. Students identify the paragraph that talks about Marla when she was a little girl.

Continue with the other sentence halves.

Students complete the activity individually.

Finally, students read their sentences out loud.

### Wrap-up

#### A story ending

Divide the class into pairs.

Ask students: *How do you think the story will end?*

Students write an ending to the story in their notebooks. They should write at least five sentences.

Collect the story endings and save them for the next lesson.

#### Answer Key

① 1. her favourite sport was football; 2. she started having trouble with her eyes; 3. she had to stop playing football; 4. she started to train for the heptathlon

#### ◆ Activity Book

Page 102, activities 1–3.

#### Key

② 1. she developed Stargardt's disease. 2. she stopped playing football. 3. she started doing the high jump. 4. she trained for the heptathlon. 5. she practised seven events. 6. she carried the torch.



**Grammar:** First conditional: *If I work hard, I'll win a medal.*

**Vocabulary:** *Blind, amazed, voice, interview, disability, village, cafeteria, gym, map, medal, lap, long distance running, front, drive, quit, pass.*

**Materials:** *Optional:* Computers with access to the Internet.

### Warm-up

#### Key words 56

Ask students what they remember from the story *The story of an Olympic athlete*.

Students write down all the key words they can remember from the first part of the story.

Elicit the following words and write them on the board: *little girl, play, football, disease, blind, high jump, train heptathlon, Paralympics, torch, etc.*

Play Track 56. Students follow the first part of the story on page 102 of their books.

### Developing reading

#### Story: *The story of an Olympic athlete, part 2* 57

Students look at the story on page 103.

Play Track 57. Students listen and follow along in their books.

#### Track 57

##### *The story of an Olympic athlete, part 2*

(See Student's Book page 103.)

Pause the CD after each paragraph and ask general comprehension questions:

*Why did Marla stop doing the heptathlon? What did she start doing instead? How often did Marla train? Why? Was it easy to train every day? What happened in 2000? Did Marla appear on TV? Where did Marla go in August 2000? Where did she stay? What was difficult for Marla in Sydney? What race did Marla compete in? What position did she finish in?*

Students silently read the text.

Tell students to underline any words they do not understand.

Students write the unknown words on the board.

Ask volunteers to explain the words.

Then choose different volunteers to read the story out loud.

In your book, underline any words that are mispronounced.

When students have finished reading, write the words on the board and model the correct pronunciation.

### Optional activity

#### What happened to Marla?

Read the *Did you know?* text box out loud.

Ask: *Who watched the 2004 Olympic Games in Athens? Did you see Marla?*

Divide the class into small groups. Students find out what happened to Marla in Athens. They can do research using the Internet.

### Reading comprehension

#### 1 Read and match.

Students read the sentence halves out loud.

Then they look through the text on page 103 and underline all the sentences that start with *If*.

Students complete the activity individually.

Go over the answers with the whole class.

#### Marla's life

Tell students to make a list of the main events in Marla's life so far.

Write a list of sequencing words and phrases on the board: *When she was nine...; When she was at secondary school; At university...; In 1996...; In 2000...; At the 2000 Olympics in Sydney...*

Students write sentences, using the sequencing phrases, about the most important events in Marla's life.

### Wrap-up

#### Writing questions

Divide the class into pairs. Students write one comprehension question for each section of the story.

Pairs swap and answer each other's questions.

Go over the questions and answers with the whole class.

#### Answer Key

1. I'll go to Sydney; 2. I'll stay at the Olympic village; 3. I won't get lost in the Olympic village; 4. I won't win the race

#### Activity Book

Page 103, activities 1 and 2.

#### Key

1. F; 2. F; 3. T; 4. F; 5. T; 6. F; 7. T; 8. F

2. run every day; 3. runs every day, run faster; 4. Sharon runs faster, will compete in the school Olympics; 5. Sharon competes in the school Olympics, will win a gold medal; 6. Sharon wins a gold medal, buy her new running shoes  
2. run every day; 3. doesn't run every day, run faster;  
4. Sharon doesn't run faster, won't compete in the school Olympics; 5. Sharon doesn't compete in the school Olympics, won't win a gold medal; 6. Sharon doesn't win a gold medal, buy her new running shoes



**Grammar:** First conditional: *If Yoshi gets fat, he'll be a better Sumo wrestler.*

**Vocabulary:** *Sumo wrestling, wrestler, routine, diet, bread, fruit, beer, stew, weights, calorie, nap, do, lift, practise, take.*

### Warm-up

#### Before or after

Write the following time clauses on the board: *When I get up,...; Before breakfast,...; After breakfast,...; Before lunch,...; After lunch,...; When I finish school,...; Before dinner,...; After dinner,...*

Students copy and complete the sentences with information about their routine on a typical school day. Invite volunteers to read their sentences out loud.

### Developing listening

#### ① Listen and number the pictures. 58

Read the text out loud and clarify vocabulary. Play Track 58. Students listen and number the pictures in the order they hear them.

#### Track 58

Today I am interviewing Yoshi Sumimoto. Yoshi is a young Sumo wrestler. Hi, Yoshi!

Hello.

What is life like as a Sumo wrestler?

Well, I live in a special home for wrestlers. We all train together seven days a week.

So Yoshi, tell me about your daily routine.

Well, I wake up every morning at about 5:00 a.m. I always start my day with a warm-up routine.

What kind of warm-ups do you do?

Well, I do lots of stretching. I stretch my arms, legs and neck. It's important for me to be very flexible.

What do you do next?

After the warm-ups, we do some weightlifting. Then after the weightlifting, we practise wrestling for three hours.

Don't you eat breakfast?

Yes, of course! We eat breakfast after we finish our wrestling practice. We eat a special high-calorie diet because it is important for us to be very fat. A normal person eats 2,000 calories a day, but we eat 7,000 calories a day.

That's amazing. What do you eat?

We eat a stew called "Chanko," it's made with pork and eggs. We also drink a lot of beer. We eat lots of food, much more than a normal person.

What do you do after breakfast?

We relax and take a nap.

You take a nap after breakfast?! That's very strange...

Yes, but it is important for us to sleep after we eat a lot of food. That's how we get fat. The fattest wrestlers are the best!

That is very interesting...

Play Track 58 again. Students check their work.

Read the key sentences out loud and tell students to call out the corresponding numbers:

T: *I wake up every morning around 5:00 a.m.*

Ss: *Picture 1.*

- Tick (✓) the true sentences.

Read the first sentence out loud. Students raise their hands if they think the sentence is true. Students complete the activity individually.

- Listen again and check your answers. Play Track 58 again. Students correct their work.

### Grammar presentation

#### ② Match the phrases to make sentences about Yoshi.

Read the model text in the speech bubble out loud. Then read the phrases in the text boxes.

Explain that there are different possibilities for forming logical sentences with *if* using one phrase from each box. Students match the phrases in the two boxes.

Volunteers make *If* sentences about Yoshi.

Then they use the phrases to write complete sentences with *if* in their notebooks.

Choose volunteers to read their sentences out loud.

### Optional activity

#### Sentence chains

Start off a sentence chain with the conditional:

*If I study hard, I'll pass my English test.*

A student continues the chain: *If I pass my English test, I'll visit New York in the summer.*

Continue until a student either cannot think of a sentence or makes a mistake. Then start the chain again with a different sentence.

### Wrap-up

#### Grammar focus

Write the following sentence on the board: *If Yoshi trains hard, he'll win the Sumo competition.*

Circle the two verbs. Ask if the verbs are in the past, present or future.

Write: *present* under the first verb and *future* under the second verb.

Help students make other conditional sentences:

T: *What will happen if Yoshi eats a lot?*

Ss: *If Yoshi eats a lot, he'll get very fat.*

#### Answer Key

① 3, 2, 4, 6, 5, 1

② get fat-be a better Sumo wrestler; train hard-win the Sumo competition; lift weights every day-get stronger; eat 7,000 calories a day-get very fat; do a lot of stretching-get more flexible; lose weight-not be a good wrestler

### Activity Book

Page 104, activities 1 and 2.

#### Key

① 1. wrestler; 2. fat; 3. weights; 4. flexible; 5. nap;

6. calories; 7. beer

② we'll wait for five minutes and then leave; If the bus doesn't start, we'll call some taxis. If it rains, we'll get very wet. If we win, we'll all go to a pizza restaurant to celebrate. If we lose, we'll have three extra hours of practise next week.



**Reading focus:** Reading dialogues. Identifying adverbs of speech.

**Vocabulary:** *Excitedly, slowly, angrily, quietly, loudly, gently, happily, sadly, well, badly, beautifully, coach.*

**Materials:** Cutout 2.

### Warm-up

#### TPR: Move it!

Write the following adverbs on the board: *quietly, noisily, quickly, slowly, happily, sadly.*

Students stand up.

Explain that you are going to give instructions for them to walk around the classroom in a particular way. Say: *Walk quietly.*

Continue giving instructions using the adverbs: *dance slowly, walk noisily, sing happily, jump quickly, etc.*

### Developing reading

#### ① Circle the correct options.

Students look at the text. Ask: *Who is talking in this text? What is their relationship? What are they talking about?* Explain that this type of text is called a dialogue. Explain that when we read a dialogue it is important to think about the tone of voice. Tell students that actors read scripts, which are dialogues with instructions explaining the tone of voice, gestures and movements. Read the first line of the dialogue out loud (don't read the adverb). Use a lot of emphasis to sound very excited. Ask students which adverb best describes the way you read the sentence.

Students read through the dialogue and circle the correct options in pencil.

- Listen and check your answers. 🎧 59

Play Track 59. Students listen carefully and decide whether they have chosen the correct adverb.

#### Track 59

(See Student's Book page 105, activity 1.)

### Optional activity

#### Say it loudly!

Divide the class into groups of six.

Students write a simple sentence on a slip of paper.

They then practise saying the sentence in as many ways as possible. They should use the adverbs in activity 1 as a guide.

Groups take turns saying their sentence in the different tones of voice. The rest of the class tries to guess which adverb best describes the tone of voice.

- Practise reading the dialogue with a partner.

Divide the class into pairs. Students choose a role: the coach or Hannah.

Students read the dialogue as if they were practising for a play. Make sure they emphasise the tone of voice. Choose a pair to perform the dialogue for the rest of the class.

#### ② Make a dialogue.

Students cut out the dialogue and the adverbs in Cutout 2.

Read and explain the instructions.

Students cut out the adverbs and glue them into the dialogue. Then they practise the dialogue with a partner.

Pairs read their dialogues out loud. Remind them that they shouldn't read the adverbs out loud but use these words as instructions to modify their tone of voice.

### Wrap-up

#### Printer's raccoon

Read the text in the raccoon's speech bubble out loud. Students look for the answer in the unit. (It means *dead pose*.)

#### Answer Key

excitedly, quietly, loudly, slowly, angrily, sadly, gently, happily

#### ◆ Activity Book

Page 105, activity 1.

#### Key

① *From top to bottom:* happy, sad, slow, angrily, loudly, quietly, excited, bad, beautiful, gently, well, carefully  
1. angrily; 2. quietly; 3. sadly; 4. happily/excitedly; 5. slowly;  
6. gently; 7. loudly

*From top to bottom:* 7, 1, 3, 4, 5, 6, 2



**Grammar:** First conditional (questions): *Will Jack wear a blue belt if he gets to the next level?*

**Vocabulary:** *Martial arts, sensation, breathing, balance, thoughts, self-defense, belt, karate, physical, mental, clean, negative, concentrate, calm, attack, block, practise; colours.*

## Warm-up

### Chimp training camp

#### Poster 9

Display Poster 9. Explain that it shows the rules for a summer camp. Present the chimp in the picture: *His name is Super Monkey. Super Monkey is at summer camp. He's very intelligent and very strong. He is usually very good, but he sometimes disobeys.*

Attach the poster cutouts around the poster.

Read the poster cutouts out loud.

Ask a volunteer to come up and attach the two corresponding cutouts next to the first pair of pictures.

Then help him/her make a sentence: *If you paint a picture, you'll get a banana.*

Repeat the procedure with other students.

## Developing reading

### 1 Read and answer the questions.

Write the words: *martial arts* on the board.

Find out what students know about martial arts: *Where do martial arts come from? Can you name any martial arts? What type of clothes do you wear when you do a martial art?*

Find out how many students do a martial art.

Point to the illustration in activity 1. Ask: *What's he doing? What's he wearing?*

Students silently read the text.

Copy the following two columns onto the board:

concentrate	relating to the body
sensation	not positive
breathing	focus
balance	the process of thinking
physical	relating to the mind
mental	not dirty
calm	protecting yourself
thoughts	inhaling and exhaling air
self-defense	equilibrate
clean	perception
negative	relax

Students read the text again and match the words to their meanings. Encourage them to deduce the meaning from the context.

Divide the class into pairs. Students answer the questions orally. Then they write the answers in their notebooks.

Go over the answers with the whole class.

## Optional activity

### Game: True or false?

Divide the class into two teams.

Students work together in their teams to write six *true/false* statements about the text. Provide assistance if necessary.

Teams take turns saying a statement. The other team says if it is *true* or *false*.

Award teams one point for each correct answer.

## Controlled practice

### 2 Play Karate belts.

Read the introductory text out loud.

Ask students questions about the belts and the photograph: *What colour belt does a beginner have? What colour does an expert have? What colour is Sam's belt? Who is the best? How do you know? Who is a beginner? Who is the worst? How do you know?* Ask two volunteers to read the model dialogue out loud.

Formulate more questions, for example: *Will Sam wear a black belt if he gets to the next level?*

Divide the class into pairs. Students ask each other questions about the karate students following the model dialogue.

## Wrap-up

### Chess league

On the board, write: *Chess league*.

Explain that there are three levels in the league: beginners, intermediate and advanced.

Draw a table on the board with three columns.

<i>Beginners</i> 0–10 points	<i>Intermediate</i> 11–20 points	<i>Advanced</i> 21–30 points

Explain that a boy called Jim is in the beginner's level and that he has got six points. Write this information in the first column: *Jim: 6 points*.

Ask questions about Jim: *Will he be in the intermediate level if he wins three more points?*

Continue giving information about imaginary players. Complete the table with their information and ask questions.

Students write sentences about the players in their notebooks: *If (Jim) wins (five) points, he will be in the (intermediate) level.*

### Activity Book

Page 106, activities 1 and 2.



**Grammar:** First conditional: *If your muscles relax, you will feel rested.* Imperatives: *Put your knees on the floor.*

**Vocabulary:** *Bend, stretch, touch, stand up, lie, relax, movement, meditation, pose, pulse, breathing;* parts of the body.

**Materials:** Relaxing music.

### Warm-up

#### Vocabulary review

Students stand up.

Explain that they are going to do some simple exercises to help them feel relaxed and focused.

Say: *Stand up. Stretch your arms above your head. Stretch your fingers! Lower your arms. Shake your hands and arms.*

*Hold your left knee to you chest. Let go. Shake your left leg.*

*Hold your right knee to you chest. Let go. Shake your right leg.*

*Bend over. Shake your head. Stand up. Sit down.*

### Reading comprehension

#### ① Read and write *True* or *False*.

Write the word *yoga* on the board. Ask if any students have heard of *yoga*.

Point to the photo. Say: *All yoga sessions end with this position.*

Students silently read the text in their books.

Write the following questions on the board:

1. *How old is yoga?*
2. *Where did it come from?*
3. *Does yoga help your body?*
4. *In Shavasana, do you move? Do you breathe slowly or quickly?*

Students read the text and answer the questions on the board.

Go over the answers with the whole class.

Point to the sentences below the text.

Choose a volunteer to read the first sentence out loud.

Students reply: *True* or *False*.

Continue with the rest of the sentences.

Students choose seven words from the text that they would like to learn. They write the words in their notebooks and either draw a picture or write a sentence to illustrate their meanings.

#### ② Look at the poses and number the instructions.

Explain that the photos show *yoga* positions.

Invite a volunteer to the front. Read the first sentence out loud. The volunteer does the movement.

Tell the rest of the class to identify the photo.

Continue with the remaining sentences.

Students number the sentences.

### Optional activity

#### Salutation to the sun

Explain to the class that the first three photos in activity 2 show part of a sequence of movements called the *Salutation to the sun*.

Tell students to stand and do the first three positions in sequence.

Explain the positions that follow the position in the third photo. Students follow the instructions:

- 1) *Stretch your right foot back and bend your elbows so your chest is close to the floor.*
- 2) *Bend your back and straighten your elbows. Look up and back.*
- 3) *Straighten your back and bend your elbows.*
- 4) The same as photo 3 but with the opposite leg.
- 5) The same as photo 2.
- 6) The same as photo 1.

Students repeat the sequence of movements.

### Developing writing

#### The Printer's Project

Students silently read the instructions.

Divide the class into pairs. Students invent a pose. They work out how to get into that position from a standing position.

Students write the instructions.

Tell students to read their instructions out loud. The rest of the class follows. Check that the final pose is the pose that the students have drawn. If not, they should adjust the instructions.

Display the drawings and the instructions around the class.

*Note:* Explain that in *yoga*, lots of positions are named after animals or plants. On Activity Book page 107, students will see examples of these positions.

### Wrap-up

#### Shavasana

Finish the class by practising *Shavasana*. Students lie down following the instructions in activity 1.

Play some relaxing music. Check that students' neck muscles, legs and arms are relaxed. Allow students to lie still for a few minutes.

#### Answer Key

① 1. *True*; 2. *True*; 3. *False*; 4. *False*; 5. *True*; 6. *False*

② 4, 2, 3, 1

#### Activity Book

Page 107, activities 1 and 2.

#### Key

① 1. The cobra; 2. The cat; 3. The eagle; 4. The tree; 5. The dog; 6. The rabbit



**Grammar:** Zero conditional: *What happens when you eat too much?* First conditional: *What will happen if you don't do your homework?*

**Functional language:** *What's the opposite of (happy)? What's your favourite (animal)? Go (forward/back) one space. Change places with a friend. Throw again. Miss one turn.*

**Vocabulary:** *Adverb, adjective, category, verb, clause, continent, capital; countries, school vocabulary.*

**Materials:** Cutout 3, 26 index cards, a paper bag, game counters (1 per student), coins (1 for every group of four).

**Preparation:** *Alphabet cards:* Write the letters of the alphabet on separate cards. Put the cards in the paper bag.

### Warm-up

#### Play Language categories.

Students draw a chart in their notebook with four columns. They label the columns: *verb, noun, adjective, and adverb.*

Display the bag with the *Alphabet cards* (see Preparation). Choose a volunteer to be the game master. This student draws a card from the bag, shows it to the class and says the letter out loud.

Students write a word in each column beginning with that letter. The first student to complete all four columns shouts: *Stop!*

Repeat the procedure ten times.

Students count their words.

The student with the highest number of words reads his/her list out loud. Check for errors and declare a winner or move to the next highest number.

### Optional activity

#### Make sentences.

Choose one of the categories from the lists above. Students write a sentence for each word in the category.

Choose one of the rows from the lists above.

Students write sentences with each part of speech from the row of words.

Then students read their sentences out loud.

### Free practice

#### ① Make a board game.

Read the instructions out loud.

Students complete and cut out the cards in Cutout 3.

Walk around providing assistance if necessary.

Ask volunteers to read some of their questions out loud.

Students glue the circles onto their gameboard.

#### • Play *The racetrack game*.

Divide the class into groups of four. Distribute coins and game counters. Groups choose one gameboard to play on.

Read and explain the instructions. Make sure students understand the meaning of the instructions in the circles.

Players take turns spinning a coin and moving their counters on the gameboard the corresponding number of spaces: *heads* = one space; *tails* = two spaces.

When a player lands on a hurdle, he/she turns over a card and answers the question. If he/she answers incorrectly or cannot answer, then he/she loses a turn.

When groups have finished, they play again using a different game board.

### Wrap-up

#### Question race!

Collect all the question cards from Cutout 3 from all the students.

Place the cards in a bag.

Each student takes five cards from the bag.

Tell students to keep the questions face down on their desks.

Say: *Go!* Students turn over their questions and write the answers in their notebooks.

The first student to finish with correct answers is the winner.

### Activity Book

Page 108, activities 1–3.

#### Key

① 1. Yes, they will. 2. Yes, he is. 3. No, I didn't. 4. Yes, they were. 5. Yes, I will. 6. No, she doesn't. 7. Yes, they are. 8. No, he wasn't.

② *From left to right:* one, three, five



**Grammar:** Imperatives: *Bend your knee.*

**Vocabulary:** *Jumping jack, push-up, sit-up, windmill, gym, hop, bend, jump, touch, walk, spend, go, do;* the alphabet.

**Materials:** Watches that count seconds (1 per pair of students), skipping ropes (1 for every 5 students).

### Warm-up

#### Multiple intelligence: Kinesthetic intelligence

Invite a volunteer to the front of the class.

Tell students that when you say: *Go!* the student is going to start hopping. They should count how many hops he/she does before you shout: *Stop!*

Shout: *Go!* The volunteer hops for one minute. Then shout: *Stop!*

Ask the class: *How many hops did he/she do in one minute?*

Repeat the procedure with another student. This time ask him/her to jump or touch his/her toes.

Students repeat the activity in pairs.

### Free practice

#### ① Do the exercises and record your results.

Students look at the photos.

Invite four volunteers to the front to do the exercises.

Name the exercises as the students do them.

Divide the class into pairs. Make sure that each pair has got a watch that counts seconds.

Students take turns doing the exercises, timing each other and counting the number of repetitions.

They record their results in their books.

- Compare your results with a classmate.

Students change partners. Pairs ask each other questions about their performance.

### Developing reading

#### ② Complete the chant.

Hold up a skipping rope. Say: *This is a skipping rope.*

Explain that students are going to learn a skipping rope rhyme.

Read the first two lines of the rhyme out loud.

Students read the next lines and complete them with phrases from the box. Make sure students understand that the final word of each line should rhyme with the final letter in the same line.

- Listen and check your answers. 🎧 60

Play Track 60. Students listen and correct their work.

#### Track 60

(See Student's Book page 109, activity 2.)

- Say the chant while you skip.

Divide the class into groups of five.

Give each group a skipping rope.

Two students in each group swing the rope while another student runs in and skips. The other two students wait their turn. When the student skipping finishes and jumps out the next student jumps in.

You can play Track 60 again while they are skipping to help them remember the rhyme.

### Wrap-up

#### Spelling

Spell words from the unit out loud: *e-n-e-r-g-y.*

Students listen and call out the word.

The first student to call it out correctly, chooses another word and spells it out loud for the rest of the class.

Repeat the procedure several times. Encourage students to do this without writing down the words.

#### Answer Key

- ② hop this way, bend down low, bend your knee, touch your shoe

#### Activity Book

Page 109, activities 1 and 2.

#### Key

- ② Sample answers: 1. turtle, tiger; 2. stand up, shake, stretch; 3. Colombia, Canada, Cuba, Costa Rica; 4. send, save; 5. wind, water; 6. Maths, Music



**Grammar:** First conditional: *If you practise, you'll get better.* Zero conditional: *When water freezes, it turns to ice.*

**Vocabulary:** Key vocabulary from the unit.

**Materials:** Cutout 4, paper (1 piece per student).

## Warm-up

### Summer camp games



#### Poster 9

Display Poster 9.

Divide the class into two groups. Give one group the *Conditions* poster cutouts and the other group the *Results* poster cutouts.

A student from the first group calls out a condition: *If you sweep the floor,...* A student from the other group completes the sentence with the corresponding result: *you'll watch TV for an hour.* Both students come up and attach their cutouts to the poster.

Finally, students write the conditional sentences in their notebooks.

## Grammar review

### ① Look and classify the sentences.

Read the model sentences out loud. On the board, write: *fact / possibility*. If necessary, give further examples of each.

Tell students to read the sentences and classify them as *fact* or *possibility*.

Ask a volunteer to read the first sentence out loud. Ask: *Is that a fact or a possibility?* Ss: *A fact.*

Continue with the remaining sentences.

Make sure that students notice the difference between the tense of the second verb in the zero conditional and in the first conditional.

### ② Underline the verbs in each sentence.

Read the first sentence out loud. Remind students to underline all the parts of the verb.

Continue with the other sentences.

Choose volunteers to read the verbs out loud. Make sure that they include the auxiliary *will* where indicated.

#### • Classify the parts of the sentences.

Read the first target sentence out loud: *If he reads in the car, he'll get carsick.*

Ask: *What part of the sentence is the condition?*

Ss: *If he reads in the car,...*

Ask: *What happens if he reads in the car? What is the possible effect or result?*

Ss: *...he'll get carsick.*

Students write the sentence halves in the chart.

Students individually analyse the other sentences.

Students compare results and correct their work.

#### • Circle the correct options.

Students read the questions and circle the options. Read the first question out loud. Students answer. Continue with the other questions.

## Optional activity

### If chain game

Give an example of the chain: *If he studies, he'll win the competition. If he wins the competition, he'll win a lot of money. If he wins a lot of money,...*

Choose volunteers to continue.

Once students have the idea of the *if* chain, start a new chain. Encourage students to keep the chain going for as long as possible.

Possible starting sentences:

*If I forget my homework,...*

*If I work hard,...*

*If I eat all the chocolates,...*

*If I clean my room,...*

## Grammar practice

### ③ Make and play a language game.

Read the first line of instructions out loud.

Students cut out the cards in Cutout 4.

Read the rest of the instructions out loud.

Divide the class into pairs. Students take turns turning over two cards at a time to make sentences.

If the condition and result make a logical sentence, the student keeps the cards and turns over two more cards. If not, he/she flips the cards back over and it's his/her partner's turn.

The student with the most cards at the end of the game wins. When students have finished playing, ask volunteers to read their sentences out loud.

## Wrap-up

### Conditions/result table

Distribute paper. Students draw a table with two columns. They label the columns: *Condition* and *Result*. Students glue the cutouts from activity 3 into the table.

### Answer Key

① 1. F; 2. F; 3. P; 4. F; 5. F; 6. P

② *Underline:* reads, 'll get; eat, 'll get; rains, won't go; do, 'll get; *Condition:* If he reads in the car, If you eat 7,000 calories, If it rains tomorrow, If you do lots of stretching; *Possible Effect:* he'll get carsick, you'll get fat, we won't go swimming, you'll get flexible *Circle:* 1. Present; 2. Future; 3. Before the condition



### Activity Book

Page 110, activities 1–3.

#### Key

① 1. my mum always buys me a present. 2. my mum will be very happy. 3. the game will be cancelled. 4. we play in the gym at breaktime. 5. breaktime starts. 6. I'll answer it. 7. my pulse goes faster. 8. my stomach will hurt.

② gets, will shout, shouts, won't play, don't play, won't win, don't win, will hate, hate, won't have, haven't got



**Grammar:** Review of first conditional.

**Vocabulary:** Key vocabulary from the unit.

### Warm-up

#### Vocabulary review

If students are keeping a vocabulary booklet, get them to look through the unit and write down all the new vocabulary in their booklets. If not, get them to make a vocabulary booklet following the guidelines in unit 1, page 13.

They can organise the words in any way they like. Provide suggestions for categories: *body parts, movement verbs, martial arts*, etc.

### Review

#### The Printer's Quiz

##### ▶ LOOK AND WRITE YOUR PLANS.

Tell students to think of an activity they can do if it rains tomorrow and another activity they can do if it is hot. Students complete the activity individually.

- Ask a classmate and write his/her plans on the chart.

Ask volunteers to read the model dialogue out loud. Divide the class into pairs.

Students ask each other questions following the model dialogue and complete the chart.

Volunteers read their classmate's plans out loud.

##### ▶ DO A CLASS SURVEY ABOUT PRINT 5.

Read the instructions out loud.

Students choose a category and complete the title of the survey.

Then they ask 15 classmates the model question.

Students look through the book to find the answer.

Make sure that students record the answers in their notebooks, including the name of the song, story or *Printer's Project* and the corresponding unit number.

Finally, students complete the chart.

- Work with the class and complete the sentences.

Have a class vote for the favourite story: *Who likes the story from unit 1 best?* Students raise their hands. Write the result on the board.

Continue with the rest of the units.

Students complete the first sentence.

Repeat with the favourite song and the favourite *Printer's Project*.

### Optional activity

#### Our favourite song

Divide the class into groups of four or five students.

Students in each group choose their favourite song.

Each group performs their favourite song for the rest of the class.

### Wrap-up

#### Guess the word!

Students choose a word from their vocabulary booklet (see Warm-up) and write a definition for it or use the word in a sentence.

Students read their definition or sentence out loud. If students have written a sentence using the word, they should omit the key word when they read the sentence. The rest of the class guesses the word.

### Activity Book

Page 111, activities 1 and 2.

#### Key

③ *Sample answers: Movements:* Stand up, stretch, bend, shake, jump, touch, hop, move, turn; *Parts of the body:* arm, head, hand, toes, foot, ankle, leg, knee, fingers

### Grammar module: First conditional

We use the first conditional to talk about possibilities:

*If it is hot, I'll go swimming.*

*If it rains, I won't go to the park.*

We use *if* + the present tense to express the condition.

We use the future tense to express the result.

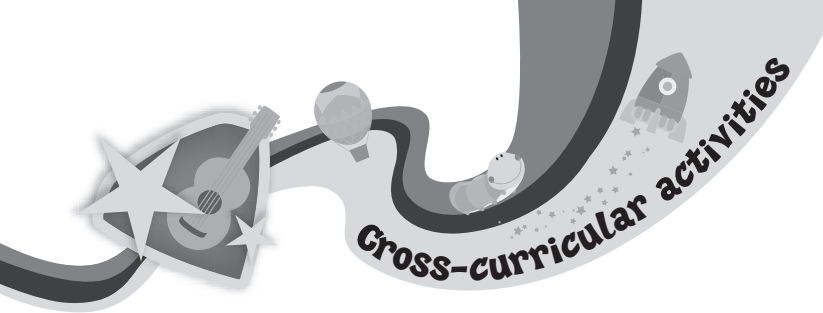
Condition	Result
<i>If it is hot,</i>	<i>I'll go swimming.</i>
<i>If it rains,</i>	<i>I won't go to the park.</i>

Note that the condition and result can be reversed.

*I'll go swimming if it's hot.*

*I won't go to the park if it rains.*

In this case, we do not use a comma between the condition and result.



### Social studies: Sportswear design

**Materials:** Card, coloured pencils.

#### Directions:

Tell students they are going to carry out a survey to find out what kind of sportswear people their age want to wear. Then they are going to design a piece of sports clothing for them.

Divide the class into small groups.

Groups decide what kind of sports clothing they will survey: *sports shoes, tracksuits, hoodies*, etc.

Write the following prompts on the board and explain them: *colours, materials, images, length, size, tight/baggy*.

Groups decide on what questions to ask about their item of clothing: *What colour do you prefer? What's your favourite material?*

Groups design a chart to record the information from the survey.

Then they interview at least 15 people their own age and record what they would like to be included in the design.

Distribute card. Groups sketch a design for their new product, which meets the needs highlighted in the survey.

Groups write a description of the product below the design: *These are shorts. They are made of cotton and Lycra.*

Groups present their designs to the class.



### Games: Question marathon

**Materials:** Index cards (4 per student), dice (1 dice per group), chalk.

#### Directions:

Take students to the playground or another open space and distribute index cards.

Students write a question on each of their index cards. The questions can be about general knowledge or about things they have studied in this unit. Shuffle the cards.

Distribute chalk and dice.

Divide the class into small groups. Each group draws a 20-square grid on the floor with chalk, big enough so that a student can stand in each square.

Students number the squares 1–20.

Explain the rules of the game: All students start at square 1. A student from each group takes a card, reads the question and answers it. If the answer is correct, he or she throws the dice and advances the number of squares indicated. If the answer is not correct, he or she must remain in the square he or she started in. The first student to reach the last square wins the game.

### Project: Invent a dance

**Materials:** A selection of music (if students do not like any of the music you do, then let them suggest music and bring it to class), props (hats, feathers, scarves, pieces of cloth).

#### Directions:

##### Preparation

Explain that students are going to invent a dance.

Explain that they can work on their own, in pairs or in larger groups.

Play some of the selections of music you and/or students have brought in.

Students form groups. Suggest that students with similar musical preferences work together.

##### Rehearsal

Once students have chosen the music, they can start to invent the dance. Since it is very difficult to invent a dance for a long piece of music, ensure that students choose short excerpts of music.

Tell students to think of the floor pattern and how they dance together as well as the individual steps.

Explain that it is not necessary to invent complicated steps. They can repeat one or two simple steps by adding variations: the number of people doing the step, the direction, the speed, etc.

Encourage students to use costumes and props.

##### Performance

Groups, pairs and/or individuals perform their dances for the rest of the class.

##### Analysis

Students choose one of the groups and write a description of their dance. They should describe the music and the dance and express an opinion about it.



**Vocabulary:** *Santa, dust, chimney, reindeer, sack, elf, boot, snowstorm, ski, sneeze, New Year's eve, drop, lose, fall, after, before.*

**Materials:** Dice (1 per group of four students), counters (1 per student).

### 1 Listen and sing the song. 61

Draw a picture of a chimney on the board. Write the word: *chimney* under the picture. Draw a picture of a door and write the word *door* under the picture. Ask: *How does Santa get into the house?*

Point to the chimney and explain that the chimney is full of ashes and dust. Pretend to sneeze. Explain that when dust gets in your nose, you sneeze.

Play Track 61. Students follow along in their books. Encourage them to click their fingers in time to the music.

#### Track 61

##### The Santa song

(See Student's Book page 112, activity 1.)

Say: *That's it!* Use gestures to show that you mean: *I've had enough! No more!*

Divide the class into two groups. Play Track 61 again. The students in group 1 sing along. The students in group 2 snap their fingers in time to the music. Repeat, changing roles.

Students look at the song lyrics.

Decide on an action for each line of text:

Line 1: Stretch your arms up as if you are coming down a chimney.

Line 2: Pull in your stomach as if you are trying to squeeze through a small hole.

Line 3: Point to your nose.

Line 4: Mime sneezing.

Line 5: Hold out an open hand as if you were dropping something.

Line 6: Point to your foot.

Line 7: Tumble to the floor.

Line 8: Put your hands on your hips and look angry.

Line 9: Point to the door.

Play Track 61 again. Students sing along and do the actions.

### 2 Play A Christmas game.

Divide the class into groups of four.

Distribute dice and counters.

Students take turns throwing the dice, moving their counters and answering the questions.

The first student to reach the last flag is the winner.

### Singing contest 61

Divide the class into small groups.

Groups practise singing *The Santa song* and miming the actions.

Groups perform the song in front of the class.

Choose the three best groups and get them to perform again.

The class votes on the best performance.

### Santa's reindeer

Write the word: *Santa* on the board. Ask students questions about how Santa travels: *Does he travel by plane?*

Write the word *reindeer* on the board. Explain that this is what the animals that pull Santa's sleigh are called. Write the following rhyme on the board:

*Santa travels in his sleigh.*

*His reindeer pull him all the way.*

*Dancer, Comet, Cupid and Prancer,*

*Dasher, Vixen, Donner and Blitzen,*

*And Rudolph with his shiny nose*

*Lights the way wherever he goes.*

Students copy the rhyme into their notebooks and illustrate it.

Get volunteers to stand up and read the rhyme to the rest of the class. Encourage students to read with expression.

### Activity Book

Page 112, activities 1 and 2.

#### Key

① *From left to right:* Dasher, Dancer, Prancer, Vixen, Comet, Cupid, Donner, Blitzen, Rudolph

② December 24–Christmas Eve–the day before Christmas Day; December 25–Christmas Day–the day after Christmas Eve; December 31–New Year's Eve–the last day of the year; January 1–New Year's Day–the first day of the year



**Vocabulary:** *happy, long, short, dry, wet, rich, poor, light, heavy, bad, sad, good, Santa, gold, bag, sock, bishop, New Year's resolution.*

**Materials:** Cardboard boxes (1 per student), paint, coloured marker pens, white paper, glue, scissors.

### ① Make a Christmas chocolate box.

Ask students about the kinds of presents they receive at Christmas time. Ask them if they ever receive or give chocolate.

Explain that they are going to make a chocolate box to give to their parents or a friend for Christmas. Distribute cardboard boxes. Explain the instructions. Students colour in the reindeer and sleigh using marker pens. They cut out the two pictures. They then paint the cardboard box to make it look like the base of the sleigh.

When the box is dry, students glue the sleigh and reindeer cutouts to both sides of the box. Students fill the box with chocolates.

### 🐿 Make a Christmas garland.

**Materials:** Card (brown and different shades of green), red Plasticine, glue, pieces of ribbon.

**Preparation:** Cut strips of brown card to make a continuous wavy line and attach it to the classroom wall.

#### Directions:

Divide the class into groups of five.

Distribute green card, red Plasticine and ribbon.

In their groups, students draw and cut out different-shaped leaves. They glue the leaves to the line of card on the wall so that they are overlapping and completely cover the brown paper.

Students make small balls from the red Plasticine to represent holly berries. They glue the balls amongst the leaves.

Student make small bows using the ribbon and glue them onto the garland.

### 🎁 Game: *Santa's sack*

**Materials:** Red Santa-type hat, paper (half a piece per student).

#### Directions:

Students sit on their chairs in a circle.

Choose one student to stand in the middle of the circle. This student is "Santa". Give him/her a hat and a sack.

Explain the rules of the game:

On half a piece of paper, each player writes a present that Santa might have in his sack. Santa collects the pieces of paper and shuffles them. Then he starts to walk around the circle reading out different presents. When a player's present is called, that student walks behind Santa. When Santa says "*reindeer*", everyone has got to find a different chair. The student who is left without a chair becomes the new Santa.

### ◆ Activity Book

Page 113, activities 1 and 2.

#### Key

👁 1. Turkey. 2. Green and black. 3. Bags of gold. 4. Into a wet sock.

*Left to right:* poor, good, long, heavy, happy, wet



**Vocabulary:** *Horrid, fright, dark, scary, Halloween, night, shadow, monster, ghost, bat, witch, trick, treat, pumpkin, skeleton, broom, wolf, knock, scream.*

**Materials:** Yellow paper (1 piece per student), string, tape, scissors, dice.

**Preparation:** Make an origami hanging bat following the instructions in activity 2.

## ① Read the Halloween poem. 62

Students silently read through the poem and underline any words they don't understand.

Students come to the board and write the words they have underlined.

Encourage the rest of the class to help explain the meanings.

Write the following words on the board: *night, fright, see, tree, bats, hats, streets, treat.*

Explain that these are rhyming words.

Play Track 62. Students listen and follow along in their books.

### Track 62

#### **Halloween night**

(See Student's Book page 115, activity 1.)

Ask volunteers to read the poem out loud to the rest of the class.

## ② Make a Halloween bat.

Hold up a finished bat (see Preparation) and show students what they are going to make.

Distribute yellow paper. Show students how to make a square and cut it out.

Hold up a paper square and demonstrate how students should fold it. Read each line as you fold.

Students fold their bats and draw the features.

Distribute string.

Students tape a piece of string on the inside centre part of their bat. Students write their name inside their bat.

Hang a long piece of string across the classroom.

Students tie their bats to the string so they are hanging upside down.

## Halloween words

Write the following date on the board: *October 31<sup>st</sup>*. Ask students what we celebrate on this day.

Encourage students to discuss the traditions in their country on or around this day.

Explain that in English-speaking countries this day is known as *Halloween*. Write the word on the board.

Write the following words on the board: *monster, witch, ghost, bat, pumpkin, broom, spider, skeleton, cat, shadow.*

A volunteer comes to the board and draws a picture of one of the words. The rest of the class guesses which word it is.

Continue with other volunteers.

## Scary silhouettes

**Materials:** Cereal box, wax paper, glue, scissors, pencils, paper, hole punch, cotton, tape, torch.

**Preparation:** *Theatre:* Cut out the front and back of a cereal box 2 cm from the borders, so that just the frame is left. Glue a piece of wax paper over the front of the box to make a screen.

### Directions:

Distribute paper and pencils. Students draw the outline of a scary animal or thing (no more than 10 cm in height or length). Then they cut it out and punch out holes for the eyes. They attach a piece of cotton to the back of it with tape.

Display the *Theatre* (see Preparation) and darken the classroom.

Students come up with their objects and dangle them at the back of the box while you shine the torch behind them so that the object makes a silhouette on the wax paper. The rest of the class guesses what the objects are: *Is it a bat?*

## Activity Book

Page 114, activities 1 and 2.

### Key

① 1. ghost; 2. bat; 3. wolf; 4. skeleton; 5. broom; 6. witch; 7. monster; 8. spider; 9. pumpkin; Halloween

### Instructions for the Halloween game

Read the instructions out loud. Divide the class into pairs. Pairs use one gameboard. Each student colours in four houses on the board at random and cuts out his/her bags of sweets. Students take turns throwing the dice and moving the corresponding number of squares in any direction. Make sure students pay attention to the key.

The first student to collect all of his/her bags of sweets is the winner.



**Vocabulary:** *Valentine, rose, Cupid, Venus, Psyche, goddess, love, beauty, son, arrow, bow, heart, task, god, jealous, beautiful, angry, naughty, kiss, fall in love, marry.*

**Materials:** Thick card (1 piece per student, the same size as the picture frame and stand in Activity Book page 115), coloured pencils or marker pens, glue, scissors, photos of the students.

## ② Read the text and label the pictures.

Write the following date on the board: *February 14<sup>th</sup>*.

Ask students what we celebrate on this day.

Explain that this is Valentine's Day, a day for love and friendship.

Write the following words on the board: *Cupid, Venus, Psyche*.

Point to the words and ask students if they know anything about these characters.

Explain that they are characters from ancient mythology. Venus was the Goddess of love and beauty. Cupid was her son and Psyche was the daughter of a king. She was very beautiful.

Ask students if they can guess what happened between these three characters. Write their suggestions on the board.

Students silently read through the text and underline any words they don't understand.

Students come to the board and write the words they have underlined.

Encourage the rest of the class to help explain the meanings.

Students look at the words in bold. They use these words to label the pictures.

Ask questions about the text:

*Who was Venus?*

*Who was Cupid?*

*Why was Cupid naughty?*

*What did he do to make people fall in love?*

*Why was Venus jealous of Psyche?*

*What happened in the end?*

Ask: *Do you think this story is true? What kind of story is it?*

## ② Listen and sing the song. 63

Play Track 63. Students listen and click their fingers in time with the music.

### Track 63

#### **The Valentine's Day song**

(See Student's Book page 117, activity 2.)

Divide the class into boys and girls. Explain that the first verse is for the girls to sing and the second verse is for the boys.

Play Track 63 again. Students sing their verses.

## Choreograph a dance. 63

Divide the class into two groups (girls and boys).

Play Track 63. Students listen carefully and think about how they can design a dance to go with their verse.

Students discuss and decide upon their choreography in their groups.

Play Track 63. Students sing along and do their dance in their groups.

## Game: Find your Valentine.

**Materials:** Paper (1 piece per student), coloured pencils or marker pens.

**Directions:** Divide the class into pairs. Students draw a heart on a piece of paper. They colour both sides of the heart red and then cut all the way through the centre using different cutting lines (wavy, zigzags, irregular, etc.).

Collect the halves of the hearts and shuffle them.

Hand out the halves. Students walk around the classroom and find the half that matches theirs.

## ◆ Activity Book

Page 115, activity 1.

### Instructions for hands-on activity

Distribute materials.

Students decorate their picture frame.

They cut out their frame and stand and glue the pieces onto card.

Students glue a photo of themselves or draw a picture in the picture frame.

Display the photos on the windowsills or classroom shelves.



**Vocabulary:** *Wonderful, marvellous, incredible, fine, fantastic, magnificent, loving, kind, daughter, letter, card, present, flower.*

**Materials:** Card, poster paints, scissors, adhesive plastic, glue, dice.

### ① Learn the Mother's Day poem. 🎧 64

Play Track 64. Students listen and follow along in their books.

#### Track 64

##### **The Mother's Day poem**

(See Student's Book page 118, activity 1.)

Write the following adjectives on the board: *wonderful, marvellous, incredible, fine, fantastic, magnificent, loving, kind.*

Ask volunteers to come to the board and write other adjectives they could use to describe their mother. Point to one of the adjectives and say: *My mother is (wonderful) because she works hard and always smiles.* Students use the other adjectives to make sentences about their mothers.

Play Track 64 again. Students read the poem along with the recording.

### ② Read about Mother's Day.

Explain to students that mothers haven't always had a special day just for them.

Read the text out loud.

Students underline any words they don't understand.

Students raise their hands to ask the meaning of the words they have underlined.

Encourage the rest of the class to help explain the meanings.

Divide the class into small groups. Each group writes six questions about the text.

Groups ask and answer each other's questions.

### ③ Play *The Mum and Dad game*.

Read and explain the instructions for the game.

Divide the class into pairs. Each pair makes nine stars, places them on one of their gameboards and plays.

#### **Generous mothers**

Ask students if they know why we celebrate Mother's Day. Ask them if they think mothers deserve a special day. Why?

Students make a list of all the things their mothers do for them every day.

Invite volunteers to read their lists out loud.

#### **A non-commercial Mother's Day**

Ask students if they think that Mother's Day is a commercial celebration in their country.

Explain that we don't need to buy expensive presents to make our mothers happy. We can make things ourselves.

Also, we can offer to be especially helpful on Mother's Day or prepare a nice breakfast or a special cake.

Students think of something they can do for their mothers that does not involve spending money.

They write their ideas in their notebooks.

Volunteers read their ideas out loud.

#### **Mother's Day card**

**Materials:** Card (1 letter-size piece per student), coloured marker pens.

##### **Directions:**

Distribute card.

Students fold the card to make a greeting card, decorate the front cover and write the poem from activity 1 inside.

#### **Stained glass candle holder**

**Materials:** Tissue paper, baby food jars or other glass jars (1 per student), scissors, glue, water, votive candles, paintbrushes.

##### **Directions:**

Mix water and glue.

Get students to cut tissue paper into small pieces.

Students paint their jars with the glue mixture and place the tissue paper on it.

When dry, students paint over the tissue paper with more watered-down glue.

Let dry and help students place a small candle inside the jar.

#### **Activity Book**

Page 117, activity 1.

##### **Instructions for hands-on activity**

Distribute materials.

Read and explain the instructions.

Students make their tablemats.

*Note:* Some students in your class may not have a mother or may not have a regular relationship with their mother. This is always a delicate issue. Make sure you know which students are in this situation and talk to them beforehand. Explain that we will be celebrating Mother's Day and they will be making a present to take home. Suggest that they think of another person they would like to give their gift to, such as a grandmother, aunt or good female friend who has helped them a lot during the year.



**Vocabulary:** *Dad, short, tall, thin, fat, old, young, dark, blonde, better, best, glad.*

**Materials:** Envelopes (1 per student), clear adhesive plastic, scissors.

## ① Learn the Father's Day poem. 65

Play Track 65. Students follow along in their books.

### Track 65

#### *You're my dad!*

(See Student's Book page 119, activity 1.)

Play Track 65 again. Students read the poem out loud along with the recording. Encourage them to pay special attention to the rhythm and stress of the poem. Get volunteers to read the poem out loud to the rest of the class.

## ② Play *The Mum and Dad game*.

Read and explain the instructions for the game on page 118, activity 3.

Divide the class into pairs. Each pair makes nine stars, places them on one of their gameboards and plays.

### Make a new game!

Divide the class into pairs.

Students substitute the questions in the *Mum and Dad Game* on pages 118 and 119.

They write their new questions on pieces of paper the same size as the boxes and glue them over the original questions.

Students swap books with another pair and play the game again.

### Write a poem for your dad.

Brainstorm a list of adjectives on the board.

Ask students to either match words that rhyme or to think of nouns that rhyme with the adjectives and make rhyming pairs.

Students use these rhyming pairs to write their own poem about their dad.

You can guide them by giving them a model on the board:

*My dad is \_\_\_\_\_ and \_\_\_\_\_.  
He has \_\_\_\_\_ and \_\_\_\_\_.  
He is always \_\_\_\_\_ and \_\_\_\_\_.  
I love my dad because he's \_\_\_\_\_.*

Tell students not to worry too much if they can't think of words to rhyme because the rhythm is more important. Volunteers read their poems out loud.

## Thank you, dad

Tell students to think of one reason why they would like to say thank you to their fathers on this special day: *Thank you, dad, for always helping me with my homework. Thank you, dad, for cooking great spaghetti.* Students write their sentences in their notebooks. Volunteers read their sentences out loud.

## Make a notepad holder

**Materials:** For every student: New Post-it pad, cardboard (you can use old cereal boxes), paper, marker pens or crayons, glue, thin black felt tip pen. *Optional:* Small magnet.

### Directions:

Distribute paper. Students think about their father's favourite hobby. They draw a picture of something related to that hobby. They should just draw an outline of the picture with a thin black felt tip pen. They should not draw any important details.

Students cut out their design.

Students glue their pattern onto the piece of cardboard and trim any extra cardboard off the edges. Then they glue their Post-it pad in the middle of the design. They turn the notepad holder over and write a short message on the back to their father: *Happy Father's Day! I love you!*

*Optional:* Students glue a magnet to the back.

## ◆ Activity Book

Page 119, activity 1.

### Instructions for hands-on activity

Explain that Tangram puzzles originated in China. They are made up of seven pieces cut out of a square. Tangrams are used to make pictures and patterns.

Read and explain the instructions. *Optional:* Students can cover the Tangram square with clear adhesive plastic before cutting out the pieces.

Distribute materials. Students make their Tangram puzzles.

Distribute envelopes. Students place the pieces in the envelope.

Students copy the poem from activity 1 onto a sheet of paper and put it inside the envelope.

Students address the envelope to their father.

*Note:* Some students in your class may not have a father or may not have a regular relationship with their father. Make sure you know which students are in this situation and talk to them beforehand. Explain that we will be celebrating Father's Day and they will be making a present to take home. Suggest that they think of another person they would like to give their gift to, such as a grandfather, uncle or good male friend who has helped them a lot during the year.

1 Complete the timetable. (2 points)

I'm Michelle.  
This is my timetable.



	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	 Art	 	 	 	 
11:00	 	 	 	 	No classes!

2 Complete the key. (3 points)

Look and complete the dialogue. (3 points)

OK  
very bad  
excellent  
good  
bad  
very good  
not very good

### Kim's report card

English	5
Science	8
Art	9
I.T.	8
Geography	6
Maths	10
Music	7
P.E.	10

### Tom's report card

English	6
Science	9
Art	6
I.T.	5
Geography	8
Maths	10
Music	4
P.E.	9

10 = \_\_\_\_\_  
9 = \_\_\_\_\_  
8 = \_\_\_\_\_  
7 = \_\_\_\_\_  
6 = \_\_\_\_\_  
5 = \_\_\_\_\_  
4 = very bad

KIM: I'm \_\_\_\_\_ at Science. How about you?

TOM: I'm \_\_\_\_\_ at Science. But I'm \_\_\_\_\_ at music. I don't like music. How about you?

KIM: Really? I'm \_\_\_\_\_ at music. Are you good at Maths?

TOM: I'm \_\_\_\_\_ at Maths. And you?

KIM: I'm \_\_\_\_\_ at Maths, too! It's my favourite subject.

**3** Complete and answer the questions. (4 points)

are is have are

1. \_\_\_\_\_ you good at English? \_\_\_\_\_
2. \_\_\_\_\_ you doing exercise right now? \_\_\_\_\_
3. \_\_\_\_\_ you got any brothers or sisters? \_\_\_\_\_
4. \_\_\_\_\_ your mum working at home right now? \_\_\_\_\_

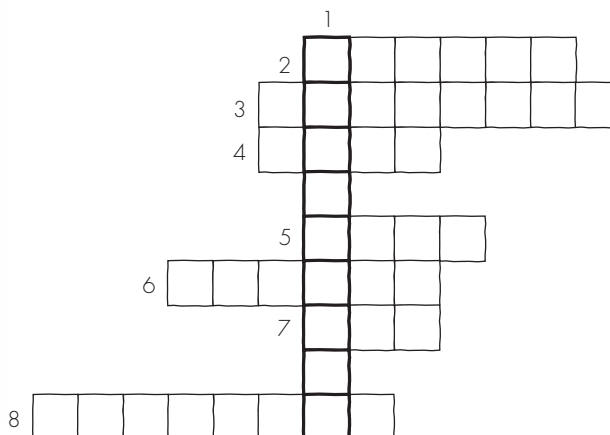
**4** Unscramble the questions and number the pictures. (4 points)

1. I please? go the toilet, to May \_\_\_\_\_
2. your I please? borrow scissors, May \_\_\_\_\_
3. mean? does "timetable" What \_\_\_\_\_
4. spell you do "Science"? How \_\_\_\_\_



**5** Solve the puzzle. (4 points)

1. The opposite of *ugly* is...
2. The opposite of *fun* is...
3. The opposite of *greedy* is...
4. The opposite of *hardworking* is...
5. The opposite of *short* is...
6. The opposite of *kind* is...
7. The opposite of *thin* is...
8. The opposite of *shy* is...



### 1 Write the past tense form of the verbs. (2 points)

create \_\_\_\_\_ wear \_\_\_\_\_ teach \_\_\_\_\_  
 know \_\_\_\_\_ come \_\_\_\_\_ hear \_\_\_\_\_  
 play \_\_\_\_\_ build \_\_\_\_\_



### • Unscramble and answer the questions about the Mesoamerican ball game. (2 points)

1. the ◊ What ◊ wear ◊ players ◊ did  
 \_\_\_\_\_?  
 \_\_\_\_\_

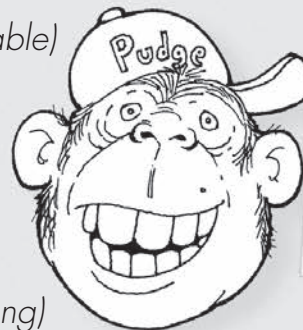
2. play ◊ did ◊ game ◊ Where ◊ the ◊ they  
 \_\_\_\_\_?  
 \_\_\_\_\_

### 2 Complete the table. (3 points)

Adjective	Comparative	Superlative	Adjective	Comparative	Superlative
strong			old		
tall			heavy		
sociable			young		

### • Read and complete the sentences. (4 points)

- Pudge is \_\_\_\_\_. (heavy)
- Smudge is \_\_\_\_\_ Fudge. (sociable)
- Fudge is \_\_\_\_\_ Pudge. (old)
- Smudge is \_\_\_\_\_. (strong)
- Fudge is \_\_\_\_\_ Smudge. (tall)
- Pudge is \_\_\_\_\_. (sociable)
- Smudge isn't \_\_\_\_\_ Pudge. (young)
- Fudge isn't \_\_\_\_\_ Smudge. (strong)

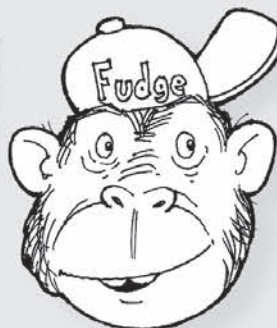


#### Pudge

Age: 15 years old  
 Weight: 75 kg  
 Height: 1.6 m  
 Characteristics:  
 Extremely sociable,  
 strong.

#### Fudge

Age: 15 years old  
 Weight: 55 kg  
 Height: 1.5 m  
 Characteristics:  
 Sociable,  
 very strong.

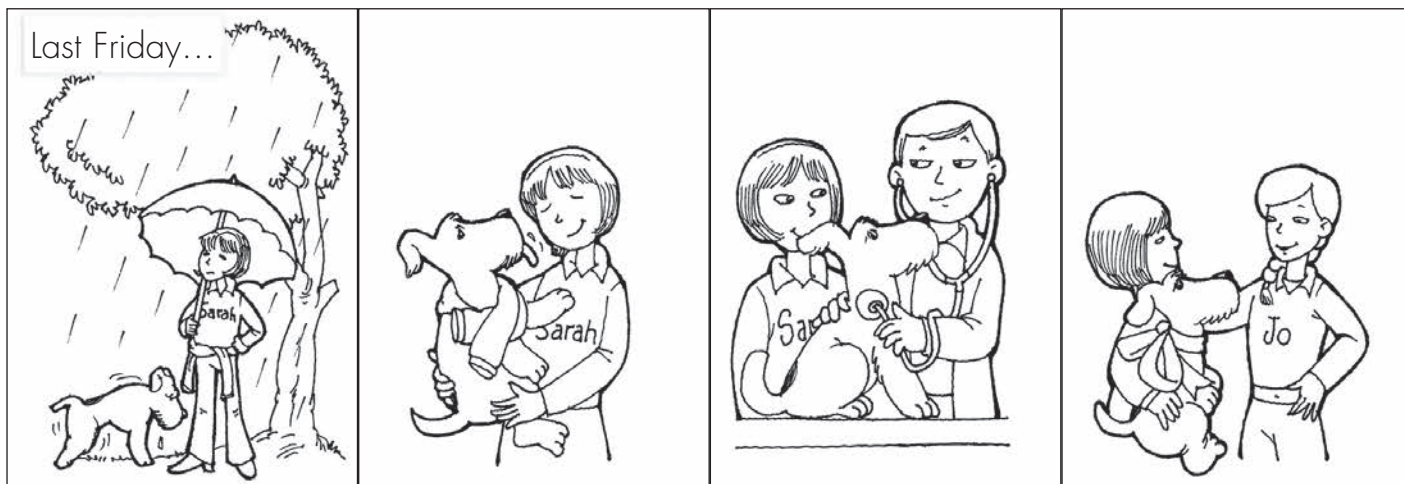


#### Smudge

Age: 18 years old  
 Weight: 55 kg  
 Height: 1.3 m  
 Characteristics:  
 Very sociable,  
 extremely strong.

**3** Look and complete the questions and answers. (3 points)

Who What Where When Why How



1. \_\_\_\_\_ did Sarah see in the park? She \_\_\_\_\_ a dog.
2. \_\_\_\_\_ did she find it? She \_\_\_\_\_ it last Friday.
3. \_\_\_\_\_ did she carry the dog? She \_\_\_\_\_ the dog in her jumper.
4. \_\_\_\_\_ did she rescue the dog? She \_\_\_\_\_ it because the dog was hungry and wet.
5. \_\_\_\_\_ did she take the dog? She \_\_\_\_\_ the dog to the vet's.
6. \_\_\_\_\_ did she give the dog to? She \_\_\_\_\_ the dog to her friend Jo.

**4** Complete the table. (2 points)

✓ = Yes, I could do this. ✗ = No, I couldn't do this.


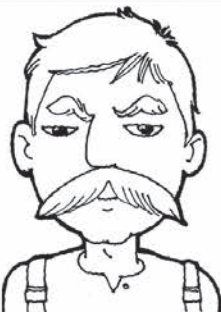


	When I was two years old...	When I was seven years old...
sing songs		
walk		
read		
play the guitar		

- Write four sentences about what you *could* and *couldn't* do when you were two years old. (4 points)

1. When I was two years old, I could \_\_\_\_\_.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### 1 Write questions about Billy the Kid's family chores. (3 points)

Last week...

	Mother the Kid	Father the Kid	Sister the Kid	Billy the Kid
				
paint the fence		✓		
clean the windows	✓			
make the beds		✓		
cook lunch			✓	
feed the horses	✓			
rob the bank				✓

- Who \_\_\_\_\_? \_\_\_\_\_ did.
- Who \_\_\_\_\_? \_\_\_\_\_
- \_\_\_\_\_? \_\_\_\_\_
- \_\_\_\_\_? \_\_\_\_\_
- \_\_\_\_\_? \_\_\_\_\_
- \_\_\_\_\_? \_\_\_\_\_

- Look and answer the questions about Billy the Kid's family. (3 points)

### 2 Write the past form of the verbs and complete the sentences. (6 points)

#### Past form

win \_\_\_\_\_  
 find \_\_\_\_\_  
 ride \_\_\_\_\_  
 point \_\_\_\_\_  
 wear \_\_\_\_\_  
 forget \_\_\_\_\_

- Calamity Jane \_\_\_\_\_ men's clothes.
- The chief \_\_\_\_\_ at Cynthia Ann Parker.
- Wyatt Earp \_\_\_\_\_ his horse into town.
- Cynthia Ann Parker \_\_\_\_\_ how to speak English.
- Nat Love \_\_\_\_\_ the Deadwood City Rodeo.
- Somebody \_\_\_\_\_ gold in California!

### 3 Write the times. (1 point)

12:55

8:49

5:26

3:12

### 4 Match the names with the actions and answer the question. (2 points)

Yesterday at quarter past four there was a bank robbery. When the robbers took out their guns, Anne and Mike were hiding under the desk. Jack was running out of the door. Sam was lying on the floor. George and Irma were putting money in a sack.

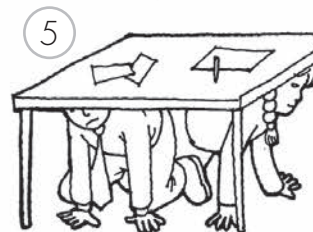
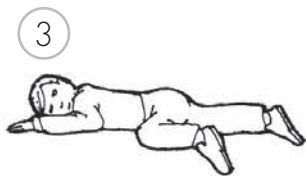
George and Irma

Anne and Mike

Sam

Tammy and Timmy

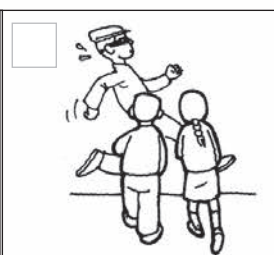
Jack



Who robbed the bank? \_\_\_\_\_

### 5 Complete the sentences and number the pictures. (5 points)

- I \_\_\_\_\_ (watch) TV when I \_\_\_\_\_ (hear) a noise. It was my cat!
- Rick's best friend \_\_\_\_\_ (call) him when he \_\_\_\_\_ (read).
- The fire \_\_\_\_\_ (start) when Jenny \_\_\_\_\_ (cook).
- Lily and Jack \_\_\_\_\_ (walk) down the street when they \_\_\_\_\_ (see) the robber. He was running!
- James \_\_\_\_\_ (ride) his bike when he \_\_\_\_\_ (fall down) and \_\_\_\_\_ (break) his leg.



1 Write sentences about the animals in the picture. (5 points)



1. There is a \_\_\_\_\_ next to \_\_\_\_\_.
2. There are \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.

2 Look and complete the dialogue. (5 points)

Sylvia's timetable

Friday	Saturday
AM	AM
School	Practise the piano
PM	PM
Visit granny	Read a book

Peter's timetable

Friday	Saturday
AM	AM
School	Play football
PM	PM
Watch TV	Have a party

PETER: Hi, Sylvia. What are you \_\_\_\_\_ this weekend?

SYLVIA: On Friday after school, I'm going to \_\_\_\_\_. How about you?

PETER: I'm \_\_\_\_\_. What \_\_\_\_\_ on Saturday morning?

SYLVIA: On Saturday morning, I'm \_\_\_\_\_. How about you?

PETER: \_\_\_\_\_

SYLVIA: That sounds like fun.

PETER: What \_\_\_\_\_ on Saturday afternoon?

SYLVIA: I'm \_\_\_\_\_. What \_\_\_\_\_ on Saturday afternoon?

PETER: I'm \_\_\_\_\_. Do you want to come?

SYLVIA: Yes, please!

**3 Match the words.** (3 points)

anywhere

anybody

nowhere

everything

everywhere

somewhere

object

person

anything

something

place

nothing

everybody

nobody

somebody

• **Correct the mistakes.** (4 points)

1. I lost my keys **anywhere** in the house. somewhere
2. She didn't tell **nobody** about the surprise party. \_\_\_\_\_
3. Mark looked **anywhere** for his pen, but he couldn't find it. \_\_\_\_\_
4. My brother's sick. He can't go out. He can't go **everywhere**. \_\_\_\_\_
5. Mary is very friendly. **Nobody** likes her. \_\_\_\_\_
6. I can't find my ball. **Everybody** took it. \_\_\_\_\_
7. I'm bored. There's **everything** good on TV. \_\_\_\_\_
8. I heard a noise outside my window. I looked outside. There wasn't **somebody**. \_\_\_\_\_
9. Are you doing **nothing** today after school? \_\_\_\_\_

**4 Read and complete.** (3 points)

everybody   somebody   everything   nobody   everywhere   somebody

**Guide to positive thinking**

- Be happy when \_\_\_\_\_ goes well.
- Nobody can be good at everything, but \_\_\_\_\_ is good at something.
- When you've got a problem, talk to \_\_\_\_\_ about it.
- Make new friends \_\_\_\_\_ you go.
- You are unique and special. There is \_\_\_\_\_ like you.
- There is always \_\_\_\_\_ who loves you.

1 Match the words with the correct classification. (3 points)

eggs	oil	cocoa powder	sugar	mushrooms	cheese
Uncountable		Singular and countable		Plural and countable	
salt	butter	vanilla	flour	onion	baking powder

Complete the sentences. (2 points)

To make a chocolate cake, I need \_\_\_\_\_.

I don't need \_\_\_\_\_.

To make an omelette, I need \_\_\_\_\_.

I don't need \_\_\_\_\_.

2 Complete the sentences. (3 points)

is    isn't    are    aren't

There \_\_\_\_\_ some lemonade.

There \_\_\_\_\_ any nuts.

There \_\_\_\_\_ any honey.

There \_\_\_\_\_ some plums.

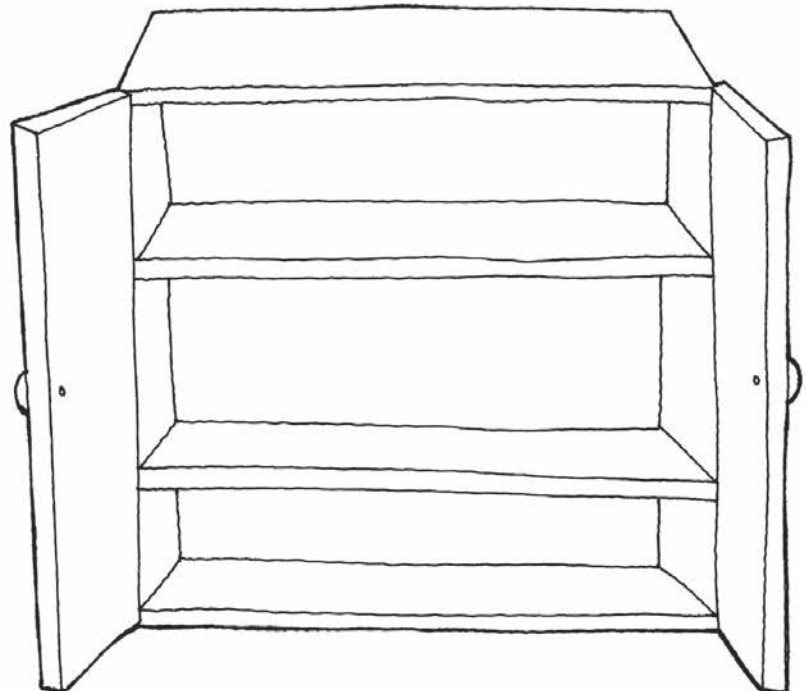
There \_\_\_\_\_ some whipped cream.

There \_\_\_\_\_ some flour.

There \_\_\_\_\_ any tomatoes.

There \_\_\_\_\_ some carrots.

There \_\_\_\_\_ any water.



Draw and label the food in the cupboard. (1 point)

- 3 Imagine you want to make 80 cookies. Complete the questions with *How much* or *How many*. Then answer the questions. (5 points)

### Chocolate chip cookies

Makes 40 cookies

- 250 g butter
- 350 g sugar
- 2 eggs
- 2 teaspoons of vanilla
- 300 g flour
- 1 teaspoon salt
- 1 teaspoon baking soda
- 1 bag of chocolate chips

1. \_\_\_\_\_ butter do you need? \_\_\_\_\_
2. \_\_\_\_\_ eggs do you need? \_\_\_\_\_
3. \_\_\_\_\_ vanilla do you need? \_\_\_\_\_
4. \_\_\_\_\_ bags of chocolate chips do you need?  
\_\_\_\_\_
5. \_\_\_\_\_ sugar do you need? \_\_\_\_\_

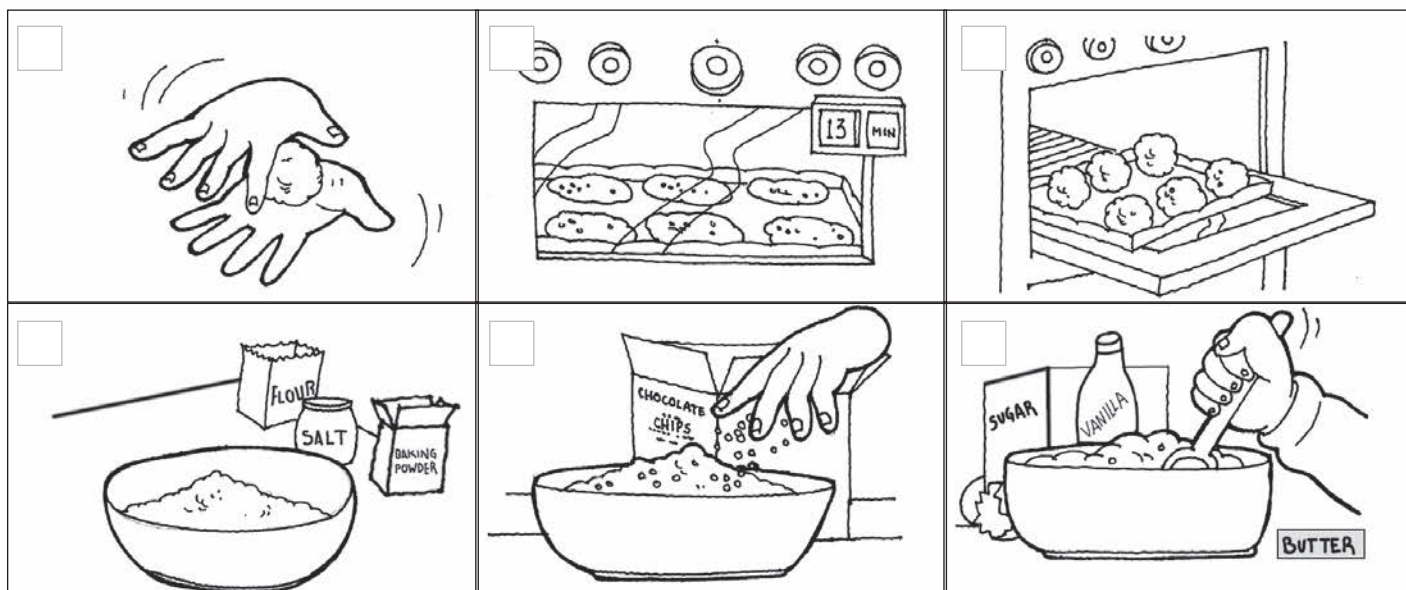
- 4 Read and complete. (3 points)

Bake Mix Make Add Put Add

### Instructions for making chocolate chip cookies

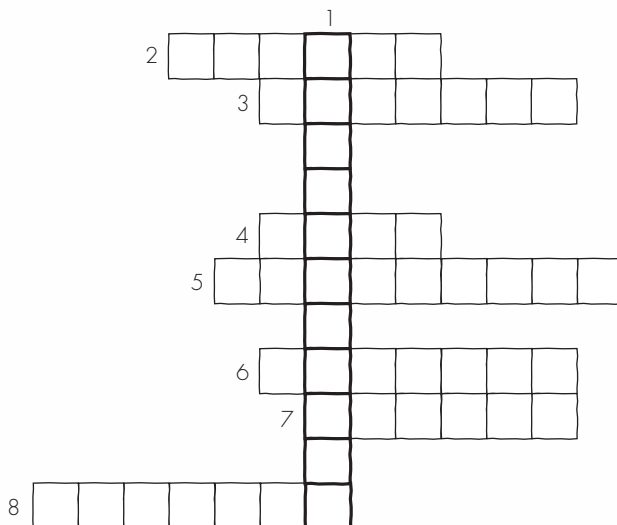
1. \_\_\_\_\_ the butter, eggs, vanilla and sugar.
2. \_\_\_\_\_ the flour, salt and baking soda to the butter, eggs and vanilla.
3. \_\_\_\_\_ the chocolate chips to the mixture.
4. \_\_\_\_\_ small balls of the mixture.
5. \_\_\_\_\_ the balls on the baking tray.
6. \_\_\_\_\_ the cookies for 13 minutes.

- Look and number the pictures. (3 points)



### 1 Solve the puzzle. (2 points)

1. The opposite of *carefully*...
2. The opposite of *quietly*...
3. The opposite of *sadly*...
4. The opposite of *badly*...
5. The opposite of *dangerously*...
6. The opposite of *slowly*...
7. The opposite of *quickly*...
8. The opposite of *loudly*...



### 2 Circle the correct options. (3 points)

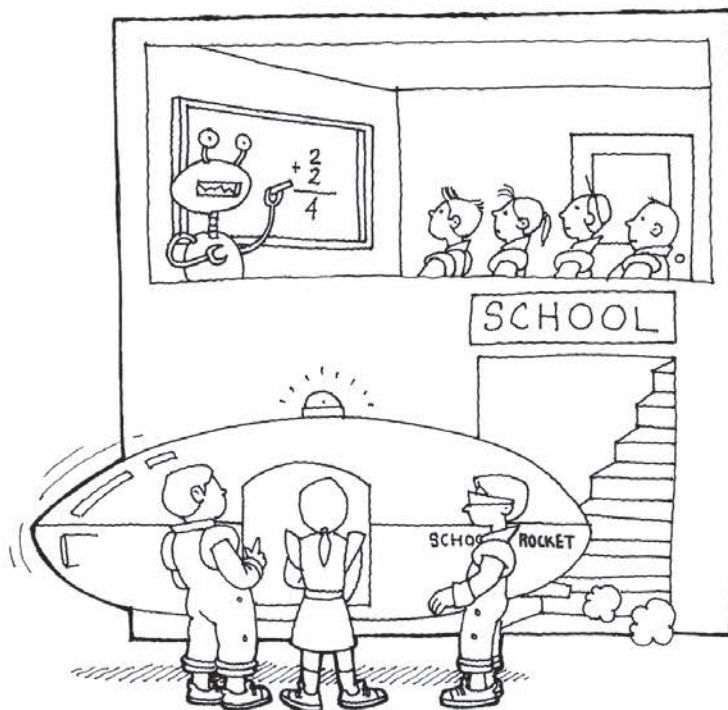
1. The baby is sleeping. Please talk **noisily** / quietly.
2. Everybody loved the concert. He played the violin **badly** / well.
3. "I got a 10 in my exam," she said **slowly** / happily.
4. He's a terrible singer. He sings **badly** / well.
5. My sister has got a broken leg. She walks very **well** / slowly.
6. English class starts in five minutes! I'm doing my homework **carefully** / quickly.

### 3 Unscramble the questions. (4 points)

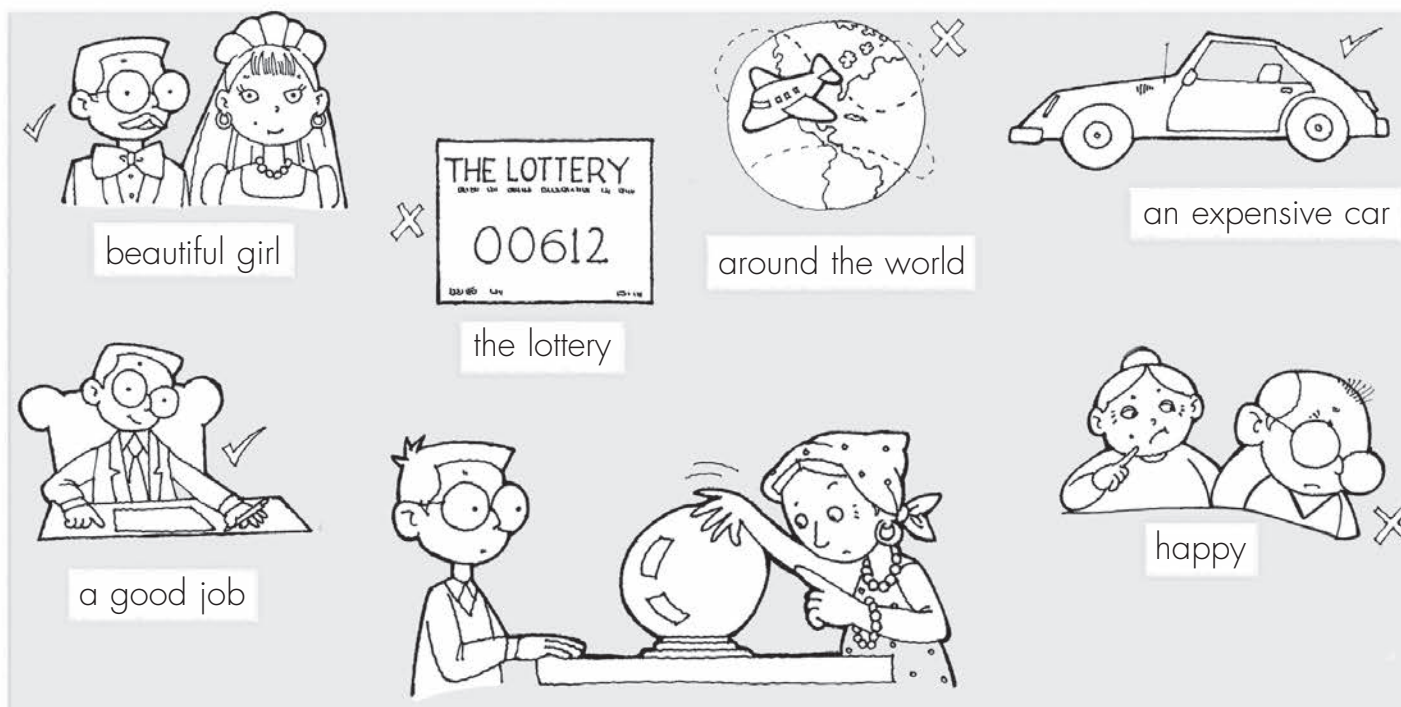
1. be there teachers? Will real  
\_\_\_\_\_
2. go Will bus? by students to school  
\_\_\_\_\_
3. wear students Will trainers?  
\_\_\_\_\_
4. students special Will uniforms? wear  
\_\_\_\_\_

- Look and answer the questions. (4 points)

In the year 2200...



4 Look at the pictures and write what the fortune-teller says. (5 points)



1. \_\_\_\_\_ You will marry a beautiful girl.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

5 Make and answer the questions. (2 points)

### Medicine in the future

1. human doctors?

\_\_\_\_\_ Will there be human doctors in the future?

\_\_\_\_\_ No, there won't.

2. operations?

\_\_\_\_\_  
\_\_\_\_\_

3. ambulances?

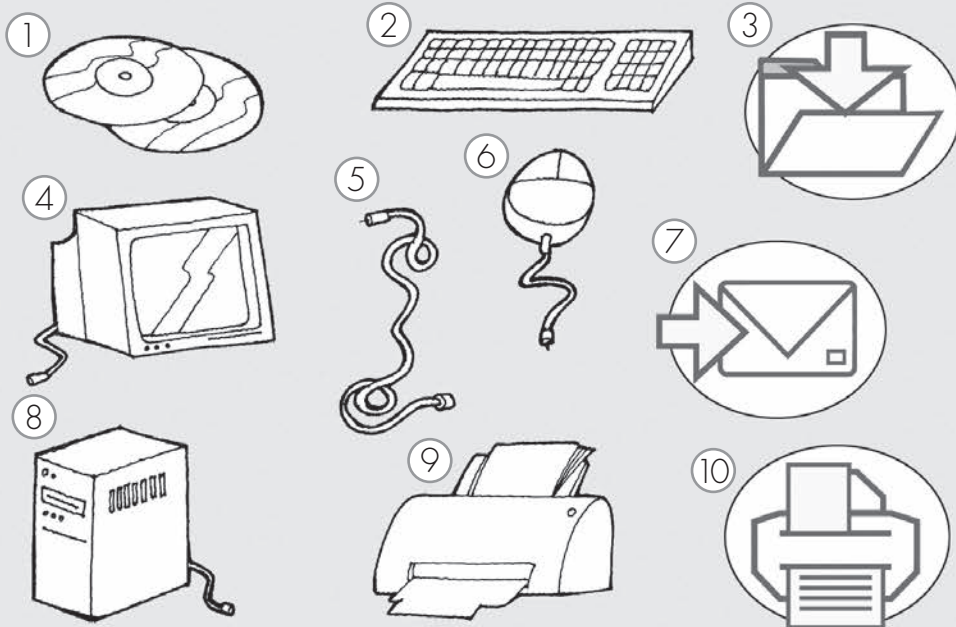
\_\_\_\_\_  
\_\_\_\_\_



**1** Label the pictures. (5 points)

save a document    print out a document    you have got a new e-mail  
 keyboard    printer    tower    monitor    CDs    mouse    cable

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



**2** Make sentences. (7 points)

1. when get home / have a sandwich

\_\_\_\_\_

2. sad / when cry

\_\_\_\_\_

3. when eat a lot / not hungry

\_\_\_\_\_

4. my stomach hurts / when drink lots of lemonade

\_\_\_\_\_

5. when turn the light off / gets dark

\_\_\_\_\_

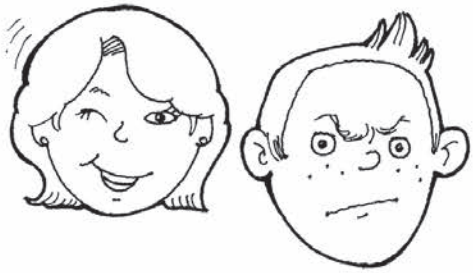
6. when watch too much TV / get red eyes

\_\_\_\_\_

7. feel tired in the morning / when go to bed late

\_\_\_\_\_

3 Circle the words and match them with the pictures. (2 points)



O F R O W N D  
C W E S E H N  
R I Q A X M I  
H N O D M A C  
Q K E N E T L  
S H R U G K R



4 Label the pictures. (3 points)

fall asleep in class   take an aspirin   not pass your test  
get fatter   drink a lot of water   get thinner



Look and answer the questions. (3 points)

1. What happens when you eat too much junk food?

When you eat too much junk food,

2. What do you do when you are thirsty?

\_\_\_\_\_

3. What happens when you don't sleep at night?

\_\_\_\_\_

4. What do you do when your head hurts?

\_\_\_\_\_

5. What happens when you do a lot of exercise?

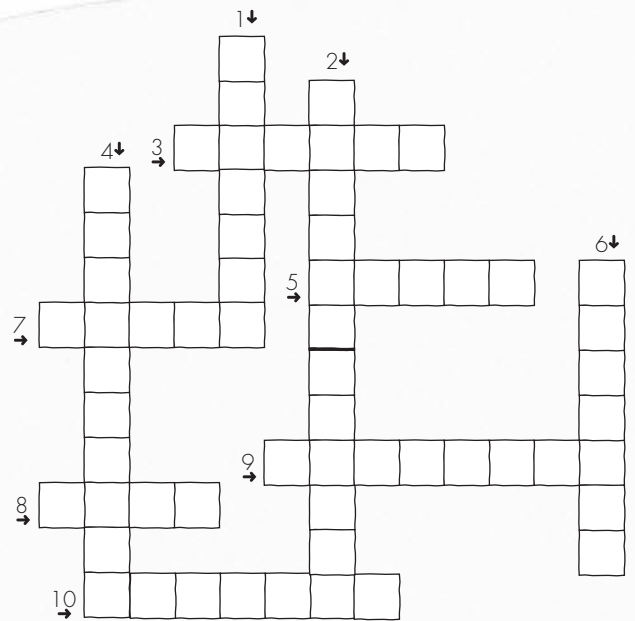
\_\_\_\_\_

6. What happens when you don't study?

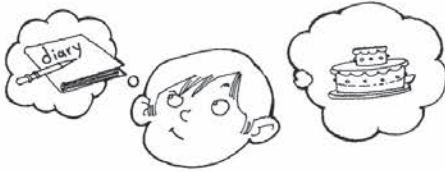
\_\_\_\_\_

### 1 Solve the puzzle. (5 points)

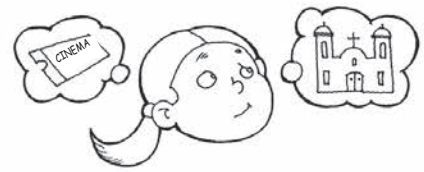
1. People speak German in...
2. People speak English in the...
3. In Paris, people speak...
4. In Brazil, people speak...
5. People speak Arabic in...
6. In China, people speak...
7. People speak Italian in...
8. People speak Spanish in...
9. In Japan, people speak...
10. In Australia, people speak...



### 2 Look and complete the sentences. (2 points)



Tomorrow Lucas may \_\_\_\_\_  
or he might \_\_\_\_\_.



Tomorrow Mary \_\_\_\_\_  
or she \_\_\_\_\_.

### 3 Circle the correct options. (3 points)

Dear mum,  
I'm in Mexico City. The people here are *friendly* / *exciting*.  
Yesterday, it was a *hot* / *noisy* day. We went to the pyramids. They  
were *comfortable* / *enormous*. What an *exotic* / *modern* place!  
Today we ate at a Mexican restaurant. The food was *tasty* /  
*luxurious* and a little *sunny* / *spicy*.  
Tomorrow I'm going to visit a museum.  
Love,  
Kim


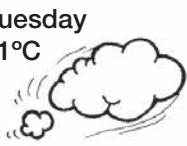



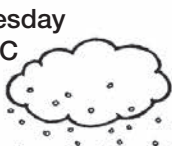


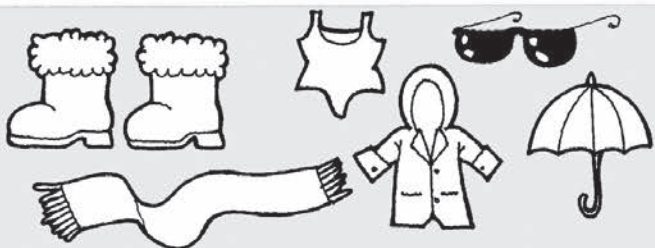
Mrs Holly Silver  
64 Northshire Street  
Cardiff  
Wales

### • Read and answer the questions. (3 points)

1. Who is the sender? \_\_\_\_\_
2. Where is she? \_\_\_\_\_
3. Who is the receiver? \_\_\_\_\_
4. Where is the receiver? \_\_\_\_\_
5. Does Kim like the food? \_\_\_\_\_
6. What is Kim going to do? \_\_\_\_\_

**4** Look and complete the sentences. (3 points)

Weather in England		Weather in Cuba		Weather in Canada	
Monday 10°C 	Tuesday 11°C 	Monday 36°C 	Tuesday 37°C 	Monday 0°C 	Tuesday -2°C 



1. I'm going to England. I'm going to take \_\_\_\_\_ because it might \_\_\_\_\_.



2. I'm going to Cuba. I'm going to take \_\_\_\_\_ because it might \_\_\_\_\_.



3. I'm going to Canada. I'm going to take \_\_\_\_\_ because it might \_\_\_\_\_.



**5** Complete the sentences using *will*, *may*, *might* or *won't*. (4 points)

There's a fire in your house.



I \_\_\_\_\_.

My family \_\_\_\_\_.

You win the lottery.



I \_\_\_\_\_.

My mother \_\_\_\_\_.

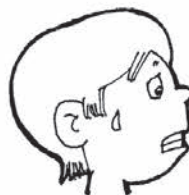
You meet your favourite film star.



I \_\_\_\_\_.

My friends \_\_\_\_\_.

You don't pass a very important test.



I \_\_\_\_\_.

My mother \_\_\_\_\_.

### 1 Read and circle the correct options. (4 points)

Teacher (**angrily** / gently): No, that's not right. You didn't practise last week!

Matt (**sadly** / slowly): I'm really sorry. I had lots of homework.

Teacher (**gently** / happily): That's OK. Don't worry, I understand. Now, try it again.

Matt (**happily** / slowly): Thanks for understanding. Let me play it again.

Teacher (**quietly** / excitedly): That's perfect! Good work!

Matt (**loudly** / gently): WHAT DID YOU SAY?

Teacher (**slowly** / loudly): GOOD WORK!!!

Matt (**excitedly** / slowly): Thanks!



### 2 Match and write the sentences. (5 points)

lift weights

do yoga

do karate

sleep too much

eat 7,000 calories a day

run very fast

get fatter

your pulse / go faster

be more flexible

get stronger

not have a lot of energy

balance your body and mind

1. If you do karate, you'll balance your body and mind.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

### 3 Classify the sentences. (2 points)

F = Fact      P = Possibility

1. If you study hard, you'll get better marks. \_\_\_\_\_

2. When there is no water, plants and animals die. \_\_\_\_\_

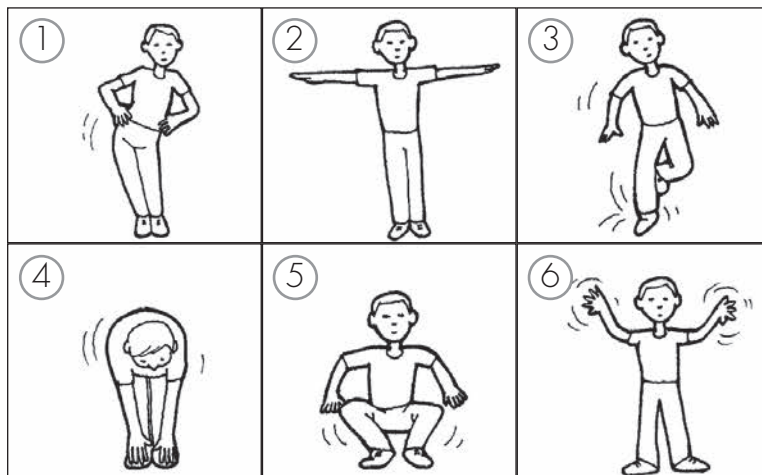
3. When it's winter, some birds fly south. \_\_\_\_\_

4. If you arrive late to class, your teacher will be angry. \_\_\_\_\_

4 Complete the warm-up instructions and match. (3 points)

hop stretch bend touch shake

- ☐ \_\_\_\_\_ your knees.
- ☐ \_\_\_\_\_ on your right foot.
- ☐ \_\_\_\_\_ your feet.
- ☐ \_\_\_\_\_ your arms out straight.
- ☐ \_\_\_\_\_ to the left.
- ☐ \_\_\_\_\_ your arms.



5 Complete the sentences. Use some verbs twice. (5 points)

watch ⇒ not study ⇒ not pass ⇒ be angry ⇒ stay ⇒ not go ⇒ not have

If I watch my favourite TV show tonight, I won't study for my English test.

If I \_\_\_\_\_ for my English test, I \_\_\_\_\_ the test.

If I \_\_\_\_\_ the test, my mother \_\_\_\_\_ with me.

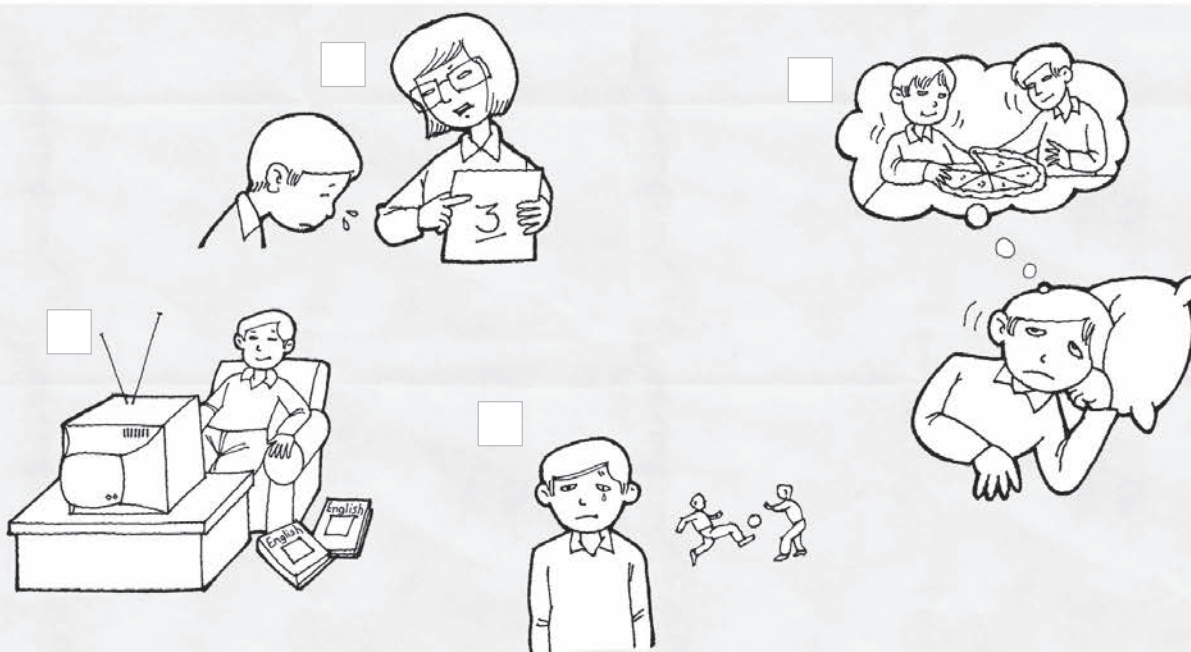
If my mother \_\_\_\_\_ with me, I \_\_\_\_\_ at home.

If I \_\_\_\_\_ at home, I \_\_\_\_\_ to the class pizza party.

If I \_\_\_\_\_ to the class pizza party, I \_\_\_\_\_ any friends.

I think I'll study for my English test!

- Number the pictures. (1 point)



# Answer key to the assessments

## Assessment 1

- ① From left to right, top to bottom: Geography, English, Music, Science, History, Maths, P.E., I.T.
- ② From top to bottom: excellent, very good, good, OK, not very good, bad; good, very good, very bad, OK, excellent, excellent
- ③ 1. Are; 2. Are; No, I'm not. 3. Have; 4. Is
- ④ 1. May I go to the toilet, please? 2. May I borrow your scissors, please? 3. What does "timetable" mean? 4. How do you spell "Science"?; 4, 2, 3, 1
- ⑤ 1. beautiful; 2. boring; 3. generous; 4. lazy; 5. tall; 6. unkind; 7. fat; 8. sociable

## Assessment 2

- ① From left to right, top to bottom: created, wore, taught, knew, came, heard, played, built; 1. What did the players wear? They wore (kneepads). 2. Where did they play the game? They played in the ball court.
- ② From left to right, top to bottom: stronger, strongest; older, oldest; taller, tallest; heavier, heaviest; more sociable, most sociable; younger, youngest.
- 1. the heaviest; 2. more sociable than; 3. as old as; 4. the strongest; 5. taller than; 6. the most sociable; 7. as young as; 8. as strong as
- ③ 1. What, saw; 2. When, found; 3. How, carried; 4. Why, rescued; 5. Where; took; 6. Who, gave
- ④ From left to right, top to bottom: ✓, ✓, ✓, ✓, X, ✓, X, (X / ✓)

## Assessment 3

- ① 1. painted the fence; Father (the Kid); 2. cleaned the windows; Mother (the Kid) did. 3. Who made the beds; Father (the Kid) did. 4. Who cooked lunch; Sister (the Kid) did. 5. Who fed the horses; Mother (the Kid) did. 6. Who robbed the bank; Billy (the Kid) did.
- ② won, found, rode, pointed, wore, forgot; 1. wore; 2. pointed; 3. rode; 4. forgot; 5. won; 6. found
- ③ From left to right, top to bottom: It's five minutes to one. It's eleven minutes to nine. It's twenty-six minutes past five. It's twelve minutes past three.
- ④ George and Irma (4); Anne and Mike (5); Sam (3); Tammy and Timmy (2); Jack (1); Tammy and Timmy
- ⑤ 1. was watching, heard; 2. called, was reading; 3. started, was cooking; 4. were walking, saw; 5. was riding; fell, broke; 2, 4, 3, 5, 1

## Assessment 4

- ① Sample answers: 1. There is a beetle next to the rock. 2. There are two ducks in the pond. 3. There is a fox behind the reeds. 4. There is another beetle next to the bush. 5. There is a frog on the rock.
- ② going to do; visit my granny; going to watch TV; are you going to do; going to practise the piano; I'm going to play football; are you going to do; going to read a book; are you going to do; going to have a party
- ③ object: everything, something, nothing, anything; person: everybody, somebody, nobody, anybody; place: everywhere, somewhere, nowhere, anywhere; 2. anybody; 3. everywhere; 4. anywhere; 5. Everybody; 6. Somebody; 7. nothing; 8. anybody; 9. anything
- ④ everything; everybody; somebody; everywhere; nobody; somebody

## Assessment 5

- ① *Uncountable*: oil, cocoa powder, sugar, cheese, salt, butter, vanilla, flour, baking powder; *Singular and countable*: onion; *Plural and countable*: mushrooms, eggs.  
To make a chocolate cake, I need eggs, cocoa powder, sugar, flour, baking powder, (butter), (oil), (vanilla) and (salt). I don't need mushrooms, cheese, onion, (butter), (oil), (vanilla) or (salt). To make an omelette, I need eggs, mushrooms, cheese, onion, salt and oil. I don't need cocoa

powder, sugar, flour, vanilla, baking powder or butter.

- ② is; aren't; isn't; are; is; is; aren't; are; isn't  
③ How much; 500 g; 2. How many; 4 eggs; 3. How much; 4 teaspoons; 4. How many; 2 bags; 5. How much; 700 g  
④ 1. Mix; 2. Add; 3. Add; 4. Make; 5. Put; 6. Bake;  
*From left to right, top to bottom*: 4, 6, 5, 2, 3, 1

## Assessment 6

- ① 1. dangerously; 2. loudly; 3. happily; 4. well; 5. carefully; 6. quickly; 7. slowly; 8. quietly  
② 1. quietly; 2. well; 3. happily; 4. badly; 5. slowly; 6. quickly  
③ 1. Will there be real teachers? No, there won't.  
2. Will students go to school by bus? No, they won't.  
3. Will students wear trainers? Yes, they will.

4. Will students wear special uniforms? Yes, they will.

- ④ 2. You won't win the lottery. 3. You won't travel around the world. 4. You will have an expensive car. 5. You will have a good job. 6. You won't be happy.  
⑤ 2. Will there be operations in the future? 3. Will there be ambulances in the future?

## Assessment 7

- ① 1. CDs, 2. keyboard, 3. save a document, 4. monitor, 5. cable, 6. mouse, 7. you have got a new e-mail, 8. tower, 9. printer, 10. print out a document  
② 1. When I get home, I have a sandwich. 2. You cry when you are sad. 3. When you eat a lot, you aren't hungry. 4. Your stomach hurts when you drink lots of lemonade. 5. When you turn the lights off, it gets dark. 6. When you watch too much TV, you get red eyes. 7. You feel tired in the morning when you go to bed late.

- ③ *From left to right*: wink, frown, nod, shrug

- ④ *From left to right, top to bottom*: take an aspirin, not pass your test, drink a lot of water, get thinner, fall asleep in class, get fatter; 1. you get fatter. 2. When you are thirsty, you drink a lot of water. 3. When you don't sleep at night, you fall asleep in class. 4. When your head hurts, you take an aspirin. 5. When you do a lot of exercise, you get thinner. 6. When you don't study, you don't pass the test.

## Assessment 8

- ① 1. Germany, 2. United States, 3. French, 4. Portuguese, 5. Egypt, 6. Chinese, 7. Italy, 8. Peru, 9. Japanese, 10. English  
② (Note: *Answers may vary slightly*.) write in his diary, bake a cake; may/might go to the cinema, may/might go to church  
③ friendly, hot, enormous, exotic, tasty, spicy  
1. Kim. 2. In Mexico City. 3. Mrs Holly Silver. 4. In Cardiff, Wales. 5. Yes, she does. 6. She's going to visit a museum.

- ④ (Note: *Answers may vary slightly*.) 1. a raincoat and an umbrella, rain and be windy; 2. a swimsuit and sunglasses, be hot and sunny; 3. a scarf and boots; snow and be cold

- ⑤ *From left to right, top to bottom*: Sample answers: will call the fire station; might call the neighbours; won't spend all the money; will buy a new house; will take his photo; might kiss him; might cry; won't be happy

## Assessment 9

- ① angrily; sadly; gently; happily; excitedly; loudly; loudly; excitedly  
② 2. If you lift weights, you'll get stronger. 3. If you do yoga, you'll be more flexible. 4. If you sleep too much, you won't have a lot of energy. 5. If you eat 7,000 calories a day, you'll get fatter. 6. If you run very fast, your pulse will go faster.

- ③ 1. P; 2. F; 3. F; 4. P

- ④ (5) Bend; (3) Hop; (4) Touch; (2) Stretch; (1) Bend; (6) Shake

- ⑤ don't study, won't pass; don't pass, will be angry; is angry, will stay; stay, will not go; don't go, won't have  
*From top to bottom, left to right*: 3, 5, 1, 6

# English Print 5

**Class CD 1** - Time: 56:53



## Content

- 01 Track 1 Listen and number the report cards.
- 02 Track 2 Story: Save the field, part 1
- 03 Track 3 Story: Save the field, part 2
- 04 Track 4 Listen and circle the correct options.
- 05 Track 5 Listen and match the children with the activities.
- 06 Track 6 Listen and write the classroom numbers.
- 07 Track 7 Listen and number the places on the map.
- 08 Track 8 Listen and match the Inca gods with the phrases.
- 09 Track 9 Story: The story of Tahina-Ca, part 1
- 10 Track 10 Story: The story of Tahina-Ca, part 2
- 11 Track 11 Listen and check your answers.
- 12 Track 12 Listen and match the words with the texts.
- 13 Track 13 Listen and sing the song: The ancient times song
- 14 Track 14 Listen and write the initials.
- 15 Track 15 Listen and complete the chant: Who did it?
- 16 Track 16 Story: The life of Cynthia Ann Parker, part 1
- 17 Track 17 Story: The life of Cynthia Ann Parker, part 2
- 18 Track 18 Listen and match the clocks with the actions.



## Content

- 19 Track 19 Listen and write the numbers next to the characters.
- 20 Track 20 Listen and number the animals.
- 21 Track 21 Story: Traps in the forest, part 1
- 22 Track 22 Story: Traps in the forest, part 2
- 23 Track 23 Listen and match.
- 24 Track 24 Listen and recite the poem.
- 25 Track 25 Listen and underline the words you hear.
- 26 Track 26 Listen and complete the sentences.
- 27 Track 27 Listen and complete the dialogue.
- 28 Track 28 Listen and number the pictures: The cooking song
- 29 Track 29 Listen and complete the menu.
- 30 Track 30 Story: The history of chocolate, part 1
- 31 Track 31 Story: The history of chocolate, part 2
- 32 Track 32 Listen and label.
- 33 Track 33 Listen and match the children with the shopping trolleys.
- 34 Track 34 Listen and check your answers.
- 35 Track 35 Listen and complete the lists.

## Class CD 2 - Time: 53:55



## Content

- 01 Track 36 Listen and tick or cross the pictures.
- 02 Track 37 Listen and complete the song: The future song
- 03 Track 38 Story: Young inventors, part 1
- 04 Track 39 Story: Young inventors, part 2
- 05 Track 40 Listen and number the sentences.
- 06 Track 41 Listen and write True or False.
- 07 Track 42 Listen to the song and number the words:  
The emoticon song
- 08 Track 43 Story: Robbery at the city museum, part 1
- 09 Track 44 Story: Robbery at the city museum, part 2
- 10 Track 45 Listen and match the phrases.
- 11 Track 46 Listen and write the dates from each invention.
- 12 Track 47 Listen and number the email addresses.
- 13 Track 48 Listen and number the countries on the world map.
- 14 Track 49 Story: The Pickford family adventure, part 1
- 15 Track 50 Story: The Pickford family adventure, part 2



## Content

- 16 Track 51 Listen and tick or cross.
- 17 Track 52 Listen and number the holiday advertisements.
- 18 Track 53 Listen and check your answers.
- 19 Track 54 Listen and draw the weathers on the weather map.
- 20 Track 55 Listen and complete the chant: The warm-up chant
- 21 Track 56 The story of an Olympic athlete, part 1
- 22 Track 57 The story of an Olympic athlete, part 2
- 23 Track 58 Listen and number the pictures.
- 24 Track 59 Listen and check your answers.
- 25 Track 60 Listen and check your answers: Skip skip skip
- 26 Track 61 Listen and sing the song: The Santa song
- 27 Track 62 Read the Halloween poem: Halloween night
- 28 Track 63 Listen and sign the song: The Valentine's Day song
- 29 Track 64 Learn the Mother's Day poem.
- 30 Track 65 Learn the Father's Day poem: You're my dad!



# 5

**Print** is a dynamic six-level English course for primary school children. It offers a variety of fun and interactive activities, including songs, stories and hands-on projects. Print clearly presents language structures and vocabulary and follows a well-structured syllabus.

### Special features:

- ✱ Integrates the communicative approach with a clearly structured grammar syllabus.
- ✱ Includes a literacy element that develops students' reading and writing skills through phonetics, reading strategies and process writing.
- ✱ Offers original children's literature as a springboard for natural and meaningful language.
- ✱ Enriches students' learning experience through relevant themes, real-world knowledge and the reinforcement of universal values.
- ✱ Offers well-balanced and varied classroom activities which ensure students' motivation.

### Components:

Student's Book + CD  
Student's Cutouts  
Activity Book  
Teacher's Guide  
Class CDs  
Posters and Poster Cutouts