

Lighthouse

Teacher's Book

Michael Downie • David Gray • Juan Manuel Jiménez

 Richmond



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Oxford OX1 1ST
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Managing Editor: Janet Wilson-Smith

Development Editor: Justine Piekarowicz, Elsa Rivera

Editorial Team: Liliana Andrade, Marie Deer, Harriet Grigg, Suzanne Harris, Beatriz Román, Jacaranda Ruiz,
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Proofreading: Jane Holt, Rebecca Watson, Rosario Brondolo

Art Director: Isabel Arnaud, José Crespo, Rubí V. Ramírez

Design supervisor: Marisela Pérez

Cover Design: Karla Ávila

Cover Illustration: Estudio de Diseño "A corazón abierto"

Illustrators: Marisa Arroyo, Ana Castillo, Mariana Inés Díaz, Estudio de Diseño "A corazón Abierto", Guillermo
Graco, Gilberto Guzmán, Vanesa Hernández-Gusmao, Octavio Jiménez, Tania Juárez, Diego Llansó, Roselino
López, Teresa Martínez, Juan Manuel Moreno, Rosario Valderrama, Carlos Vélez, Alex Villalobos, Richard Zelá

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Technical Director: Ángel García Encinar, Salvador Pereira

Production Manager: Rocío Lominchar Romero

Technical Coordination: José Luis Ávila, Edgar Colín, Daniel Santillán

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Introduction

Lighthouse approach

Lighthouse is a six-level series for primary learners. It combines a structural grammar-based course with a functional syllabus to promote communicative language use in reading, speaking, listening and writing.

Lighthouse introduces and practises the main grammar and vocabulary items, taking into consideration learners' individual needs.

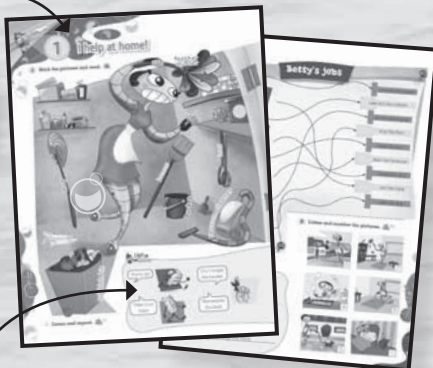
Lighthouse also gives students lots of opportunities to understand and use the language for themselves and at their own pace. It promotes interaction through pair and group work. Students build up their independence by helping and learning from each other. It establishes the right kind of environment for all types of students to enjoy learning English.

Student's Book

- ✱ consists of 9 units with 10 pages each
- ✱ is clearly organised and consistent
- ✱ includes a **pictionary** for all new vocabulary

Unit opener

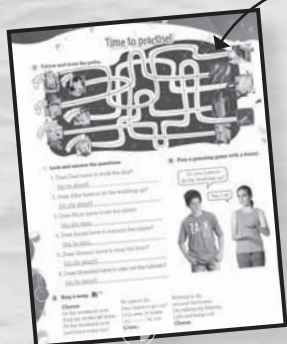
presents new words in such a way that students discover their meaning independently.



provides useful everyday English expressions related to the theme of the unit.

Time to practise!

gives students the opportunity to review the new structure and vocabulary.



Pair work

is introduced in the series as a special feature so that students can communicate with each other more effectively.



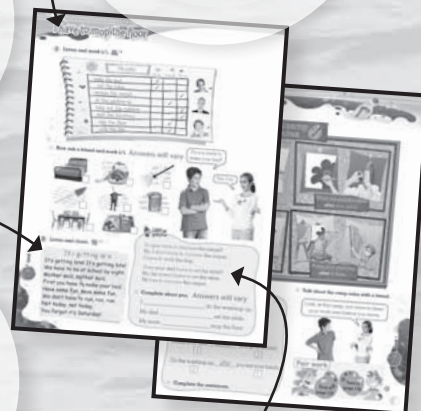
Stickers

provide dynamic interaction with textbook activities.



Language presentation

opens with a model sentence and then is clearly explained on two pages.



Chant

practises the new structure and the grammar rule.



shows examples of the new grammar structures along with a task for students.

Time to write

helps students develop their writing skills through manageable, step-by-step tasks.



Introduction

The lighthouse keepers' story

contains texts appropriate to students' age, interests and language level. They are presented by the **Lighthouse** keepers, Joe and Sally. The texts are fully developed through *Before* and *After you read* sections.



introduces students to information about other cultures through a series of motivating texts and activities.



Pictionary

provides audio and visual support to help students to actively review the new words in each unit.



Activity Book

- ✱ provides grammar and vocabulary reinforcement
- ✱ the first eight pages of each unit shadow the material covered in the Student's Book
- ✱ the last two pages offer self-evaluation tasks and a project to be done with the family

Check what you know!

is a part of the Time to check page. It helps students to evaluate their progress at the end of each unit. There is no writing involved, so it is quick and easy and allows teachers to identify students who need help. Students evaluate themselves by completing the faces:



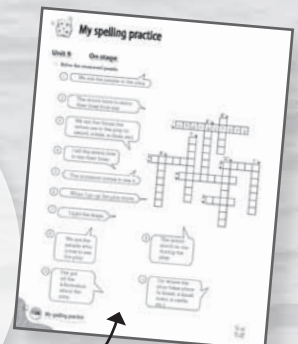
My project

gives family members an opportunity to get involved in students' learning in an enjoyable way.



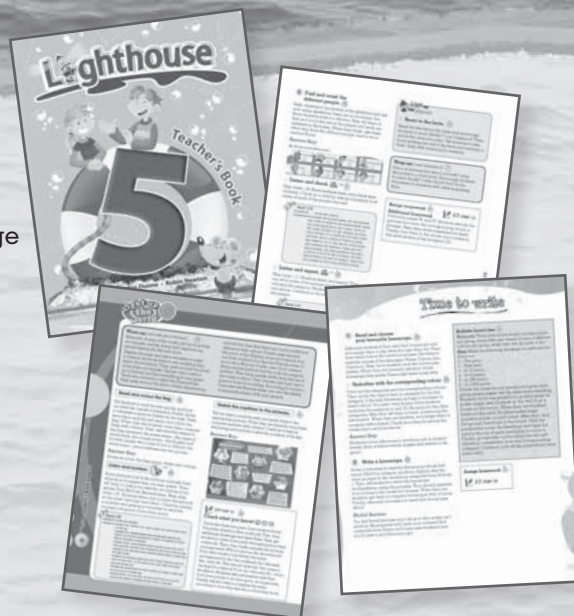
My spelling practice

includes crossword puzzles and wordsearches with a selection of words from the unit. In solving them, students reinforce the written form of vocabulary taught in each unit.



Teacher's Book

- ✱ is very clear and easy to use
- ✱ includes all the Student's Book answers in every lesson page
- ✱ shows reduced pages from the Activity Book with answers



Light on new words

lists new vocabulary with phonetic transcriptions and a space to write the words in your own language.



Objectives

highlight the target language for each unit.



Teaching tip

suggests different strategies to create an effective learning environment.



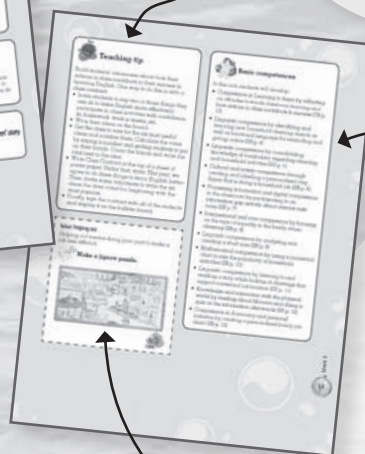
Light on grammar

summarises the grammar items taught in the unit; gives easy explanations for each structure.



Light on real language

highlights the expressions presented in the unit.




Basic competences

list competences that students will accomplish in every lesson. They focus on educating the children as a whole, helping them also develop interpersonal and learning to learn competences, among others.

The lighthouse keepers' story

tells you the title of the unit story; the picture of the lighthouse keepers relates to the theme of the unit.

Unit value

can be found in the ; it is a craft activity to make the value more meaningful to children.



Introduction

Activities within the sections

Warm-up








establishes a nonthreatening atmosphere in the classroom.

indicates the end of a lesson when there is more than one lesson on a page.

Icons

allow for quick identification of time and components needed for each activity.

Teacher's Book icons

-  Activity Book
-  Activity time
-  Craft activity
-  Teacher's Resource CD-ROM
-  Teaching tip
-  Time for a game
-  Time for a test

Wrap-up

personalises and consolidates the language and concepts practised in the lesson.

Transcripts

are provided for all the listening activities except when the text is present in the Student's Book.

Key to phonetic transcripts

Consonants:

p	pink	ʒ	treasure
b	ball	h	hello
t	talk	tʃ	chalk
d	doll	dʒ	bridge
k	cave	m	man
g	give	n	now
v	vase	ŋ	song
θ	think	w	with
ð	this	r	rock
s	salt	l	live
z	zebra	j	you
ʃ	short		

Vowels:

ɪ	fish	ʌ	up
i:	tree	eɪ	train
æ	cat	əʊ	phone
ɑ:	car	aɪ	bike
ɒ	clock	aʊ	owl
ɔ:	horse	ɔɪ	boy
ə	father	ɪə	ear
ʊ	look	eə	hair
u:	flute	ʊə	tour
ɜ:	bird		
e	egg		

· divides syllables
' stressed syllable

Class CDs

- ✱ The teachers are provided with a complete audio set containing all the songs, listening activities, and stories in each level.




Teacher's Resource CD-ROM




- ✱ The Teacher's Resource CD-ROM contains a wealth of printable and photocopiable worksheets divided into sections:
- ✱ Celebrations
- ✱ Richmond Primary Reader
- ✱ Tests
- ✱ Values
- ✱ Vocabulary lists
- ✱ Young Learner and Trinity Exams tips
- ✱ Grammar activities

Celebrations

can be found in the  ; these three-step activities foster cooperation and teamwork. Students work together in three teams to complete different parts of each activity. Then, they assemble the finished parts to create a classroom decoration.

Tests

can be found in the  ; each test consists of three pages that evaluate the grammar and vocabulary, as well as reading strategies from the unit.

Student's CD-ROM

- ✱ includes lots of fun activities to do at home to consolidate the language learned at school



Scope and sequence

Unit



1

I can help at home!

new words

Job accessories: broom, bucket, feather duster, rubbish bin, lead, mop, duster, vacuum cleaner
Jobs: dust the furniture, make the bed, mop the floor, set the table, sweep the floor, take out the rubbish, vacuum the carpet, walk the dog, do the washing-up

real language

Hurry up! Take your time! Don't forget the bucket. Remember the lead.

Have to: Do you have to vacuum the carpet? No, I don't have to vacuum the carpet. I have to walk the dog. Does your dad have to set the table? No, he doesn't have to set the table. He has to vacuum the carpet.

Before / after: Wash the paintbrushes after you paint. Clean your work area before you leave.



Surprise!



Morocco



2

Ancient Rome

new words

Roman buildings: amphitheatre, aqueduct, fountain, public bath, road, temple, theatre
Roman society: citizen, emperor, gladiator, philosopher, scribe, senator, slave, soldier

real language

Did you know that? Can you believe that? Really? I can't believe it! I didn't know that!

Dates: I visited Rome on 23rd August. I was born in 1949. I started school on 5th September, 1955.

Adverbs: They cheered loudly. They could retire happily. They worked hard. They fought well.



The sword and the lions



Ancient Rome



3

The power of nature

new words

Natural disasters: drought, earthquake, eruption, flood, hurricane, tornado, tsunami
Adjectives: dangerous, destructive, frightening, powerful, raging, violent, volcanic

real language

Be careful! Stay calm! Watch out! Don't panic!

Comparatives (long adjectives): Surfing is more dangerous than sailing. Some sports are more extreme than others.

Superlatives (long adjectives): The most powerful hurricane in 2005 was Katrina. The most violent earthquake in 1985 was in Mexico City.



A true story



Mexico



4

Let's have a party!

new words

Party accessories: cup, decoration, fork, invitation, knife, napkin, plate, snack, spoon
Party arrangements: bake the cake, get the games ready, bow up the balloons, choose the music, pour the drinks, prepare the snacks, put up the decorations, send the invitations

real language

Have we got everything? Yes, everything's ready! Where is everybody? Don't worry. It's still early. I can't find any napkins. I looked everywhere! Look in the bags.

Will (spontaneous decisions): Who will help? I'll prepare the snacks. We'll blow up the balloons. Will you help? Yes, I will. Will you prepare the snacks? No, I won't be able to.



What a day!



Ireland





<p>5</p> <p>International cuisine</p>	<p>new words</p> <p>Countries: China, France, Great Britain, Italy, Japan, Mexico, Spain, the United States</p> <p>Nationalities: American, British, Chinese, French, Italian, Japanese, Mexican, Spanish</p> <p>Kitchen actions: bake, boil, chop, fry, grill, peel, slice, stir</p> <hr/> <p>real language</p> <p>Children are welcome here. Taking pictures is allowed. Dogs aren't allowed here. Smoking isn't allowed.</p>	<p>How long: How long does it take to prepare? It takes 35 minutes.</p> <p>How often: How often do you eat fruit? Every day. How often does she do exercise? Once a week.</p>	<p><small>The lighthouse keepers' story</small></p> <p>A lucky apple pie!</p> <hr/> <p>Light up the world</p> <p>Nepal</p>
<p>6</p> <p>Modern detectives</p>	<p>new words</p> <p>Crime scene: detective, evidence, fingerprint, footprint, magnifying glass, mask, thief, witness</p> <p>Detective work: arrest the suspects, check alibis, find proof, interview witnesses, look for clues, process the evidence</p> <hr/> <p>real language</p> <p>Can I ask you some questions? Sure! No, I don't think so. Go ahead. No comment.</p>	<p>Reported speech (present) with say: He says she's pretty. She says she's tall. They say she's intelligent. He says he's from the planet Zog. He says they come in peace. He says we can visit the spaceship.</p>	<p><small>The lighthouse keepers' story</small></p> <p>A cheesy mystery</p> <hr/> <p>Light up the world</p> <p>Bermuda</p>
<p>7</p> <p>Future world</p>	<p>new words</p> <p>Restaurant: bill, credit card, customer, menu, pepper, salt, waiter, waitress</p> <p>Menu: apple pie with ice cream, chicken broth, chocolate brownie, cream of potato soup, cream of sweet corn soup, desserts, fried fish and salad, grilled steak with peas, lemon sorbet, main course, mango mousse, mushroom soup, roast chicken with carrots, spaghetti with tomato sauce, starters</p> <hr/> <p>real language</p> <p>Are you ready to order? Yes, I'd like some soup, please. Anything else? A pizza, please. Can I have the bill, please? Right away.</p>	<p>Will (uncertain predictions): Will cars fly? Yes, they will. No, they won't. Will we go on holiday to the moon? Yes, we will. No, we won't. What will I be? A famous musician. Where will she live? On a new planet.</p>	<p><small>The lighthouse keepers' story</small></p> <p>A dream come true!</p> <hr/> <p>Light up the world</p> <p>Russia</p>
<p>8</p> <p>Experiments are fun!</p>	<p>new words</p> <p>Science: atom, battery, chemicals, light bulb, magnet, microscope, test tubes, thermometer, wire</p> <p>Verbs: add, attach, disappear, evaporate, fill, float, form, hang, sink, squeeze, suck</p> <hr/> <p>real language</p> <p>How does it work? Here, let me show you. Let's read the instructions. I have no idea!</p>	<p>Zero conditional: If you mix blue and yellow paint, you get green paint. If you heat water to 100 degrees, it boils. If the insect touches the plant, it eats it.</p> <p>Not... enough / too: It's not hot enough. It's too cold.</p>	<p><small>The lighthouse keepers' story</small></p> <p>A frosty invention</p> <hr/> <p>Light up the world</p> <p>Scandinavian Peninsula</p>
<p>9</p> <p>On stage</p>	<p>new words</p> <p>Theatre: audience, character, curtain, director, play, programme, prop, script, setting, spotlight, stage</p> <p>Theatre actions: laugh at, pick up, point at, put on, run away from, take off, turn off, turn on</p> <hr/> <p>real language</p> <p>They're delighted. She's unhappy. He's terrified. He's furious. We're frustrated.</p>	<p>Might (future possibility): I might win three or four Oscars. He might not live in Hollywood.</p> <p>Going to (predictions based on evidence): The clouds are black. It's going to rain.</p>	<p><small>The lighthouse keepers' story</small></p> <p>A happy ending?</p> <hr/> <p>Light up the world</p> <p>Indonesia</p>



★ Call my bluff

Divide the class into teams. Give each team a word and a written definition of its meaning. Each team writes two false definitions of the word. Then, they read their word and the three definitions to the class. The other teams guess which is the correct meaning. The first team to guess correctly wins a point.

★ Catch me if you can

Materials: Five sheets of paper rolled up into a ball.

Divide the class into five groups and give each group a ball. Tell the class what they are going to say every time they get the ball. Then, one student in each group says the sentence you indicate and throws the ball to another member of his / her group. This student says his / her sentence and throws the ball to another student. Students continue until all the members of each group have participated.

★ Correct it!

Divide the class into teams. Write a word, phrase or sentence on the board. Each team must decide if it is correct or not. If it is not correct, they must identify the mistake and correct it. Teams get a point if they guess correctly that a word, phrase or sentence is correct or incorrect. They get another point if they can correct it. The team with the most points at the end wins.

★ Dance it!

Divide students into teams. They invent a dance action to represent a scene of a story or other information in the unit. The first team to guess what it is wins a point. Continue with other teams.

★ Escape artist!

Divide students into teams. Together, they mime that they are trying to escape from something. The first team to guess what it is wins a point. Continue with other teams.

★ Invisible drawings

Draw a word or sentence in the air. Students guess what it is. Divide the class into five groups. Students take turns drawing words or sentences in the air and guessing what they are.

★ Making faces

Students make faces to represent language or situations in the book. Other students on their team guess what they are showing. They continue until all students have participated.

★ Mime it!

Divide students into teams. Together, they mime a word, phrase or sentence. The first team to guess what it is wins a point. Continue with other teams.

★ Slow motion

Divide students into pairs. One student starts acting out a word, phrase or dialogue with the other student in slow motion as he / she speaks. The other student continues the dialogue or says another word or phrase in slow motion.

★ Spelling race

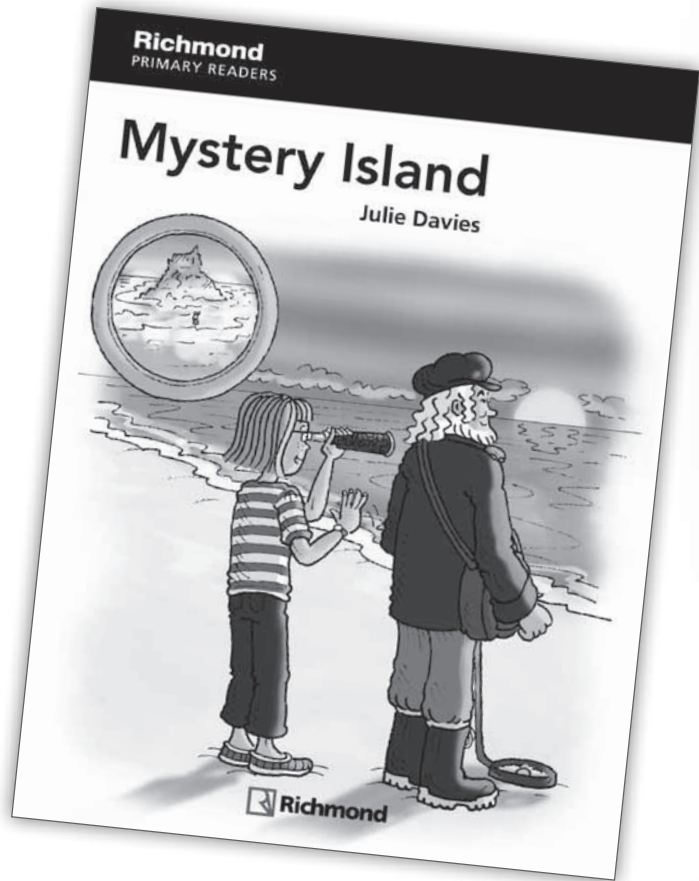
Divide students into teams and get them to form lines at the board. The first student from each team takes a board pen. The second spells a word to him / her. Then, they go to the end of the line. The third student checks the word and marks it with ✓ if it is correct. If not, he / she corrects it. Students continue in this pattern until their team has got five words on the board. The first team with five correct words wins.



Associated reading

★ Richmond Primary Readers

The reader recommended for this level is *Mystery Island*. This is available in book format and also as an APP. There are photocopiable worksheets available in the Lighthouse 5 Teacher's Resource CD-ROM, along with teacher's notes and answers. These worksheets together with the reader's audio are also available at www.richmond.com.ar



★ Richmond Interactive Digital Practice Tests

Interactive activities and tests in the Interactive Digital Practice Tests Book that can help prepare students for the Flyers Young Learners Exams.



1

I help at home!



Objectives:

- learn words for household job accessories and household jobs
- practise expressions about household jobs
- talk about obligations using *have to*
- show sequence using *before* and *after*



Light on new words

Job accessories

broom	/bru:m/	_____
bucket	/bʌ.kɪt/	_____
duster	/dʌ.stə/	_____
feather duster	/fe.ðə 'dʌ.stə/	_____
lead	/li:d/	_____
mop	/mɒp/	_____
rubbish bin	/rʌ.bɪʃ bɪn/	_____
vacuum cleaner	/væ.kju:m 'kli:nə/	_____

Jobs

do the washing-up	/du: ðə 'wɒʃɪŋ ʌp/	_____
dust the furniture	/dʌst ðə 'fɜ:ni-tʃə/	_____
make the bed	/meɪk ðə bed/	_____
mop the floor	/mɒp ðə flo:/	_____
set the table	/set ðə 'teɪ.bəl/	_____
sweep the floor	/swi:p ðə flo:/	_____
take out the rubbish	/teɪk aʊt ðə 'rʌ.bɪʃ/	_____
vacuum the carpet	/væ.kju:m ðə 'kɑ:pɪt/	_____
walk the dog	/wɔ:k ðə dɒg/	_____



Light on grammar

Have to

We use the structure subject + *have to* + verb to talk about obligations. We add *Do* or *Does* to form questions. For the negative form, we add *do not* / *does not* (*don't* / *doesn't*).

Before and after

We use *before* and *after* to indicate the sequence of actions. In this unit, we use *before* and *after* to talk about which jobs we do first and which we do second.



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life.

In this unit, students will learn and practise expressions for talking about helping at home.

- Hurry up!
- Take your time!
- Don't forget the bucket.
- Remember the lead.



The lighthouse keepers' story Surprise!



Teaching tip

Build students' awareness about how their actions in class contribute to their success in learning English. One way to do this is with a class contract:

- Invite students to say two or three things they can do to learn English more effectively: *participate in class activities with confidence, do homework, work in teams, etc.*
- Write their ideas on the board.
- Get the class to vote for the six most useful ideas and number them. Calculate the votes by saying a number and getting students to put up their hands. Count the hands and write the total next to the idea.
- Write *Class Contract* at the top of a sheet of poster paper. Under that, write: *This year, we agree to do these things to learn English better:* Then, invite some volunteers to write the six ideas the class voted for, beginning with the most popular.
- Finally, sign the contract with all of the students and display it on the bulletin board.

Value: Helping out

Helping out means doing your part to make a job less difficult.



Make a jigsaw puzzle.



Basic competences

In this unit, students will develop:

- *Competence in Learning to learn* by reflecting on attitudes towards classroom learning and how actions in class contribute to success (TB p. 13)
- *Linguistic competence* by identifying and learning new household cleaning objects as well as functional language for reminding and giving orders (SB p. 4)
- *Linguistic competence* by consolidating knowledge of vocabulary regarding cleaning and household activities (SB p. 5).
- *Cultural and artistic competence* through creating and labelling a personalised clay figure that is doing a household job (SB p. 6).
- *Processing information and digital competence in the classroom* by participating in an information gap activity about internet café rules (SB p. 7)
- *Interpersonal and civic competence* by focusing on the topic of equality in the family when cleaning (SB p. 8)
- *Linguistic competence* by analysing and creating a short note (SB p. 9)
- *Mathematical competence* by using a numerical chart to rate the popularity of household activities (SB p. 10)
- *Linguistic competence* by listening to and reading a story while looking at drawings that support contextual information (SB p. 11)
- *Knowledge and interaction with the physical world* by reading about Morocco and doing a quiz on the information afterwards (SB p. 12)
- *Competence in Autonomy and personal initiative* by creating a personalised family job chart (SB p. 13)

1

I help at home!

1 Stick the pictures and read. 15'

Invite the class to look at the picture of the robot and describe what she is doing. Then, say *This is Betty, the robot*. Refer the class to the title of the unit and ask what you might have to help with at home: *cleaning, tidying*, etc. Explain that Betty does these jobs for the family. After that, tell students to use the stickers for Activity 1 on page 4. Have students put the stickers of the accessories in the appropriate spaces according to their shape. When they have finished, invite volunteers to read the new words. Do not correct their pronunciation at this time.

Answer Key:



1 Listen and repeat. 1.1 10'

Play track 1.1 and have students listen to each word and point to it. Then, play the CD again. Students listen and repeat the words. Finally, play the CD for a third time and invite students to repeat the words using a robot's voice.

TRACK 1.1

NARRATOR: LISTEN AND REPEAT.
NARRATOR: FEATHER DUSTER.
MOP.
BROOM.
BUCKET.
LEAD.
DUSTER.
VACUUM CLEANER.
RUBBISH BIN.

Assign homework 5' AB page 4 ex. 1

Additional homework
For the next lesson, students write five *household job accessory* words with scrambled letters in their notebooks.

Light-on real language 20'

Invite the class to look at the first expression and the picture of the clock running. Have a volunteer read the expression aloud and guess its meaning. Explain that people say *Hurry up!* to get other people to do actions faster. Encourage students to say whether there is a similar expression in their own language and when they use it. Next, refer the class to *Take your time!* Explain that people use this expression to get people to do actions slowly and carefully. Mime a household job and have students say the expressions. When they say *Hurry up!* or *Take your time!*, mime the action faster or slower. After that, have the class look at the remaining expressions. Explain that there are two different expressions to tell people to remember things. Invite a pair of volunteers to read the expressions. Encourage students to give examples of things they need help to remember: *homework, lunchbox*, etc. Finally, ask students if they do anything special when they want to remember something.

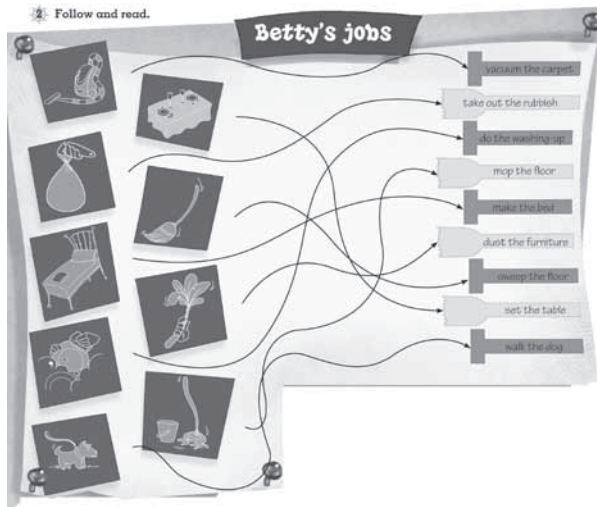
Assign homework 5' AB page 4 ex. 2

Additional homework
Students make a sign out of card that says *Take your time!* on one side and *Hurry up!* on the other. They should bring their sign to the next lesson.

2 Follow and read. 10'

Point to the heading and invite a volunteer to read it. Then, refer the class to the first picture and ask what it is: *a vacuum cleaner*. Get a volunteer to mime the action you do with the vacuum cleaner. Next, tell students to follow the line to the phrase. Say: *Look, he's vacuuming the carpet*. Continue with the other actions in the same way.

Answer Key:



Listen and repeat. 1.2 10'

Material: Students' signs from the previous *Additional homework*.

Play track 1.2 and have students listen to the new phrases and repeat them. Then, get students to take out their signs and assign groups. Tell them to take turns telling each other jobs to mime. They should use their signs to get the person to mime the activity faster or slower.

TRACK 1.2

NARRATOR: LISTEN AND REPEAT.
NARRATOR: VACUUM THE CARPET.
TAKE OUT THE RUBBISH.
DO THE WASHING-UP.
MOP THE FLOOR.
MAKE THE BED.
DUST THE FURNITURE.
SWEEP THE FLOOR.
SET THE TABLE.
WALK THE DOG.

3 Listen and number the pictures. 1.3 10'

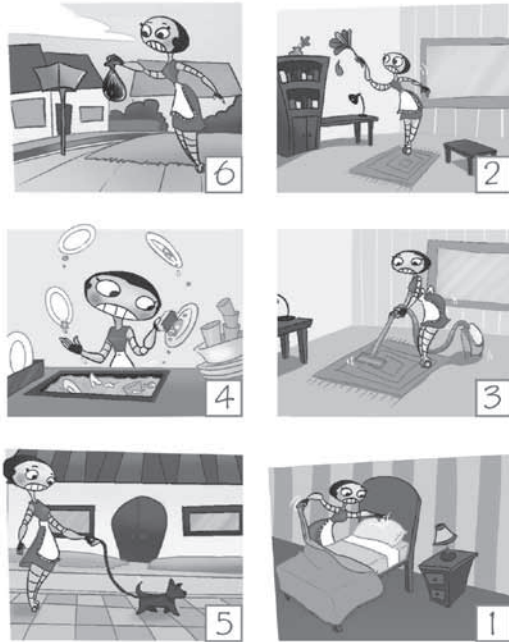
Ask students to look at the pictures and say what Betty is doing in each. Then, play track 1.3. Students listen and number the jobs in the order that they hear them. When they finish, invite them to compare their answers with a friend. Check as a class by saying the number and getting students to give the corresponding jobs.

TRACK 1.3

NARRATOR: LISTEN AND NUMBER THE PICTURES.
NARRATOR: BETTY, WE'RE GOING OUT NOW AND THERE ARE LOTS OF JOBS TO DO. LET'S SEE... HURRY UP AND MAKE THE BEDS FIRST. THEN, TAKE YOUR TIME DUSTING THE FURNITURE. NEXT, VACUUM THE CARPET. WHEN YOU FINISH THAT, DON'T FORGET TO DO THE WASHING-UP AND WALK THE DOG. FINALLY, REMEMBER TO TAKE OUT THE RUBBISH.

Answer Key:

3 Listen and number the pictures. 1.3



Unscramble the expressions. 10'

Students write the expressions. When they are finished, have them compare their answers with a friend. Check by asking volunteers to read the expressions aloud.

Answer Key:

Hurry up and sweep the floor.
Take your time setting the table.
Don't forget to mop the floor.

Assign homework 5'

Additional homework

Pictionary pages 94 and 95. Students identify the pictures and write the corresponding words or phrases. Then, they write a sentence for each. Finally, they listen to the words and phrases in this unit's section of the CD in class.



AB page 5

I have to mop the floor

1 Listen and mark (✓). 1.4 10'

Get students to look at the table and explain that it shows the jobs that people do in Zoe's house. Have them look at the pictures and say who these people are: *Zoe, her dad and her mum*. Then, play track 1.4 and invite students to mark who does which job. Check as a class by saying the name of a family member and eliciting his / her jobs.

TRACK 1.4

NARRATOR: LISTEN AND MARK.

BOY: ZOE, CAN I ASK YOU SOME QUESTIONS ABOUT YOUR JOBS AT HOME?

ZOE: SURE!

BOY: DO YOU HAVE TO MAKE YOUR BED?

ZOE: YES, I DO. AND I HAVE TO SET THE TABLE BEFORE LUNCH.

BOY: WHAT ABOUT YOUR MUM?

ZOE: SHE HAS TO VACUUM THE CARPET.


BOY: DOES SHE HAVE TO DO THE WASHING-UP?

ZOE: NO, MY DAD DOES THAT. BUT SHE USUALLY HAS TO TAKE OUT THE RUBBISH AND DUST THE FURNITURE.

BOY: DOES YOUR DAD HAVE TO DO ANYTHING ELSE?

ZOE: YES, HE HAS TO MOP THE FLOOR. HE HAS TO WALK THE DOG, TOO.

Answer Key:

1 Listen and mark (✓).  1.4



My jobs	Dad	Mum	Zoe
make the bed	✓		✓
set the table	✓		✓
vacuum the carpet	✓	✓	
do the washing-up	✓	✓	
take out the rubbish	✓	✓	
dust the furniture	✓	✓	
mop the floor	✓		✓
walk the dog	✓		✓

Now ask a friend and mark (✓). 15'

Invite two volunteers to read the dialogue aloud. Then, refer students to the photos of the household objects. Elicit the names of the different jobs related to each photo. After that, divide the class into pairs. Students take turns asking each other about the jobs they do and marking the boxes. Finally, name each job and get students to put up their hands if they have to do that at home.

Answer Key:

Student's own answers.

Assign homework 5'

Additional homework



AB page 6 ex. 1

In their notebooks, students draw a person doing something to help at home. Then, they stick a magazine cutout of a head on the body of their drawing. Finally, they write a dialogue between the person and themselves: *Do you have to (walk the dog)? Yes, I do.*

2 Listen and chant. 1.5 15'

Invite students to look at the picture and say what it is: *an alarm clock*. Ask why people use alarm clocks: *to wake up on time*. Then, refer the class to the title of the chant. Ask them to guess what the chant is about. Accept all answers. After that, play track 1.5 and have students listen and follow along in their books. Ask whether or not the children have to go to school today and why: *No, they don't. Because it's Saturday*. Then, divide the class into two groups. They take turns chanting pairs of lines with the CD. Then, switch roles and do the chant again. Finally, have the whole class chant all the lines together.



Light-on grammar 10'

Invite some volunteers to read the first question and the two answers aloud. Explain that we use *have to* when it is important for us to do something. Point out that we make the question and negative with *do / don't have to*. Then, have another volunteer read the second question and its answers aloud. Ask students why we use *has to*: *Because we are talking about another person*. Point out that we use *has to* to only in affirmative sentences. To form the question and negative we use *does / doesn't have to*.

Complete about you. 10'

Refer the class to the incomplete sentences about jobs to help at home. Have them complete the sentences according to what they and their family members have to do. They should use the correct form of *have to*. When they are finished, invite some students to read their sentences aloud.

Answer Key:

Student's own answers.



Spelling race (see page 10) 10'

Now play *Spelling race* with household jobs vocabulary. Have fun!

Assign homework 5'

Additional homework



AB page 6 ex. 2

Students use modelling clay to make a figure doing a household job. Then, they put the figure on a piece of cardboard and label it: *I have to (walk the dog)*.

3 Read and stick. 20'

Tell students to use the stickers for Activity 3 on page 7 and refer students to the bulletin board of art camp rules. Then, invite a volunteer to read the first rule aloud and point out the two actions: *prepare / start*. Get students to hold up the stickers that go with this rule. Ask them which action comes first and have them put it in the space marked 1. Then, they put the second sticker in the space marked 2. Do the same for the other three rules. Then, invite them to point to the words *before* and *after*. Get a volunteer to say what word we use to talk about actions that come first (*before*) and second (*after*). Finally, write pairs of actions on the board and invite volunteers to come up and write *before* or *after* next to them: *get up / have breakfast; get dressed / have a shower*.

Answer Key:



Anchor Talk about the camp rules with a friend. 10'

Divide the class into pairs. Invite a volunteer to read what the girl says about a camp rule. Then, get pairs to take turns talking about the remaining rules.

Assign homework 5'

Additional homework



AB page 7 ex. 1

In their notebooks, students draw a picture of their bedroom before they clean it and after they clean it. They label the pictures *Before* and *After*. Encourage them to use as much detail as possible.

Light on grammar 5'

Invite a volunteer to read the first rule aloud. Have students point to action 2 and action 1 in Activity 1. Explain that we put action 2 first when we use *after*. Do the same with the second rule and explain that we use action 1 first when we use *before*.

Anchor Number the actions. 5'

Have students read the incomplete sentences and number the actions 1 or 2. Check by saying *action 1* to elicit the first action for each sentence. Do the same with *action 2*.

Anchor Complete the sentences. 5'

Students complete the sentences with *before* or *after*. Check by getting volunteers to read the completed sentences aloud.

Answer Key:

Make your bed before you go to school.
Do the washing up after you eat your lunch.

Pair work 15'

Ask students if they have ever been to an internet café and what people do there: *They pay to use a computer. They can chat online, search the internet or print documents.* Then, divide the class into pairs: student A and student B. Student A looks at page 112 and student B looks at page 116. Students take turns dictating the internet café rules to their friend. Tell them to spell any words their friend does not know. When they are finished, encourage them to compare books to check.

Assign homework 5'

Additional homework



AB page 7 ex. 2

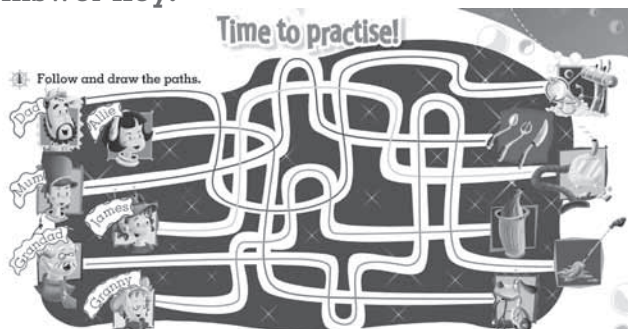
In their notebooks, students write five rules for helping at home, one with *after* and one with *before*. They use the examples in *Light on grammar* as models.

Time to practise!

1 Follow and draw the paths. 5'

Refer students to the pictures of the family members and invite volunteers to read who they are. Then, get them to identify the household jobs in the pictures. Finally, have them follow the lines and draw the paths connecting each person to his / her job.

Answer Key:



2 Look and answer the questions. 10'

Divide the class into pairs. Ask *Does Dad have to walk the dog?* Students look at Dad's path and answer: *No, he doesn't.* Have them write the answer on the line. After that, students answer the rest of the questions together. Check by reading the questions aloud for volunteers to answer.

Answer Key:

1. No, he doesn't.
2. No, she doesn't.
3. Yes, she does.
4. Yes, he does.
5. No, she doesn't.
6. No, he doesn't.

3 Play a guessing game with a friend. 15'

Refer the class to the dialogue and invite a pair of volunteers to read it aloud. Then, mime doing a household job. Encourage students to ask *Do you have to (take out the rubbish)?* If they ask about the job you are doing, say *Yes, I do.* If not, say *No, I don't.* Continue until they guess the job by asking the correct question. Next, divide the class into pairs. Have them take turns miming and asking about household jobs.

When they are finished, invite some volunteers to mime household jobs for the class to guess.

3 Sing a song. 1.6 15'

Ask students what they do at the weekend. Then, play track 1.6 and have them listen and follow along in their books. Ask if the singers are happy or sad and why: *They're happy. Because it's the weekend. They don't have to do any jobs.* Explain that *chill out* means *relax* and *hang out* means *spend time with friends*. Ask students if they enjoy chilling out and hanging out. Then, play the CD again and invite the class to sing along. Sing the song two or three more times until students feel confident.

Assign homework 5'



AB page 8 ex. 2

Additional homework

In their notebooks, students draw an award for the person who helps the most or does the most jobs in their household.

Assign homework 5'



AB page 8 ex. 1

Additional homework

Students make a sculpture to represent a household job using common household items.

Time to write

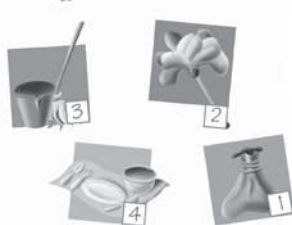
1 Read and number the jobs. 10'

Have the class look at the note to Peter and ask them if their family members write messages to each other. Elicit what they write them about. Next, refer students to the pictures and get them to say the jobs. Then, tell the class to read the note and number the pictures. Check by saying a number to elicit each job. Finally, point out *Remember to...*, *Don't forget to...* and *before* and *after* in the note.

Answer Key:

Read and number the jobs.

Peter,
Remember to do your jobs. First, take out the rubbish! Then, please dust the furniture in your room before you mop the floor. Take your time - it's very dirty! After that, don't forget to set the table for dinner.
Mum



Look and complete the note. 10'

Have students look at the pictures and say what Karen's jobs are. Then, read the beginning of the note aloud and elicit what the first instruction is: *First, make your bed*. After that, tell students to complete the note. When they are finished, encourage them to compare what they have written with a friend. Finally, check by asking volunteers to read their notes aloud.

Answer Key:

Karen,
Remember to do your jobs!
First, make your bed.
Then, please do the washing-up before you vacuum the carpet.
Take your time - it's very dirty! After you finish, don't forget to take out the rubbish.
And finally, walk the dog.
Mum

2 Now write a note for a family member. 10'

Ask students who they want to write their note to. Then, invite students to say how they are going to start their note: (*Miguel*), *remember to do your jobs! First...* Get students to write their notes individually. Remind them to use the other notes on this page as a guide. When they are finished, encourage them to compare what they have written with a friend. Finally, ask some volunteers to read their notes aloud.

Answer Key:

Student's own answers.

Bulletin board idea 15'

Materials: One sheet of poster paper per group, one half-sheet of card, magazine cutouts, coloured felt-tip pens, glue.

Invite students to name classroom jobs: *wipe the board, put rubbish in the rubbish bin, arrange the desks, collect the worksheets, hand out the worksheets, water the plants*, etc. Then, divide the class into five groups and hand out the materials. Assign each group a job to illustrate. When they are finished, collect the posters and display them on the bulletin board. After that, have groups write their names on the sheet of card. They should put their names next to the job they illustrated. Encourage groups to do those jobs during the next week. After that, switch jobs each week. Make sure to make them fun and exciting.

Assign homework 5'



AB page 9

The lighthouse keepers' story



Before you read 15'

Rate the household jobs.

Ask students what their favourite household job is. Then, ask them what their least favourite job is. After that, point out the scale and the list of jobs in their books and explain that they should number the jobs in order from the most boring to the most fun. When they are finished, read the jobs aloud. Students say the number that they wrote for each one. Finally, ask volunteers which jobs are the most and the least popular in the class.

Answer Key:

Student's own answers.



Listen to the first part of the story.

1.7 20'

Invite the class to look at the pictures and say what this type of story is called: *a comic*. Ask them if they like to read comics and why. Then, tell students to close their books. Write these questions on the board:

What are the children's names?

What do they like?

What do they dislike?

What's the special event?

What's the children's plan?

Play track 1.7 and have students listen for the answers. After that, encourage volunteers to write the answers on the board. Play the CD again and ask the class whether the answers are correct. Elicit corrections if necessary. Next, write *twins*, *surprise* and *behave yourselves* on the board. Get students to open their books. Play the CD again and ask them to find and underline in their books the words that are written on the board and guess what they mean. Then, invite volunteers to explain the meanings of the words. Use a dictionary if necessary. Finally, invite students to say what happened in the story in their own words and guess what will happen next.

Now read the story in groups. 10'

Divide the class into groups of three and assign the roles of the narrator, Carol and Todd. The narrator also reads the role of the twins' parents. Tell them to read and act out the story. When they are finished, have students switch roles and read the story again. Finally, ask some volunteers to act out the story for the rest of the class.

Assign homework 5'



AB page 10

Additional homework

In their notebooks, students write a short note of advice for Carol and Todd: *Carol and Todd, You have to clean the house before you watch TV. / You have to hurry up! / Make the house look nice before your mum comes home!*, etc.

2 Listen to the second part of the story. 1.8 10'

Ask students what happened in the first part of the story and whether or not Carol and Todd's mum is going to have a good birthday surprise. Then, play track 1.8. Students listen and follow along in their books. Ask if their predictions were correct.

Now read the story in groups. 10'

Divide the class into groups of three and assign roles. The narrator reads the role of the children's mum. Students read and act out the story. When they are finished, ask some groups to act out the story for the rest of the class.



After you read 10'

Draw the perfect present for your mum's birthday.

Encourage students to close their eyes and think what present would make their mum really happy. Remind them that it doesn't have to be something they buy, it can be an action or something that they make by themselves. Then, invite students to draw that present in the drawing box. When they are finished, encourage them to compare pictures with a friend and tell him / her why they decided to draw it.

Answer Key:

Student's own answers.



Value: Helping out

Make a jigsaw puzzle. 15'

Materials: One photocopy of craft template 1a and 1b (see the Values Section on the Teacher's Resource CD-ROM) per student, two sheets of letter-sized card per student, sticky tape, coloured pencils, scissors, glue.

Invite students to name ways that they can help other people: *cleaning the house, carrying things, showing someone how to do something*, etc. Encourage them to give examples of other ways that they can help people and ways that people help them. Next, hand out the materials. Tell students to tape the two pieces of card together along the long edge. Then, have them colour the templates and cut out the puzzle pieces. When they are finished, they exchange puzzles with a friend. Students put their friend's puzzle together on the card. After that, they return the puzzles and stick the pieces onto the card. Finally, elicit ways that the people in the puzzle are helping out: *cleaning the classroom, teaching someone how to roller skate, doing the washing-up*, etc.

Assign homework 5'



AB page 11



Warm-up: Let's talk about Morocco 10'

Materials: A map of the world, photos of a traditional Marrakesh street, Moroccan carpets, a market, a landscape, a Moroccan ferry.

Display the map and have a volunteer come and point to Morocco. Encourage the class to help. Invite students to say anything they know about Morocco: *It's in Africa. It's near Spain.* Then, write these words and phrases on the board: *the Sahara Desert, the Himalayas, Islam, the Amazon River, Rabat, Arabic, French.*

Invite volunteers to circle the words that they think are about Morocco. Accept all answers. After that, pass around the photos and explain that Morocco has got a very old culture. Morocco is famous for its beautiful carpets and also for being very dry. Many European tourists go to Morocco by ferry. A ferry is a type of boat that takes people and sometimes cars from one place to another. People come in ferries from Spain, France, Great Britain, and Italy. The trip to Morocco from Spain is very short. On a very fast ferry, it only takes 35 minutes!

Read and do the quiz. 25'

Get the class to look at the pictures and guess what information they will find in the text. Then, ask volunteers to read the *Country quiz: Morocco* questions aloud. Explain the meaning of any words if necessary. After that, tell the class to read the texts individually and write their answers on the lines below. When they are finished, they compare answers with a friend. Check as a class by reading the questions aloud and inviting volunteers to read the answers aloud. Encourage them to say where they found the answers in the text. Next, refer the class to the pictures and ask them what they show: *a big city (Casablanca, Marrakesh, Fez or Rabat); people at a market; people wearing djellabas and dancing during Mouloud; people eating at home; camels in the desert.* After that, have students look again at the words on the board and elicit the ones that are about Morocco: *the Sahara Desert, Islam, Rabat, Arabic and French.* Finally, ask students how people greet each other in Morocco: *They shake hands and say Marhaba! or Bonjour!* Tell students to stand up and greet each other in the same way.

Answer Key:

Country quiz: Morocco.

Where is Morocco? I n A f r i c a

How many different geographical regions are there?
T h r e e

What is the main religion? I s l a m

How do you say hello in Arabic? M a r h a b a

What is the name of a traditional piece of clothing?
D j e l l e b a

AB page 12 15'

Check what you know! 😊 😐 😞

Divide the class into pairs. One student mimes a household job. Their friend asks: *Do you have to (mop the floor)?* The first student answers *Yes, I do* for a correct guess or *No, I don't* for an incorrect guess. Next, students make *true / false* sentences about jobs at home or at school. The sentences should include *before* or *after*: *You have to make your bed before you go to school.* Their friend says whether the sentences are true or false. Finally, ask the class to complete the faces according to how they feel about what they know.

Read and number the pictures.



Tell students to look at the pictures and say what the girl is doing. Then, have them read the texts individually and number the pictures. When they are finished, encourage them to compare answers with a friend. After that, check as a class by giving a number for volunteers to describe the corresponding action. Finally, ask them how Baina's life is similar to theirs and how it is different.

Answer Key:

Read and number the pictures.

The desert in the south of Morocco is inhabited by nomadic people. Baina is a nomad. She lives in a tent with her family. She has to help at home like many young people all around the world. She has to sweep the carpets at the start of every day. Then, she has to help start the fire for cooking. Before that, she and her brother have to collect the wood.

Families usually eat the main meal of the day together. It's a time for them to talk about their day. They usually eat typical food, like *couscous*. The traditional way to eat it is with your right hand. After dinner, Baina has to help do the washing-up. In the evening, she takes water to the camels. When she finishes, she listens to people playing music and dancing. Life as a nomad isn't easy, but it can be fun, too!

Look and read this Moroccan proverb.



Explain that Arabic has got a different alphabet and that people read it from right to left. Get students to try to write their names in the air from right to left. Then, have students trace the Arabic text from right to left with a pencil. Next, get a volunteer to read the English translation of the proverb aloud.

Discuss its meaning with a friend.



Invite volunteers to explain the meaning of the proverb. Point out that in this proverb, *light* means the opposite of *heavy*. Finally, explain that jobs are easier to do when lots of people help.



Correct it! (see page 10)



Now play *Correct it!* with words from the texts about Morocco. Have fun!

Assign homework



Additional homework



AB page 13

My project



Make a family job chart.

Materials: One piece of card per student, a ruler, photos of family members, an envelope.

Invite the class to look at *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 94 and the *Time to check* section on page 12 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.

2

Ancient Rome



Objectives:

- learn words for Roman buildings and people in Roman society
- practise expressions to react to amazing facts
- learn how to write and say dates
- learn how to form and use adverbs



Light on new words

Roman buildings

amphitheatre	/æm·fi·θiə·tə/	_____
aqueduct	/æ·kwə·dʌkt/	_____
fountain	/faʊn·tɪn/	_____
public bath	/pʌb·lɪk bɑːθ/	_____
road	/rəʊd/	_____
temple	/tem·pəl/	_____
theatre	/θiə·tə/	_____

Roman society

citizen	/sɪ·tɪ·zən/	_____
emperor	/em·pə·rə/	_____
gladiator	/glæ·dɪ·eɪ·tə/	_____
philosopher	/fɪ·lɒ·sə·fə/	_____
scribe	/skraɪb/	_____
senator	/se·nə·tə/	_____
slave	/slɛv/	_____
soldier	/saʊl·dʒə/	_____



Light on grammar

Dates

When we talk about dates, we use *on* + the date in ordinal numbers + the month + the year: *on 18th February, 2009*. We can also use the date without the year: *on 18th February*. When we speak we use the words *of* and *the*: *on the 18th of February*. When we write we leave them out. When we talk about years, we use *in* + the year: *in 2010*.

Adverbs

We usually use adverbs to give more information about actions. They often come after the verb in a sentence. To form many adverbs, we add *-ly* to the adjective: *slowly*. If the adjective ends in *-y*, we change it to *-ily*: *luckily*. In some cases, the adjective stays the same or becomes a different word: *fast*; *good-well*.



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise expressions to react to amazing facts.

- Did you know that?
- Can you believe that?
- Really? I can't believe it!
- I didn't know that!



The lighthouse keepers' story The sword and the lions



Teaching tip

It is important that students realize that English is a vehicle for exploring the world. The *Light up the world* pages in *Lighthouse* make a good starting point. In the case of this unit, ask them where they can find information about Ancient Rome. Encourage them to use the internet if possible. There are lots of good educational websites that are specially designed for children, for example:

- <http://www.historyforkids.org>
- <http://www.factmonster.com>
- <http://kids.nationalgeographic.com>
- <http://www.bbc.co.uk/schools/index.shtml>

If you have access to computers at your school, open one of these sites and show students how to find information there. In addition, you should also show them how to type key words into a children-friendly search engine (<http://www.askforkids.com>). Then, show them how to open sites and look for the topic they are interested in. Remember to give students the opportunity to share what they have found. One way to do this is to have a *Fascinating Facts* poster space on your bulletin board. Each week, a different group can write three fascinating facts that they have found on the internet. Encourage them to illustrate their facts and make sure they say where they found the information. Since students are free to choose information that is interesting to them, this can be one of the most popular spaces on the bulletin board!

Value: Learning from the past

Learning from the past means thinking about mistakes and learning what they can teach us.



Make a picture frame.



Basic competences

In this unit, students will develop:

- *Competence in Processing digital information in the classroom* by using the internet to explore and find information on educational websites (TB p. 25).
- *Linguistic competence* by identifying and learning different architectural contributions from the Romans as well as learning functional language for showing surprise and emphasis (SB p. 14).
- *Linguistic competence* by using functional language to show surprise when identifying different people and facts in Ancient Rome (SB p. 15).
- *Mathematical competence* by practising talking about different dates and diary events (SB p. 16).
- *Cultural and artistic competence* by reading facts about the lives of gladiators in Ancient Rome and matching them to representative pictures (SB p. 17)
- *Linguistic competence* by practising the adverbs they have learnt by filling the gaps in a newspaper, making sentences in a game with adverbs, and finally learning a chant about the Romans (SB p. 18).
- *Interpersonal and civic competence* by reading two different texts about the same event and choosing who wrote them: the slave or the Roman senator (SB p. 19).
- *Linguistic competence* by listening and reading a story aloud to their classmates (SB p. 20)
- *Competence in Learning to learn* by creating a Learning from the past picture and frame (SB p. 21).
- *Competence in Knowledge and interaction with the physical world* by reading about Roman occupation in Europe and filling in the gaps about what resources came from different countries (SB p. 22).
- *Competence in Autonomy and personal initiative* by designing and making a personalized mosaic for homework from the *My Project* section of their books (SB p. 23)

2 Ancient Rome

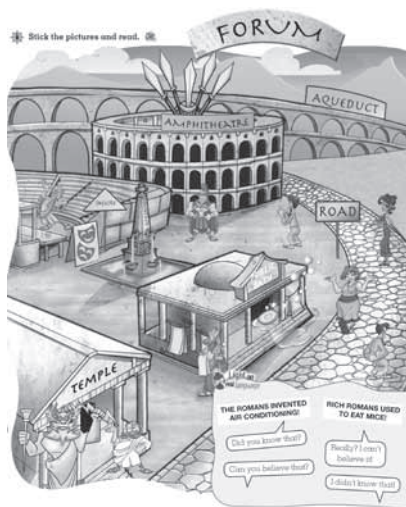
Warm-up: Ten questions 20'

Invite the class to name famous people from the past and write their names on the board. Then, choose one of the people and tell them they have to guess who it is. They ask you Yes / No questions to find out who you are: *Were you a woman? Did you live in France?* If they do not guess after asking ten questions, they lose and you think of another person. If they do, it is their turn to think of someone from the board. After that, divide the class into five groups and have students take turns playing the game together.

1 Stick the pictures and read. 10'

Tell students to look at the picture and say what it shows: *The forum in ancient Rome*. Explain that the forum was the main meeting place in a Roman city. Invite students to say anything they know about ancient Rome. Then, tell students to use the stickers for Activity 1 on page 14. Students put the stickers in the spaces according to their shape. Check by reading the names of the places aloud and having students point to each place.

Answer Key:



Listen and repeat. 1.9 10'

Material: A piece of paper rolled into a ball. Play track 1.9 and get students to repeat the words. Repeat several times. Next, say the name of a Roman building and toss the ball to a student. The student repeats the word, says a word for a different building and tosses the ball to another student. Encourage students to do this faster and faster. Continue until all students have participated.

TRACK 1.9

NARRATOR: LISTEN AND REPEAT.
NARRATOR: AQUEDUCT.
AMPHITHEATRE.
THEATRE.
FOUNTAIN.
ROAD.
PUBLIC BATH.
TEMPLE

Assign homework 5' Additional homework AB page 14 ex. 1

Students make a small Roman building with modelling clay.

Light on real language 20'

Invite a volunteer to read the first fact aloud and elicit the meaning of *air conditioning*. Then, ask the class: *Did you know that? Can you believe that?* Next, invite a different volunteer to read the second headline aloud. Then, read the response aloud: *Really? I can't believe it! I didn't know that!* Finally, explain that both facts are true. Romans used to circulate cold water through pipes in the walls of their houses to cool the air. Stuffed mice were a part of the menu at special parties. Rich Romans also used to eat boiled parrots and jellyfish omelettes! After that, ask students what they say in their own language to respond to amazing facts. Finally, read the expressions again for students to repeat.

Assign homework 5' Additional homework AB page 14 ex. 2

Students find an amazing fact online. Then, in their notebooks, they draw a picture where they tell another person about the fact. They should write the dialogue in speech bubbles: *Did you know the Romans didn't have tomatoes? Really? I can't believe it!*

2 Find and count the different people. 10'

Refer students to the picture of the gladiator and ask how many gladiators there are in the scene: two. Have students write 2 in the box. Next, tell them to find and count the rest of the people and write the numbers in the boxes. When they finish, ask them what they think the different people used to do in ancient Rome.

Answer Key:

Find and count the different people.



Listen and check. 1.10 5'

Play track 1.10. Have students listen and check their answers. Check as a class by asking volunteers how many of each of the people they see.

TRACK 1.10

NARRATOR: LISTEN AND CHECK.

NARRATOR: IT'S A BUSY DAY IN THE FORUM. TWO GLADIATORS ARE GOING TO FIGHT IN THE AMPHITHEATRE. THERE ARE THREE SENATORS IN THE FORUM. ONE IS AT THE TEMPLE TALKING TO FIVE CITIZENS. ANOTHER ONE IS TALKING TO A CITIZEN AT THE PUBLIC BATH. ANOTHER ONE IS LOOKING AT THREE SOLDIERS. THEY WANT TO GO TO THE CIRCUS. FOUR SLAVES ARE CARRYING THE EMPEROR. THERE ARE TWO PHILOSOPHERS. ONE PHILOSOPHER IS TEACHING A GROUP OF BOYS BY THE FOUNTAIN. ANOTHER PHILOSOPHER IS TALKING TO HIMSELF. THERE ARE TWO SCRIBES IN THE FORUM WRITING LETTERS.

Listen and repeat. 1.11 10'

Play track 1.11. Students listen and repeat. Then, say what some of the people are doing: *They are carrying the emperor.* Students say who the people are: *slaves.* Continue in the same way for the rest of the people.

TRACK 1.11

NARRATOR: LISTEN AND REPEAT.
GLADIATOR.
SENATOR.
CITIZEN.
PHILOSOPHER.
SLAVE.
SOLDIER.
EMPEROR.
SCRIBE.



React to the facts. 10'

Read the first fact to the class and encourage students to react: *Really? I can't believe it!* Then, divide the class into pairs. Tell students to take turns reading the rest of the facts and reacting to them. Help with meaning if necessary.

Wrap-up: I can't believe it! 5'

Say a surprising fact about yourself: *I play the guitar in a rock band.* Encourage students to react: *Really? I didn't know that!* Invite volunteers to continue with other surprising facts.

Assign homework 5'



AB page 15

Additional homework

Pictionary pages 96 and 97. Students identify the pictures and write the corresponding words or phrases. Then, they write a sentence for each. Finally, they listen to the words and phrases in this unit's section of the CD in class.

On 24th July

1 Listen and number. 1.12 20'

Tell students to look at the picture of the boy and his grandad. Ask what Grandad is doing: *showing the boy his diary*. Invite the class to say what a diary is: *a notebook that you write in every day*. Tell them to read the texts from Grandad's diary individually. Next, refer students to the dates in the table and explain that they should listen and number the texts according to the dates. Then, play track 1.12 twice and have students compare answers with a friend. Finally, check as a class by saying a date and inviting volunteers to read the corresponding correct extract aloud.

TRACK 1.12

NARRATOR: LISTEN AND NUMBER.
 BOY: DID YOU KNOW THAT GLADIATORS FOUGHT IN A PLACE CALLED THE COLOSSEUM IN ROME, GRANDAD?
 GRANDAD: YES, I DID. IN FACT I USED TO VISIT ROME OFTEN WHEN I WAS YOUNGER.
 BOY: I DIDN'T KNOW THAT. WHEN DID YOU GO?
 GRANDAD: MY FIRST TRIP TO ROME WAS IN 1969.
 BOY: DID YOU VISIT THE COLOSSEUM?
 GRANDAD: YES, I DID. I VISITED IT ON 23RD AUGUST. I TOOK LOTS OF PICTURES. IT'S IN MY DIARY.
 BOY: REALLY?
 GRANDAD: I WENT TO ROME AGAIN THE NEXT YEAR, IN 1970. DID YOU KNOW THAT I MET YOUR GRANNY THERE?
 BOY: I CAN'T BELIEVE THAT!
 GRANDAD: IT'S TRUE! WE MET ON 24TH JULY.
 BOY: WOW!

Answer Key:

Listen and number. 1.13

Look, this is my old diary.

1) in 1969 2) in 1970
 3) on 23rd August 4) on 24th July

My first trip to Rome.
 This is a dream come true! **1**

I got up early and took a taxi to the Colosseum.
 Fantastic! I took lots of pictures. **3**

Back again! Can't wait to see the Colosseum again! **2**

I met a beautiful girl at the Colosseum today. She's intelligent! She told me a lot about the gladiators.
 Then, we went for coffee. **4**

Assign homework 5'

Additional homework

AB page 16 ex. 1

On a sheet of poster paper, students make a one-page scrapbook of important events in their life. They stick photos or magazine cutouts to represent the events, for example: their birthday, their first day at school, getting a pet, etc.

2 Listen and chant. 1.13 10'

Have students look at the picture and ask them what it

is: *the Colosseum*. Explain that the Colosseum was an amphitheatre where people went to watch gladiator fights. Then, play track 1.13 and have students listen and follow along in their books. Next, divide the class into two groups. Groups chant alternate lines. Point out the pronunciation of the dates: *the first of May, the second of May, the third of May, the fourth of May*. Finally, have the whole class chant together.

Light on grammar 10'

Ask a volunteer to read the examples aloud. Remind the class how we say the dates. Do the same for the years. Point out that we always say the date with an ordinal number: *the fifth of September*. Finally, ask students to look at the examples and say when we use *on* and when we use *in*: We use *on* with dates: on 5th September. We use *in* when we say the year without the date: in 1998. We can also use *in* to talk about months without the date: in March.

Write sentences about Grandad. 5'

Refer students to the prompt words and elicit the first sentence: *He got married in 1971*. Then, ask students to write the rest of the sentences. When they are finished, encourage them to compare their work with a friend.

Answer Key:

He got married in 1971.
 He moved to New York in 1975.
 He had a baby girl on 17th May, 1976.
 He retired on 1st January, 2009.

Ask a friend about Grandad's life. 10'

Invite two volunteers to read the dialogue. Then, divide the class into pairs. Encourage them to ask each other questions about Grandad's life. Invite them to use all the information on the page.



Spelling race (see page 10) 5'

Play *Spelling race* with *Roman society* vocabulary. Have fun!

Assign homework 5'

Additional homework

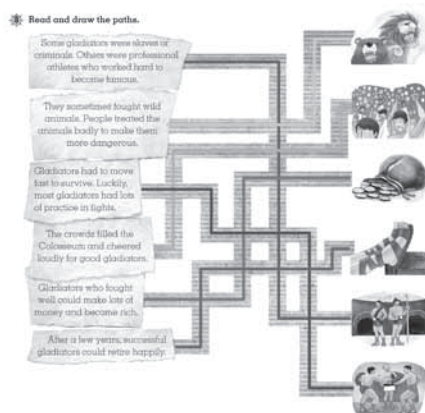
AB page 16 ex. 2

Students write labels on slips of paper for the scrapbook they made. They stick the labels next to the pictures.

3 Read and draw the paths. 20'

Ask the class what they know about gladiators. Then, get students to describe what they can see in the pictures. Read the texts aloud and invite students to underline any unknown vocabulary. After that, encourage them to ask about their doubts and have volunteers explain the meaning. Next, tell them to read the texts individually and draw the paths. Check by reading the first part of the first text aloud: *Some gladiators were slaves...* Students describe the corresponding picture: *Two men are ready to fight.* Finally, invite students to say whether or not they would want to be a gladiator. Encourage them to explain their answers.

Answer Key:



Assign homework 5'

Additional homework AB page 17 ex. 1

Students choose three words from the texts and copy them into their notebooks. They should find and copy the definition and write an example sentence for each word.

information to nouns, not verbs. Invite volunteers to guess the adjective form of the adverbs in the sentences. Accept all answers. Finally, point out that adverbs usually follow verbs in sentences.

Find the adverbs in the texts and complete. 5'

Refer students to the adjectives in the table and the four ways of forming adverbs. Then, divide the class into pairs and tell them to find the adverbs in the texts to complete the columns. Check as a class by getting them to read the adjectives and adverbs aloud.

Answer Key:

Find the adverbs in the texts and complete.				
lucky	fast	good	hard	happy
loud	bad			
no change	add -ly	change -y to -ily	different word	
They cheered loudly.	hard	badly	luckily	well
They could retire happily.	fast	loudly	happily	
They worked hard.				
They fought well.				

Pair work 15'

Divide the class into pairs: student A and student B. Student A looks at page 112 and student B looks at page 117. Explain that there are some differences between the scenes of ancient Rome. Students take turns describing what the people are doing. When they find a difference, they circle it. When they are finished, students compare pictures to check. Finally, check as a class by asking students how many differences they found and what they were.



Making faces (see page 10) 5'

Now play *Making faces* with the adverbs on this page. Have fun!



Light on grammar 15'

Invite volunteers to read the examples aloud. Help with meaning as necessary. Mime the actions and encourage the class to imitate you. Next, write *adverb* on the board. Explain that the word in red in each sentence is called an adverb and that we use adverbs to add information about the verb. Write *adjective* on the board and elicit the difference between an adverb and an adjective: *Adjectives add*

Assign homework 5'

Additional homework AB page 17 ex. 2

In their notebooks, students draw three pictures of people from ancient Rome doing different things. They write a sentence with an adverb for each picture:

The scribe is writing very fast.

The emperor is smiling happily.

The slave is working hard.

Time to practise!



Slow motion (see page 10) 15'

Play *Slow motion* with the adverbs from page 17. Have fun!

1 Complete the information. 25'

Invite the class to look at the pictures and explain that these are advertisements from an ancient Roman newspaper. Ask them the name of the newspaper and when it was printed: *Ancient Roman Times*, 26th June, 78 AD. Then, tell them to look at the first picture and guess what it is. Accept all answers. Next, have students read the first text quickly and say what the product is: *mouse brain powder*. Continue in the same way for the rest of the advertisements. Help with meaning if necessary. For the advertisement about tunics and togas, explain that they were Roman clothes. Tunics were like very long T-shirts. Togas were long pieces of heavy cloth that Romans wore over their tunics. They were warm, like coats. Only Roman citizens could wear togas. Women wore tunics with dresses called *stolas*. After that, tell students to complete the texts using the adverbs in the table. When they are finished, encourage them to compare answers with a friend. Check as a class by getting volunteers to read the completed advertisements aloud.

Answer Key:

Complete the information.

badly cheaply elegantly happily healthily urgently

ANCIENT ROMAN TIMES

Are you worrying about your teeth?
Worry no more! We sell mouse
brain powder cheaply!
It makes your teeth whiter!

Your children are behaving
badly? Bring them
to us! Here, all children play
happily every day.
Roman Kinder, 34 Forum Road.

Eat healthily! Let us help you to
organize your feast. There is a Peacock's
Market near you.

Do you need help
urgently with
your maths? Come
see our consultants.
Maths Experts, 45 Capitolio Rd.

ADVERTISEMENTS

Dress elegantly!
Buy our togas and tunics.
We use the best materials.
Visit us on 28th June for
a night sale!

The Romans lived so long ago.
Built temples, aqueducts and roads.
Gave us our months and days of the week.
And don't forget the languages we speak!

Chorus
Ancient Romans travelled far and wide,
Soldiers, emperors, philosophers, scribes,
They founded London and Paris, too.
Invented concrete, newspapers and books!

Assign homework 5'



AB page 18 ex. 1

Additional homework

Students invent another Roman product and make an advertisement for it in their notebooks.

2 Sing a song. 1.14 15'

Ask students to say some things the Romans invented: *air conditioning, concrete, shopping centres*. Then, play track 1.14 and have them listen and follow along in their books. Elicit the Roman inventions in the song: *months and days of the week, our languages, concrete, newspapers, books*. Invite the class to say what facts surprised them. Then, divide the class into two groups. Play the CD again. One group sings the first verse and the other group sings the second verse. Both groups sing the chorus. When they are finished, groups switch roles and sing the song again.

Assign homework 5'



AB page 18 ex. 2

Additional homework

Students investigate the Roman name for one of the months of the year, write it in their notebooks and explain the origin of the name.

Time to write

1 Match the diary entries to the people. 10'

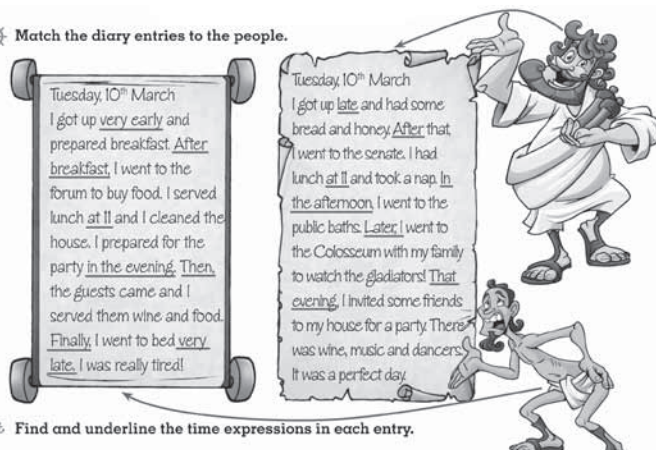
Tell students to look at the pictures and say who the people are: *a senator and a slave*. Then, have them read the extracts individually and say what they are and how they decided: *They're diary entries. They've got a date and talk about the person's day*. After that, get students to match the entries to the people. Next, invite volunteers to tell you which words helped them decide. Check by asking who wrote the first entry and who wrote the second. Encourage them to explain their answers. Finally, ask them who they would prefer to be and why.

Find and underline the time expressions in each entry. 10'

Elicit two time expressions from the first text: *very early, after breakfast*. Then, have students underline the other time expressions in the entries. Check by asking volunteers to write the expressions on the board.

Answer Key:

Match the diary entries to the people.



Senator's Diary Entry:
Tuesday, 10th March
I got up very early and prepared breakfast. After breakfast, I went to the forum to buy food. I served lunch at 11 and I cleaned the house. I prepared for the party in the evening. Then the guests came and I served them wine and food. Finally, I went to bed very late. I was really tired!

Slave's Diary Entry:
Tuesday, 10th March
I got up late and had some bread and honey. After that, I went to the senate. I had lunch at 11 and took a nap. In the afternoon, I went to the public baths. Later, I went to the Colosseum with my family to watch the gladiators! That evening, I invited some friends to my house for a party. There was wine, music and dancers. It was a perfect day.

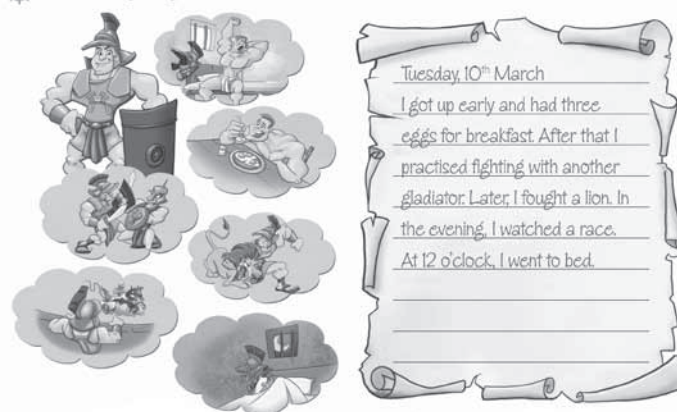
Find and underline the time expressions in each entry.

2 Write a diary entry for Justus the Gladiator. 10'

Refer students to the pictures and ask them what Justus did during the day: *got up early, had breakfast, practised fighting, fought a lion, watched a race, went to bed*. Then, elicit a day and a date for the diary entry. Tell students to write it at the top of the page. After that, have them write Justus's diary according to the pictures. Remind them to use time expressions. When they are finished, encourage them to compare texts with a friend. Finally, invite some volunteers to read their texts aloud.

Answer Key:

Write a diary entry for Justus the Gladiator. Model answer



Model answer:
Tuesday, 10th March
I got up early and had three eggs for breakfast. After that I practised fighting with another gladiator. Later, I fought a lion. In the evening, I watched a race. At 12 o'clock, I went to bed.

Bulletin board idea 15'

Materials: Magazine cutouts of faces, card on different colours, felt-tip pens, coloured pencils.
Divide the class into four groups and assign each group a *Roman building* and two people in *Roman society*. Then, hand out the materials. Students should draw and cut out pictures of their building and people. They can use magazine cutouts of faces for the people. When they are finished, stick the pictures to the bulletin board to make a unique Roman forum.

Assign homework 5'

AB page 19

The lighthouse keepers' story



Before you read 10'

What adventure stories do you know?

Refer students to the picture and ask them what they see: *a dragon, a castle, a girl with a crystal ball*, etc. Ask them if they know any stories with any of these elements: *Harry Potter, Peter Pan, Eragon, Lord of the Rings*, etc. Finally, ask the class what their favourite adventure story is.

1 Listen to the first part of the story. 1.15 15'

Invite a volunteer to read the title of the story and have students look at the pictures. Encourage them to guess what the story is about. Accept all answers. Next, tell the class to close their books.

Write these questions on the board:

Where did the boy go on holiday?

What did he find?

What happened when he picked it up?

Play track 1.15 and have them listen for the answers. After that, have students open their books. Play the CD again and tell them to listen and follow along. After that, elicit the answers to the questions. Finally, invite them to guess what the writing on the sword says.

Now read the story in pairs. 15'

Divide the class into pairs. Students take turns reading the story aloud. When they are finished, invite a pair of volunteers to read the story to the rest of the class. Encourage them to read with emotion.

Assign homework 5'

Additional homework



AB page 20

In their notebooks, students draw a sword and write a secret message on it. Tell them to use this code: A = 1, B = 2, C = 3, etc.

2 Listen to the second part of the story. 1.16 10'

Get students to exchange notebooks. Each student decodes the message on their friend's sword and checks their answer. Then, play track 1.16 and invite volunteers to explain the story in their own words. Ask what happened to the boy when he had the sword: *He was a gladiator.*

Now read the story in pairs. 10'

Divide the class into pairs and tell them to take turns reading the whole story aloud and acting it out. When they are finished, they switch roles and read the story again.



After you read 10'

Unscramble the words from the story.

Write the letters of the first word on the board scrambled up and invite students to unscramble it: *shield*. Tell them to find the word in the story and get a volunteer to read the sentence aloud. Then, have them unscramble the rest of the words. Check by asking students to read the words aloud and say the sentences from the story where they appear. Finally, ask which item each picture shows: *coins, sword, shield, statue*.

Answer Key:

coins / sword / shield / statue



Value: Learning from the past

Make a picture frame. 15'

Materials: One photocopy of craft template 2 (see the Values Section on Teacher's Resource CD-ROM) per student, scissors, cardboard, one sheet of white paper per student, glue, small pasta shapes e.g. macaroni, paint, coloured pencils.

Tell a very brief anecdote about a mistake that you learned from in the past. Encourage students to say what you did wrong and what you can do to avoid that mistake in the future. Then, divide the class into groups of three and have them each talk about a mistake that they made in the past. When they are finished, invite a volunteer to say what their mistake was and what they learned from it: *I lost my friend's CD. I learned to be more careful with other people's things.* Explain that everybody makes mistakes and that it is important to think about them and decide how to be different in the future. Next, hand out the materials and tell students to cut out the picture frame. After that, they trace the frame onto a sheet of cardboard and cut it out. They should stick the frame to the cardboard. Next, they glue the pasta to the front of the frame and paint it. Then, on the white paper, they should draw a picture to represent something they learned from a mistake in the past. They stick the picture onto the back of the frame so that the picture is visible through the frame. Finally, encourage students to display their frame at home and celebrate the things they learn through making mistakes.

Assign homework 5'



AB page 21

Warm-up: Let's talk about Rome 10'

Materials: A map of the world, photos of a statue of Julius Caesar, a Roman road and a Roman aqueduct.

Ask the class what country Rome is in: *Italy*. Invite a volunteer to point to Rome on the map. Then, explain that two thousand years ago, Rome was the capital of the Roman Empire. It started as a small city in Italy but later it conquered many countries in Europe, the Middle

East and northern Africa. Pass around the photo of the statue of Julius Caesar and explain that he was a very famous emperor. Next, pass around the photos of the road and the aqueduct. Explain that when the Romans conquered a country, they built many monuments and cities there. They built roads so that their armies could move around quickly and aqueducts to bring water to the new cities. The Roman Empire lasted for more than 700 years.

Listen and match. 1.17 10'

Refer students to the photos of different countries and to their names in the centre of the page. Encourage the class to guess the flag that goes with each country and compare answers with a friend. Then, play track 1.17. Students listen and match the countries to the photos. Check by describing the flags and getting volunteers to name the countries.

TRACK 1.17

NARRATOR: LISTEN AND MATCH.

NARRATOR: EGYPT IS IN AFRICA. ITS FLAG HAS GOT HORIZONTAL RED, WHITE AND BLACK STRIPES. THERE IS A GOLD EAGLE IN THE MIDDLE OF THE FLAG.

SPAIN IS A COUNTRY IN THE WEST OF EUROPE. ITS FLAG HAS GOT HORIZONTAL RED AND YELLOW STRIPES. THERE IS A COAT OF ARMS ON THE YELLOW STRIPE.

CHINA IS A VERY BIG COUNTRY IN ASIA. ITS FLAG IS RED WITH FIVE YELLOW STARS.

GERMANY IS A COUNTRY IN THE MIDDLE OF EUROPE. ITS FLAG HAS GOT HORIZONTAL BLACK, RED AND YELLOW STRIPES.

FRANCE IS BETWEEN SPAIN AND GERMANY. ITS FLAG HAS GOT VERTICAL BLUE, WHITE AND RED STRIPES.

INDIA IS IN THE SOUTH OF ASIA. ITS FLAG HAS GOT HORIZONTAL ORANGE, WHITE AND GREEN STRIPES.

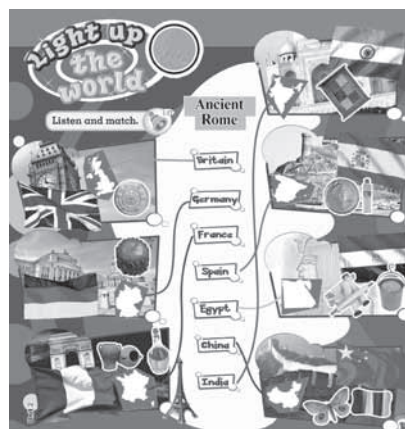
THERE IS A BLUE WHEEL IN THE MIDDLE OF THE FLAG.

BRITAIN IS PART OF THE UNITED KINGDOM. ITS FLAG IS DARK BLUE WITH HORIZONTAL, VERTICAL AND DIAGONAL RED AND WHITE STRIPES.

Read and stick. 10'

Refer students to the countries in the previous activity and explain that the Romans got different things from each one. Then, tell students to use the stickers for *Light up the world* on page 22 and help students identify each item. After that, students read the text and put the stickers on the appropriate countries. Check by saying the names of the countries and getting volunteers to name the items.

Answer Key:



AB page 22 20'

Check what you know!

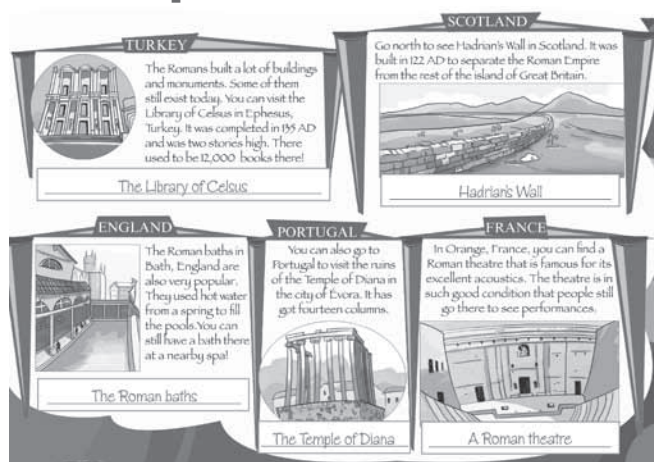
Note: Write adverbs on separate slips of paper and put them into a bag.

Divide the class into pairs. Tell them to open their books to pages 14 and 15. Each student chooses five words and writes them with their letters scrambled. Then, they exchange words and unscramble the letters. They draw a small symbol for each word. Finally, ask the class to complete the faces according to how they feel about what they know.

Read and label the structures. 20'

Ask a volunteer to read the first text aloud. Then, elicit the name of the Roman monument: *the Library of Celsus*. Have students write the name on the line. Next, tell students to read the rest of the texts and label the pictures. When they are finished, check by saying the countries to elicit the names of the monuments. Finally, ask students which of the places they would like to visit and encourage them to explain their answers.

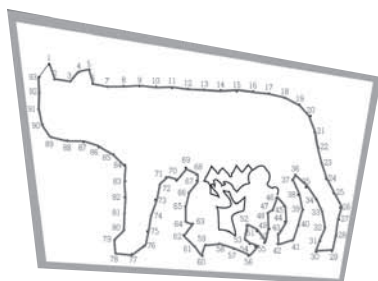
Answer Key:



Read the legend and connect the dots. 10'

Elicit what a legend is: *A story about something that happened a long time ago*. Tell students the Romans had an interesting legend about how Rome began. Ask a volunteer to read the legend aloud. Then, ask students if they think it is true. Finally, have them connect the dots and discover the famous sculpture that shows Romulus and Remus with the wolf.

Answer Key:



Assign homework 5'

Additional homework



AB page 23

My project

Make a Roman mosaic.

Materials: One paper plate, a ruler, a paintbrush, some water, a container.

Invite students to look at *My project* and tell them the main materials for the craft. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on pages 94 and 95 and the *Time to check* section on page 22 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.



Dance it! (see page 10) 10'

Now play *Dance it!* with information about ancient Rome. Have fun!

3

The power of nature



Objectives:

- learn words for natural disasters and adjectives that describe them
- practise expressions for emergency situations
- form comparatives and superlatives of long adjectives



Light on new words

Natural disasters

drought	/draʊt/	_____
earthquake	/ˈɜːθ.kweɪk/	_____
eruption	/ɪˈrʌp.ʃən/	_____
flood	/flʌd/	_____
hurricane	/ˈhʌ.rɪ.keɪn/	_____
tornado	/tɔːˈneɪ.dəʊ/	_____
tsunami	/suːˈnɑː.mi/	_____

Adjectives

dangerous	/ˈdeɪn.dʒə.rəs/	_____
destructive	/disˈtrʌk.tɪv/	_____
frightening	/ˈfraɪ.nɪŋ/	_____
powerful	/ˈpaʊ.wə.fəl/	_____
raging	/ˈreɪ.dʒɪŋ/	_____
violent	/ˈvaɪ.ə.lənt/	_____
volcanic	/vɒlˈkæ.nɪk/	_____



Light on grammar

Long adjectives

Long adjectives are adjectives that have more than two syllables. We make their comparative form

using *more* + adjective + *than*. We make their superlative form by using *the most* + adjective.



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life.

In this unit, students will learn and practise expressions we use in emergency situations.

- Be careful!
- Stay calm!
- Watch out!
- Don't panic!



The lighthouse keepers' story A true story



Teaching tip

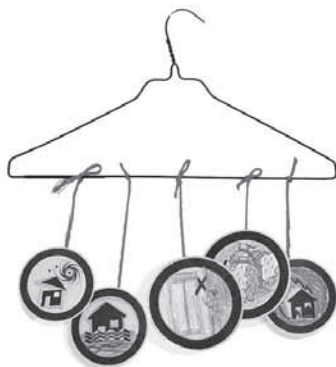
Mime is an excellent way to involve students and make your classes memorable. It works particularly well for showing the meaning of action verbs and getting students to associate the actions with the words. But for mime to be truly effective, you need to do it confidently. Think about the mimes you are going to do before the lesson. Try them out in front of a mirror or with a colleague. Remember, if you feel uncomfortable or unsure of yourself, students may also be uncomfortable miming. In addition, before asking students to participate in a miming activity, you can have them do some warm-up exercises. Get them to stretch their arms out and wiggle their fingers. Invite them to stand up and shake their arms and legs. Tell them to open their mouths as wide as they can, then their eyes. And when you demonstrate a mime, make sure to use exaggerated gestures. Invite confident volunteers to demonstrate a mime for the rest of the class. Finally, encourage students to observe the world around them and imitate things that people do when they do certain actions. Invite them to share their observations through mime with the rest of the class.

Value: Learning how to stay safe

Learning how to stay safe means finding out what to do in emergencies and how to avoid unnecessary risks.



Make a safety wind chime.



Basic competences

In this unit, students will develop:

- *Competence in Learning to learn* by using role-play and mime as a communicative resource (TB p. 37).
- *Linguistic competence* by identifying and learning about different natural disasters as well as functional language using imperatives in emergency situations (SB p. 24).
- *Competence in Processing digital information in the classroom* by listening for specific information in order to complete a text from a news programme about natural disasters around the world (SB p. 25).
- *Cultural and artistic competence* by reading facts about Extreme surfing while underlining adjectives in the text (SB p. 26).
- *Linguistic competence* by identifying and practising using the most + longer adjectives in superlative sentences in a geography quiz, unscrambling sentences and in a pair work activity that provides spoken practice (SB p. 27).
- *Mathematical competence* by interpreting information and measurements about earthquakes and tornados in order to write and talk about them using superlative structures (SB p. 28).
- *Competence in Autonomy and personal initiative* by writing a riddle about a type of natural disaster for the rest of the class to guess (SB p. 29).
- *Competence in Interpersonal and civic competence* by reading a true story about how an English girl was able to save over 100 lives in Sumatra by recognising the signs of a tsunami (SB p. 30).
- *Competence in Autonomy and personal initiative* by evaluating a situation and responding by creating a special award for Tilly as well as writing her a note congratulating her efforts (SB p. 31).
- *Competence in Knowledge and interaction with the physical world* by reading and listening to information about the Pacific Ring of Fire and filling in a chart (SB p. 32).
- *Linguistic competence* by listening and ordering events about how a volcano was born in Mexico in the 1940's (SB p. 33).

3

The power of nature

Warm-up: How many words? 10'

Have students look at the title of the unit. Ask them if they have seen the word power before and where. Then, invite them to explain the meaning of the title: *Nature can be very strong*. After that, divide the class into teams of four. Students get five minutes to make as many words as possible using the letters of the title: *run, tree, hot*, etc. Check by asking teams to read their words aloud. Teams win a point for each word that no other team has got. The team with the most points wins.

1 Find and unscramble the names of disasters. 15'

Write *Natural disaster* on the board and explain that a natural disaster is an event when nature causes destruction. Then, invite the class to look at the pictures and elicit what is similar about all of them: *They are news reports about natural disasters*. Next, get them to look at the first disaster. Read the caption aloud and ask students what the scrambled word is: *tornado*. Tell them to write *tornado* in the space. After that, tell them to find and unscramble the rest of the *natural disaster* words. Finally, invite students to explain what happens during each of the natural disasters in their own words.

Answer Key:

tornado / earthquake / tsunami / hurricane / flood / eruption / drought

Listen and repeat. 1.18 15'

Materials: A small piece of paper rolled into a ball. Play track 1.18 several times and have students repeat the words. Then, ask the class to stand up. Toss the ball to a student. He / She says one of the words. If the pronunciation is correct, the student tosses the ball to another person and sits down. The second student says a different *natural disaster* word. If the pronunciation is incorrect, encourage the rest of the class to help. Continue with the rest of the words. If a student repeats a word, the rest of the students jump up and down and mime that disaster. The student continues with a different word. When all of the words have been used, the students who are still standing start again.



TRACK 1.18

NARRATOR: LISTEN AND REPEAT.
NARRATOR: TORNADO.
EARTHQUAKE.
TSUNAMI.
HURRICANE.
FLOOD.
ERUPTION.
DROUGHT.

Assign homework 5' AB page 24 ex. 1

Additional homework

In their notebooks, students write three *natural disaster* words in a way that illustrates those disasters.



Light-on real language 20'

Material: Eight sheets of white paper.

Invite students to look at the pictures and have them say who the people are: *a police officer, a teacher, a lifeguard, a firefighter*. Next, get volunteers to read the expressions aloud. Explain that people use them in emergency situations. Encourage students to guess what each means and when we use it: *Be careful! – when someone does something that could become dangerous, Stay calm! / Don't panic! – when there's a scary situation and people need to be calm, Watch out! – when something dangerous is going to happen*. After that, divide the class into eight groups and hand out the paper. Assign each group an expression. They should write the expression and illustrate it. Finally, get groups to show their pictures to the rest of the class.

Assign homework 5' AB page 24 ex. 2

Additional homework

In their notebooks, students draw a weather disaster on a TV screen and label it with an expression from *Light on real language*.

2 Stick the missing parts. 10'

Invite the class to say the names of the natural disasters and vote on the scariest. Then, have them look at the coloured word parts and tell them to use the stickers for Activity 2 on page 25. Explain that the word parts and the stickers form adjectives that describe natural disasters. After that, get them to put the stickers in the spaces according to colour. Finally, invite volunteers to read the words aloud.

3 Draw the paths and discover the meaning. 5'

Say *raging* and tell students to follow the path to the meaning. Get a volunteer to read it aloud: *very angry*. Then, have them draw the paths for the rest of the words. Check by saying the words aloud to elicit their meaning.

Answer Key:



3 Listen and complete the text. 1.19 5'

Have the class look at the news reporter and the natural disasters on the screens. Get volunteers to identify the disasters. Then, encourage students to name any recent natural disasters and say where they happened. Next, play track 1.19. Students listen and complete the text with the adjectives from Activity 2. After that, have students compare answers with a friend. Then, play the CD again for them to check their answers. Check as a class by getting volunteers to read the text aloud.

TRACK 1.19

NARRATOR: LISTEN AND COMPLETE THE TEXT.
WEATHERMAN: NOW FOR NEWS OF SOME NATURAL DISASTERS AROUND THE WORLD. REPORTS ARE COMING IN OF A POWERFUL TORNADO IN LOUISIANA, USA. WE'RE ALSO GETTING NEWS OF A DESTRUCTIVE EARTHQUAKE ON THE COAST OF CHILE. IT DESTROYED MANY BUILDINGS. A RESIDENT SAID, "IT WAS A VERY FRIGHTENING EXPERIENCE! EVERYTHING AROUND ME WAS MOVING." EXPERTS SAY THAT A DANGEROUS TSUNAMI MIGHT BE ON ITS WAY. IN MEXICO, A RAGING HURRICANE IS GOING TO HIT THE YUCATAN PENINSULA TONIGHT, BRINGING VIOLENT WINDS AND HEAVY RAIN. AND IN JAPAN, MOUNT FUJI ERUPTED LAST NIGHT. THIS WAS THE BIGGEST VOLCANIC ERUPTION IN THREE HUNDRED YEARS.

Answer Key:

powerful / destructive / frightening / dangerous / raging / violent / volcanic

Listen and repeat. 1.20 5'

Play track 1.20. Students listen and repeat the adjectives. Play the CD again. Clap with each syllable and encourage the class to imitate you.

TRACK 1.20

NARRATOR: LISTEN AND REPEAT.
NARRATOR: A POWERFUL TORNADO.
A DESTRUCTIVE EARTHQUAKE.
A FRIGHTENING EXPERIENCE.
A DANGEROUS TSUNAMI.
A RAGING HURRICANE.
VIOLENT WINDS.
A VOLCANIC ERUPTION.

Light-on real language

Listen and number the events. 1.21 5'

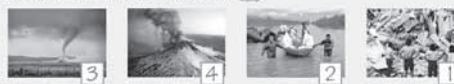
Tell students to look at the pictures and identify the natural disasters. Then, play track 1.21. Students number the pictures in the order that they hear them. Check by saying a number and getting a volunteer to name the disaster.

TRACK 1.21

NARRATOR: LISTEN AND NUMBER THE EVENTS.
NARRATOR: NUMBER ONE. IT'S AN EARTHQUAKE.
DON'T PANIC, WE'RE SAFE NOW.
NUMBER TWO. THERE'S A FLOOD. STAY CALM AND WAIT FOR HELP.
NUMBER THREE. BE CAREFUL!
A TORNADO IS COMING!
NUMBER FOUR. WATCH OUT! THERE'S A VOLCANIC ERUPTION!

Answer Key:

Listen and number the events. 1.21



Act out the expressions with a friend. 10'

Have the class look at the expressions about emergencies from page 24 and invite them to say which expressions they would use for each picture. Then, divide the class into pairs. Students take turns saying the expressions and acting them out.

Correct it! (see page 10) 5'

Now play *Correct it!* with *natural disaster* and *adjectives* vocabulary. Have fun!

Assign homework 5'

Additional homework

Pictionary pages 98 and 99. Students identify the pictures and write the corresponding words or phrases. Then, they write a sentence for each. Finally, they listen to the words and phrases in this unit's section of the CD in class.



AB page 25

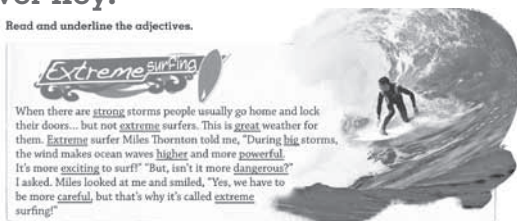
It's more dangerous!

1 Read and underline the adjectives. 15'

Encourage the class to look at the picture and say what the person is doing: *surfing*. Then, have students read the article quickly to find out the person's name and his unusual hobby: *Miles Thornton, surfing during big storms*. Next, elicit what an adjective is: *a word that describes a person, place or thing*. Elicit an example from the title: *extreme*. Then, tell students to read the text again and underline the adjectives. Finally, have them compare answers with a friend.

Answer Key:

Read and underline the adjectives.



When there are strong storms people usually go home and lock their doors... but not extreme surfers. This is great weather for them. Extreme surfer Miles Thornton told me, 'During big storms, the wind makes ocean waves higher and more powerful. It's more exciting to surf!' 'But, isn't it more dangerous?' I asked. Miles looked at me and smiled, 'Yes, we have to be more careful, but that's why it's called extreme surfing!'

2 Complete with adjectives from the article. 10'

Invite the class to look at the table. Read the short adjectives from the table aloud and clap to show that they have only one syllable. Then, ask them to say a different adjective from the text: (*extreme*). Elicit the number of syllables: (*two*). Help by clapping if necessary. Explain that long adjectives have got two or more syllables. Finally, have students complete the table with the underlined words from the text.

Answer Key: Complete with adjectives from the article.

SHORT ADJECTIVES	LONG ADJECTIVES
big	<u>extreme</u>
great	<u>powerful</u>
high	<u>exciting</u>
strong	<u>dangerous</u>
	<u>careful</u>

3 Listen and check. 1.22 10'

Play track 1.22 for students to check their answers. Ask them how many syllables each adjective has got.

TRACK 1.22

NARRATOR: LISTEN AND CHECK.
NARRATOR: EXTREME.
POWERFUL.
EXCITING.
DANGEROUS.
CAREFUL.

Assign homework 5'

In their notebooks, students illustrate three long adjectives from the table in their books using magazine cutouts. Then, they label them.

4 Listen and chant. 1.23 10'

Invite the class to look at the picture and say what they see: *a palm tree in a hurricane*. Elicit the names of any recent hurricanes that students may have heard of. Then, play track 1.23 for students to follow along in their books. Play the CD again and encourage them to chant along. After that, divide the class into two groups and have them chant alternate lines. When they are finished, they switch roles and do the chant again.

Light on grammar 10'

Invite a pair of volunteers to read the examples aloud. Explain that when we compare two things with a long adjective, we use *more + adjective + than*. We do not add *-er*. After that, give a long adjective from the table in Activity 1. Students say the comparative form. Do the same with the rest of the adjectives in the table.

5 Listen and write the comparisons. 1.24 10'

Play track 1.24 and tell students to write the comparisons on the lines. Check by inviting volunteers to read the comparisons aloud.

TRACK 1.24

NARRATOR: LISTEN AND WRITE THE COMPARISONS.
NARRATOR: WHAT'S YOUR FAVOURITE SPORT, BASKETBALL OR GOLF?
BOY: IT'S BASKETBALL! BASKETBALL IS MORE EXCITING THAN GOLF. GOLF IS BORING.
NARRATOR: DO YOU LIKE SURFING?
GIRL: NO, I DON'T. I LIKE PLAYING TENNIS. SURFING IS MORE DANGEROUS THAN TENNIS.
NARRATOR: WHAT'S MORE POPULAR IN YOUR SCHOOL, FOOTBALL OR JUDO?
BOYS: FOOTBALL IS MORE POPULAR THAN JUDO, OF COURSE!

Answer Key: Complete with adjectives from the article.

SHORT ADJECTIVES	LONG ADJECTIVES
big	<u>extreme</u>
great	<u>powerful</u>
high	<u>exciting</u>
strong	<u>dangerous</u>
	<u>careful</u>



Escape artist! (see page 10) 10'

Now play *Escape artist!* with *natural disasters* vocabulary. Have fun!

Assign homework 5'

Additional homework

Students cut out a dramatic picture from a magazine that shows a natural disaster. They bring it to the next lesson.



AB page 26

Warm-up: General knowledge 20'

Write these topics on the board: *Sports, Music, Films, Geography*. Then, divide the class into three teams. Each team gets ten minutes to write one general knowledge question for each topic: *What is the capital of Austria? What sport does David Villa play?*, etc. Students should know the answers to their questions. Next, teams take turns asking the class their questions. The first team to answer each question correctly wins a point. If a team answers incorrectly, another team can answer.

3 Read and underline the correct option. 15'

Material: Students' dramatic natural disaster pictures from the previous *Additional homework*.

Have students compare their natural disaster picture with a friend. Get them to say what the disaster is and where and when it happened. Then, invite a volunteer to read the title of the geography quiz aloud. After that, divide the class into pairs. Students read the questions and underline the correct options.

Answer Key:

1. *New Orleans.*
2. *Indonesia.*
3. *in the spring.*
4. *Katrina.*
5. *Nova Rupta.*
6. *Mexico City.*

Anchor Check the answers on page 33. 5'

Invite students to read the questions aloud. Get other volunteers to read their answers. Then, have the class turn to page 33 and check their answers. Finally, point out that Hurricane Katrina caused the flood in New Orleans in 2005. Mount Nova Rupta is a volcano in Alaska. It erupted in 1912.

Assign homework 5'

In their notebooks, students draw a simple map of a country where a natural disaster happened. They write the name of the place and create a symbol to illustrate the disaster.

Light on grammar 10'

Invite a pair of volunteers to read the examples aloud. Explain that when we use a long adjective to choose one item with special characteristics from a group of similar items, we say *the most + adjective*. We do not add *-est*.

Anchor Unscramble the sentences. 5'

Tell the class to unscramble the sentences and write them on the lines. Check by getting a volunteer to read each sentence aloud.

Answer Key:

The most powerful volcanic eruption in modern times was in Alaska.

The most devastating tsunami of this century killed over 200.000 people.

Pair work 15'

Divide the class into pairs: student A and student B. Student A looks at page 113 and student B looks at page 117. Tell students to look at the table. Explain that hurricanes have different categories according to how powerful they are. Ask them how strong the winds are in Category 5: *more than 249 kilometres per hour*. Explain that winds that fast can totally destroy buildings. After that, tell students to take turns asking questions to complete the information about the hurricanes. When they are finished, students compare information to check. Then, they answer the questions together. Check as a class by getting volunteers to read hurricane information aloud. Finally, elicit answers to the questions.

Assign homework 5'

Additional homework



AB page 27

Students choose a question from the geography quiz. In their notebooks, they write the answer as a sentence. Then, they investigate and write one additional fact about that disaster.

Time to practise!



Making faces (see page 10) 10'

Play *Making faces* with *natural disasters* and *adjectives* vocabulary. Have fun!

1 Read and answer the questions. 10'

Invite a volunteer to read the title of the table aloud. Ask where the earthquakes occurred: *in Pakistan, Sumatra and China*. Explain that the Richter scale measures how powerful earthquakes are. It goes from 0 to 10. Point out that an earthquake that measures 7 is 30 times more powerful than one that measures 6. The most powerful earthquake in history was 9.5 in Chile. Next, have students read the questions individually and write the answers on the lines. When they are finished, encourage them to compare answers with a friend. Check as a class by reading the questions aloud and eliciting the answers.

Answer Key:

1. *Pakistan*.
2. *Sumatra*.
3. *China*.

2 Read about the Fujita Scale. 15'

Invite students to look at the tornado scale and ask them if they have heard of this scale before. Point out that we measure tornadoes according to the damage they cause and the speed of their winds. Tell students to point to this information in the table. Explain that the wind on a normal windy day is only 20km/h. Get students to guess which tornadoes have winds as fast as a car: *F-0, F-1*. Do the same for a racing car: *F-5*. Finally, have the class read the descriptions individually. Help with meaning if necessary.

3 Compare the tornadoes with a friend. 10'

Have the class look at the information about the tornadoes in Kansas, New York and Indiana. Say *The tornado in Kansas was more powerful than the tornado in New York*. Then, get a volunteer to make another sentence about the disasters: *The tornado in Kansas was the most destructive*. Then, divide the class into pairs. They take turns making sentences to compare the tornadoes. When they are finished, get volunteers to say some of the sentences that they made.

Assign homework 5'

Students investigate a recent tornado and write the place, the date and the power of the tornado in their notebooks.

3 Sing a song. 1.25 15'

Write these jobs on the board: *explorer, astronaut, doctor*. Ask students which they would prefer to be. Encourage them to explain their answers. Next, play track 1.25 and ask what the singer's job is: *He's an explorer*. After that, tell students to open their books. Play the CD again and have them follow along in their books. Then, divide the class into two groups. One group sings the first verse. The other group sings the second verse. Both groups sing the chorus together. After that, have groups switch roles and sing the song again.

Assign homework 5'



AB page 28

Additional homework

Invite the class to give examples of nature explorers: *people who investigate sea animals, people who study tornadoes*, etc. Then, students find a magazine cutout of an interesting place to explore and stick it into their notebooks. Next, they draw a picture of themselves as explorers on white paper, cut it out and stick it onto the magazine cutout. Finally, they write a sentence about the place: *I want to explore Antarctica because I like penguins*.

Time to write

1 Read and match. 10'

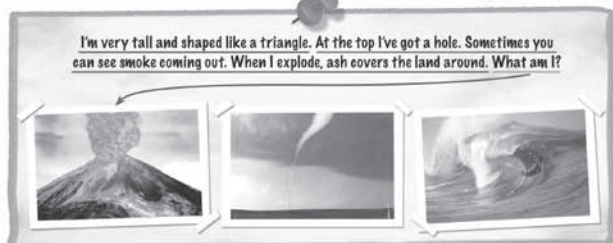
Tell students to look at the photos and say what they show: *a volcano, a tornado, a tsunami*. Then, point out the text and explain that it is a riddle. Ask the class what a riddle is: *a language puzzle to guess what something is*. Next, have them read the text individually and match it to one of the photos. Finally, elicit the answer to the riddle: *volcano*.

Anchor Underline the parts of the text with the corresponding colour. 5'

Have the class look at the table and ask them what part of the text describes the size and shape of a volcano: *I'm very tall and shaped like a triangle*. At the top I've got a hole. Tell them to underline the sentence in red. Do the same for the other two colours.

Answer Key:

1 Read and match.



Bulletin board idea 15'

Materials: Black card, chalk, white paper, felt-tip pens, sticky tape.

Divide students into seven groups and assign each a natural disaster. Make sure that they do not tell other groups which natural disaster they have. Hand out the black card and the chalk. Students cut the card into an interesting shape and write a riddle about their natural disaster on it. Next, hand out the rest of the materials. Students trace the shape of the black card onto the white paper. Then, they draw their natural disaster in the shape. After that, they put the black paper onto the shape and tape it at the top so that only the riddle is visible. Finally, display the riddles and encourage students to guess which disasters they are. They can lift the black card to check their answers.

Assign homework 5'



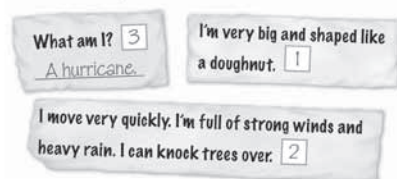
AB page 29

Anchor Number the parts of the riddle and answer it. 5'

Point out the order of information in the riddle: *size and shape, other characteristics, the question*. Then, have students read the texts and number the parts of this riddle. Check by getting a volunteer to read the riddle aloud. Finally, elicit the answer: *a hurricane*.

Answer Key:

Anchor Number the parts of the riddle and answer it.



2 Write a riddle about one of these. 10'

Have students read the texts. Elicit the type of natural disaster: *volcanoes*. Then, tell students to choose one of the texts and write a riddle. Remind them to start their riddle with *I*. When they are finished, invite volunteers to read their riddles aloud for the class to guess.

Answer Key:

Student's own answers.

The lighthouse keepers' story



Before you read 15'

Discuss what to do if one of these disasters happens.

Divide the class into three groups and assign each group one of the natural disasters. Have them discuss what people should do to stay safe in that disaster. Then, invite volunteers from each group to tell the class what to do.



1 Listen to the first part of the story. 1.26 15'

Invite a volunteer to read the title and the question aloud. Encourage them to answer the question and say anything they remember about tsunamis. Point out that this story really happened and ask the class what they think the true story is about. Accept all answers. Then, write these questions on the board:

What country is Tilly Smith from?

Where did her family go on holiday?

How did she learn about tsunamis?

How high can tsunami waves be?

After that, get students to close their books. Play track 1.26 and tell them to listen for the answers to the questions. Then, get volunteers to write the answers on the board. Play the CD again to check the answers. Finally, have students look at Tilly's project and say what is happening in each of the pictures.

Now read the story in pairs. 10'

Divide the class into pairs. Students take turns reading the texts. Then, invite volunteers to read Tilly's project aloud to the class.

Assign homework 5'



AB page 30

Additional homework

Students investigate one other fact about tsunamis and write it in their notebooks:

Tsunami means "harbour wave" in Japanese.

Tsunamis can travel very far across the ocean.

2 Listen to the second part of the story. 1.27 10'

Ask students the name of the girl in the first part of the story: *Tilly Smith*. Get them to say what her project was about: *tsunamis*. Elicit everything students remember about tsunamis and invite them to read their homework facts aloud. Then, play track 1.27 and have them listen and follow along in their books. After that, get volunteers to describe what happened in their own words.

Now read the story in pairs. 10'

Divide the class into pairs. Students take turns reading the story aloud. When they are finished, invite some volunteers to read the summary of events aloud.



After you read 5' Draw an award for Tilly.

Tell the class that Tilly's school wants to give her an award. Have students draw the award in the box. When they are finished, encourage them to compare pictures with a friend.

Answer Key:

Student's own drawings.

Write a note for Tilly. 5'

Tell students to imagine that they can write a note to Tilly. Invite them to suggest things to say: *Well done, Tilly*, etc. Then, tell them to write their own note to Tilly. When they are finished, invite some volunteers to read their note aloud.

Answer Key:

Student's own answers.



Value: Learning how to stay safe

Make a safety wind chime. 15'

Materials: One photocopy of craft template 3a and 3b (see the Values Section on the Teacher's Resource CD-ROM) per student, coloured pencils, scissors, glue, five jar lids per student, wool, one metal clothes hanger per student.

Hand out the templates and invite the class to guess what the emergency situations are in template 3b: *electrical storm, earthquake, fire, flood, hurricane*. Then, get them to guess what the rules in template 3a are: *Don't stand under a tree. Don't use the lift. Don't drive through a flood. Crawl under the smoke. Listen to the authorities*. Next, divide the class into pairs and tell them to match the rules to the emergency situations. Check as a class by saying a rule to elicit the type of situation. After that, students colour and cut out the circles. Hand out the jar lids and have students stick the disaster symbols on the backs of the lids. On the opposite side of each lid, they stick a piece of wool and the corresponding scene. When they finish, they tie the other end of each piece of wool to the clothes hanger. The lids should be close enough to hit each other. Encourage students to display their wind chimes at home and follow the rules to stay safe.

Assign homework 5'



AB page 31



Warm-up: Let's talk about Mexico 10'

Materials: A map of the world, photos of ancient Aztec / Mayan monuments like Chichén-Itzá, the Mexican flag, Mexico City.

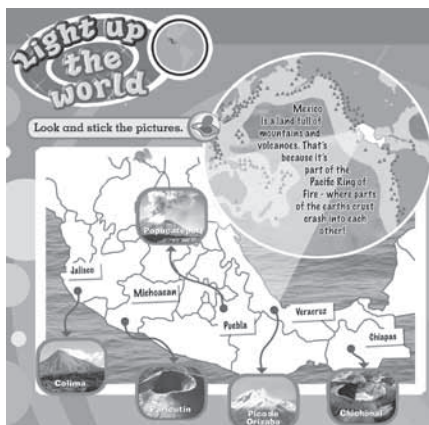
Display the map and invite a volunteer to point to Mexico. Encourage students to say anything they know about Mexico: *They speak Spanish*, etc. Then, pass around the photos of the monuments. Explain that before the Spanish arrived in Mexico, there were many native American peoples living there, like the

Aztecs and the Mayans. These civilizations were famous for their impressive pyramids and also their practice of human sacrifice! Pass around the photo of the Mexican flag and point out the symbol in the centre. Explain that this is based on the Aztec legend of the discovery of an important city. The legend goes that the Aztec gods told the people to build the city at the place where they saw an eagle, sitting on a cactus, eating a snake. This city was called Tenochtitlán, and is now known as Mexico City.

Look and stick the pictures. 10'

Invite a volunteer to read the text in the circle aloud. Then, get students to look at the map in the circle and tell them to point to the Pacific Ocean. Point out that the red triangles show volcanoes. Explain that the land at the surface of the Earth is called the crust. There are different pieces that hit each other with lots of force. This causes volcanoes to form. After that, point out to the class the map of Mexico and the table about volcanoes. Have them point to the state of Jalisco on the map and find the name of the volcano in the table: *Colima*. Then, tell students to use the stickers for *Light up the world* on page 32. Get students to put the pictures in the spaces according to the information in the table. Check by saying the names of the volcanoes and inviting volunteers to give the name of the state where each is found.

Answer Key:



Listen and complete the table. 1.28 15'

Ask the class what information is missing from the table: *The elevation of the volcanoes, the date of their last eruption*. Then, play track 1.28. Students listen and complete the numbers. Play the CD again for students

to check. After that, check as a class by getting volunteers to write the information for each volcano on the board. Finally, invite volunteers to read the numbers aloud.

TRACK 1.28

NARRATOR: LISTEN AND COMPLETE THE TABLE.

MAN: MEXICO'S GOT SOME AMAZING VOLCANOES. THEY'RE PART OF THE PACIFIC RING OF FIRE. HERE ARE THE NAMES OF FIVE OF THE MOST IMPORTANT VOLCANOES IN MEXICO AND SOME INCREDIBLE FACTS ABOUT THEM!

WOMAN: FIRST, LET'S LOOK AT COLIMA. IT'S IN THE STATE OF JALISCO. ITS ELEVATION IS 3,850 METRES – THAT'S ALMOST FOUR KILOMETRES ABOVE SEA LEVEL! IT LAST ERUPTED IN 2005. THEN, THERE'S CHICHONAL IN CHIAPAS. IT STANDS AT 2,224 METRES HIGH AND IT HAD A MAJOR ERUPTION IN 1982.

MAN: THE NEXT VOLCANO IS PARICUTIN IN MICHOACAN. THIS VOLCANO IS REALLY UNIQUE. IT ERUPTED FOR NINE YEARS, FROM 1943 TO 1952. IT STARTED OUT AS FLAT LAND, BUT NOW IT'S 2,774 METRES ABOVE SEA LEVEL!

WOMAN: UNBELIEVABLE!

MAN: ANOTHER FAMOUS VOLCANO IN MEXICO IS PICO DE ORIZABA IN THE STATE OF VERACRUZ. IT'S THE HIGHEST OF THESE VOLCANOES. ITS ELEVATION IS 5,675 METRES! IT ERUPTED IN 1846. BUT THAT'S NOT VERY LONG AGO WHEN YOU THINK OF HOW OLD THESE VOLCANOES ARE!

WOMAN: AND LAST BUT NOT LEAST, POPOCATEPETL IN THE STATE OF PUEBLA IS 5,426 METRES HIGH. YOU CAN SEE IT FROM MORE THAN 70 KILOMETRES AWAY!

MAN: AND HOW LONG AGO DID IT ERUPT?

WOMAN: IT ERUPTED IN 2000.

MAN: WOW!

Answer key:

Volcano	Elevation	Last eruption	Location
Colima	3,850 m	2005	Jalisco
Chichónal	2,224 m	1982	Chiapas
Parícutin	2,774 m	1943-1952	Michoacán
Pico de Orizaba	5,675 m	1846	Veracruz
Popocatepetl	5,426 m	2000	Puebla

AB page 32 15'

Check what you know!

Invite volunteers to draw symbols for the seven *natural disasters* words on the board. Then, get other volunteers to label them. Next, tell groups to look back at the information about natural disasters in the unit and write four sentences comparing natural disasters, two with *more* and two with *most*. Finally, ask the class to complete the faces according to how they feel about what they know.

Read the story and number the pictures. 10'

Have the class look at the volcano. Explain that it is Paricutin in the Mexican state of Michoacan. Next, get them to look at the table on page 32 and say when Paricutin last erupted: 1943–1952. Next, invite students to say what they see in the pictures. Then, tell them to read the texts individually and number the pictures. Check by saying a number and getting volunteers to describe the appropriate picture. After that, ask the class what was unusual about Paricutin: *It was a completely new volcano.* Invite volunteers to tell the story in their own words. Explain that Paricutin used to be the name of the town that the volcano destroyed. It also destroyed San Juan Parangaricutiro when it erupted. It is a special type of volcano that only erupts once. It will never erupt again. Three people died because of it but not because of the volcanic eruption – it caused an electrical storm and they were hit by lightning.

Answer Key:

Read the story and number the pictures.

1 A long time ago in Michoacan, Mexico, a poor farmer was preparing his land to plant corn.

2 Suddenly, a crack opened in the earth and lots of smoke came out of it. There was thunder that came from the ground. Fine grey dust poured out of the hole in the ground and the air smelled like rotten eggs.

3 The farmer was terrified. He ran away. All of this happened on 20th February, 1943. The farmer's name was Dionisio Pulido.

4 In just one day, the flat cornfield became a small volcano. Rocks and lava flew high into the air and buried the nearby communities. The new volcano, called Paricutin, continued erupting for nine years. When the eruptions finally stopped in 1952, Paricutin was almost 424 metres above Dionisio's cornfield!

1 2 3 4



Dance it! (see page 10) 15'

Now play *Dance it!* with the story about Paricutin. Have fun!

Assign homework 5'

Additional homework



AB page 33

My project



Make a weather vane.

Materials: Two pieces of card, a straw, a pin, a pencil, a paper plate.

Invite students to look at *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder

It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 95 and the *Time to check* section on page 32 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.

4

Let's have a party!



Objectives:

- learn words for party accessories and related activities
- practise expressions with *everything*, *everybody* and *everywhere*
- ask for and offer help with *will*



Light on new words

Party accessories

cup	/kʌp/	_____
decoration	/de-kə'rei-fən/	_____
fork	/fɔ:k/	_____
invitation	/in-vi'tei-fən/	_____
knife	/naɪf/	_____
napkin	/næp-kɪn/	_____
plate	/pleɪt/	_____
snack	/snæk/	_____
spoon	/spu:n/	_____

Party arrangements

bake the cake	/beɪk ðə keɪk/	_____
blow up the balloons	/bləʊ ʌp ðə bə'lu:nz/	_____
choose the music	/tʃu:z ðə 'mju:zɪk/	_____
get the games ready	/get ðə geɪmz 're-di/	_____
pour the drinks	/pɔ: ðə drɪŋks/	_____
prepare the snacks	/prə'peə ðə snæks/	_____
put up the decorations	/pʊt ʌp ðə de-kə'rei-fənz/	_____
send the invitations	/send ðə in-vi'tei-fənz/	_____



Light on grammar

Will

We use *will* to talk about spontaneous requests and offers. We use *will* with the infinitive form of the verb without *to*. We make the contraction form with the pronoun + *'ll*. To form *Yes / No* questions, we use the structure *Will* + subject + verb. In this unit, we use *will* to ask for and offer help with party arrangements.

In this context, we use the short answer *Yes, I will* to answer affirmatively. If you cannot answer affirmatively, it is considered impolite to give the negative answer *No, I won't*. It is more polite to say *No, I won't be able to*. We can use *won't* when we describe other people's actions.



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise expressions with *everything*, *everybody* and *everywhere*.

- Have we got everything?
Yes, everything's ready!
- Where is everybody?
Don't worry. It's still early.
- I can't find any napkins. I looked everywhere!
Look in the bags.



The lighthouse keepers' story What a day!



Teaching tip

Students at all ages like to feel their teacher cares about them. There are many ways to do this:

- Learn students' names as quickly as possible in the school year. Try to remember their likes and dislikes, as well.
- Show concern if a student is obviously upset.
- Try not to sit behind your desk a lot. This puts both physical and social distance between you and your class.
- When talking to individual students, crouch down so that your face is at the same level as theirs.
- Make eye contact with individual students as you teach and smile as much as you can.
- Record yourself teaching and listen to your voice, or invite another teacher to observe one of your lessons. Do you put enough expression into what you say? Do you speak at an appropriate speed and volume? Do you call on the same students a lot?

Most of all, remember that you transmit your beliefs and attitudes in everything you do and say in the classroom. Examine these and you will become a more effective teacher.

Value: Including others

Including others means doing activities and encouraging everyone to participate.



Make an activity tin.



Basic competences

In this unit, students will develop:

- *Interpersonal and civic competence* by creating an activity within as a reminder to be empathetic and ensure positive relationships with other students in the classroom (TB p. 49).
- *Mathematical competence* by playing a game called the Birthday Lottery to revise saying the date using the birthday of different class members (SB p. 34)
- *Linguistic competence* by identifying and learning the names of verbs + different objects needed in order to plan a party as well as functional language usually used in a party preparation situation (SB p. 35).
- *Competence in Processing digital information in the classroom* by reading an internet chatroom text and interpreting what the abbreviations mean (SB p. 36).
- *Interpersonal and civic competence* by learning how to make polite requests and giving polite answers using the structure *Will you...?* (SB p. 37).
- *Autonomy and personal initiative* by drawing a scene and writing a caption that depicts a situation in which they feel it is important to ask for help / offer help to others (SB p. 38).
- *Competence in Knowledge and interaction with the physical world* by reading and writing a model invitation sent over the internet (SB p. 39).
- *Linguistic competence* by listening and reading a story aloud in pairs afterwards (SB p. 40).
- *Linguistic competence* by listening and reading a story and then finding specific vocabulary words in the text to test comprehension (SB p. 41).
- *Cultural and artistic competence* by reading facts about Ireland and listening to an Irish folk tale while ordering the events (SB p. 42).
- *Competence in Learning to learn* by reviewing key unit concepts, as well as asking the teacher questions to clear up doubts and completing review activities in the *Time to check* and *My spelling practice* sections (SB p. 43).

4

Let's have a party!

Warm-up: Birthday lottery 20'

Materials: Twelve equal-sized pieces of card per group.
Divide the class into groups of six and hand out the materials. Students each take two pieces of card. On one piece, they write their name: *Alicia*. On the other piece, they write their birthday: *6th October*. Then, they put the pieces face down and mix them together. Students take turns choosing two pieces of paper to flip over. If a student chooses both of another student's cards, he / she wins a point. The student with the most points at the end wins. When they are finished, they can shuffle the cards and play again.

1 Read and follow the lines. 10'

Tell students to look at the picture and say what is going to happen: *There is going to be a birthday party*. Then, have them read the words on the balloons and follow the lines to the pictures to discover what each word means. Check by saying the names aloud and getting students to point to the objects.

Answer Key:

Read and follow the lines.



Listen and repeat. 1.29

Listen and repeat. 1.29 10'

Play track 1.29 several times and invite students to repeat the words. Then, mime the items for the class to guess.

TRACK 1.29

NARRATOR: LISTEN AND REPEAT.
NARRATOR: INVITATION.
PLATE.
SNACKS.
KNIFE.
CUP.
NAPKIN.
DECORATIONS.
FORK.
SPOON.

Assign homework 5' AB page 34 ex. 1

Additional homework

Students tape five party accessories to a sheet of card. They label the accessories and decorate the poster with felt-tip pens and glitter.

Light on real language 20'

Write *everybody*, *everything* and *everywhere* on one side of the board. Then, write *all places*, *all people* and *all things* on the other side of the board. Next, invite a volunteer to match the words and their meanings. Encourage the class to help. After that, get students to look at the expressions in the book. Explain that in this unit, we use these expressions to talk about party arrangements. Invite pairs of volunteers to read the dialogues aloud. Then, divide the class into pairs and have them imagine a context for each expression and illustrate it. Then, they get another pair to look at the pictures and guess the expressions.

Assign homework 5' AB page 34 ex. 2

Additional homework

In their notebooks, students write a dialogue from *Light on real language* with the words scrambled.

2 Listen and complete the list. 1.30 15'

Material: Students' scrambled dialogues from the previous *Additional homework*.

Divide the class into pairs and have them unscramble the dialogues they did for homework. Then, play track 1.30 and ask students what the boy and the girl are talking about: a party. Next, get them to open their books and refer them to the *To do* list. Explain that people make *To do* lists to help them to remember the activities they have to do. Ask students whether or not they make *To do* lists and when. Then, play the CD again for students to complete the list using the words and phrases in the table. Play the CD once more for them to check. Finally, check as a class by getting volunteers to read the *To do* list items aloud.

TRACK 1.30

NARRATOR: LISTEN AND COMPLETE THE LIST.
 GIRL: IS EVERYTHING READY, ERIC?
 BOY: YES, I THINK SO. I PREPARED THE SNACKS AND I
 POURED THE DRINKS.
 GIRL: GOOD.
 BOY: AND I BAKED THE CAKE.
 GIRL: GREAT. DID YOU CHOOSE THE MUSIC?
 BOY: YES, DONE.
 GIRL: WHAT ABOUT THE DECORATIONS?
 DID YOU PUT THEM UP?
 BOY: NO, NOT YET. BUT I BLEW UP THE BALLOONS
 AND I GOT THE GAMES READY.
 GIRL: FANTASTIC. JUST ONE MORE THING...
 DID YOU SEND THE INVITATIONS?
 BOY: OH, NO! I FORGOT!

Listen again and mark (✓ or X). 1.30 5'

Play track 1.30 again and tell students to mark the party arrangements that are finished with a ✓. They should mark the things that are not ready with a X. Check by reading the items aloud and having students say *Done* or *Not done*. Finally, ask the class whether they think the party will be a success: *No, because Eric forgot to send the invitations. Nobody knows about the party!*

Answer Key:

To do		
prepare	the snacks	✓
pour	the drinks	✓
bake	the cake	✓
choose	the music	✓
put up	the decorations	X
blow up	the balloons	✓
get	the games ready	✓
send	the invitations	X

Listen and repeat. 1.31 10'

Play track 1.31. Students listen and repeat. Then, say a word from one of the expressions: *music*. Students say the complete expression: *choose the music*.

Continue with the rest of the actions in the same way. After that, divide the class into pairs and have students do the same with a friend.

TRACK 1.31

NARRATOR: LISTEN AND REPEAT.
 NARRATOR: PREPARE THE SNACKS.
 POUR THE DRINKS.
 BAKE THE CAKE.
 CHOOSE THE MUSIC.
 PUT UP THE DECORATIONS.
 BLOW UP THE BALLOONS.
 GET THE GAMES READY.
 SEND THE INVITATIONS.

Light on real language

Complete the dialogues. 5'

Remind students about the expressions from the previous lesson. Then, tell them to complete the dialogues. Check by getting volunteers to read the completed dialogues aloud.

Answer Key:

- everybody
- everything
- everywhere

Now make up similar dialogues with a friend. 10'

Point out that there are some differences between the dialogues on page 34 and the dialogues on page 35. Elicit an example: *Don't worry. It's still early. / Don't worry. It's only 4 o'clock*. Invite the class to give the other differences and explain that we can change the expressions according to the situation. Ask them to suggest a change: *Where are the cups? I've looked everywhere! – Don't worry. They're on the table*. After that, divide the class into pairs. Have them make up more dialogues with their friend. Finally, invite some pairs to read their dialogues aloud.



Dance it! (see page 10) 5'

Now play *Dance it!* with the expressions from *Light on real language*. Have fun!

Assign homework 5'

Additional homework

Pictionary pages 100 and 101. Students identify the pictures and write the corresponding words or phrases. Then, they write a sentence for each. Finally, they listen to the words and phrases in this unit's section of the CD in class.



AB page 35

I'll prepare the snacks!

1 Read and match. 20'

Tell students to look at the text and describe what they see: *an online chat*. Ask the class what they know about chatting online: *People have different names. They use abbreviations, etc.* Elicit different abbreviations and get students to write them on the board: *2 - to, U - you*, etc. Then, point out the text and ask how many people are in the chat: *three*. After that, get three volunteers to read the text aloud. Next, point out Kelly's display picture on the right. Ask what she offers to do: *Buy the drinks*. Have them draw a line from the display picture to the appropriate party arrangement. Then, tell the class to work individually to match the rest of the children with the arrangements. Check by inviting volunteers to read the names of the people aloud and say what they will do. Finally, divide the class into groups of three and tell them to read the conversation aloud. When they are finished, they switch roles and read the conversation again.

Answer Key:

Read and match.

Chat Conversation:

To: JILLB <jillb@coolmail.com>

KELLY SAYS: Hi, there! I'm having a party on Saturday. Do U want 2 come?

JILLB SAYS: Yes! I'll prepare the snacks.

KELLY SAYS: OK, and I'll buy the drinks.

MARVBOY has been added to the conversation.

MARVBOY SAYS: Can I come, ?? I'll put up the decorations.

KELLY SAYS: Sure! U R tall, U can do it!

MARVBOY SAYS: I'll bring Brian.

KELLY SAYS: Who's Brian?

MARVBOY SAYS: He's my friend, a musician. We'll choose the music.

JILLB SAYS: Great!

KELLY SAYS: And who will blow up the balloons?

MARVBOY SAYS: We all will! C U!

Party Tasks:

- prepare the snacks
- buy the drinks
- put up the decorations
- bring a friend
- choose the music
- blow up the balloons

Participants: Kelly, Jill, Marvin, Brian

2 Listen and chant. 1.32 10'

Invite the class to look at the picture and say what they see: *party balloons*. Then, play track 1.32 and have students listen and follow along in their books. Elicit the things the people offer to do: *Put up the decorations, send the invitations, blow up some balloons, tidy up the room, help with everything*. Next, divide the class into four groups. Play the CD again. Groups chant alternate lines. The whole class chants the last four lines together. When they are finished, groups switch lines and do the chant again.

Assign homework 5'

In their notebooks, students write an online chat with a friend. They should invite their friend to a party and talk about four party arrangements.

Light on grammar 15'

Have some volunteers read the examples aloud. Then, explain that we use *will* when we offer to do something. Ask what the people in the examples offer to do: *prepare the snacks, blow up the balloons*. Point out the contractions: *I will - I'll* and *We will - We'll*. Get volunteers to give contractions for *she, they* and *you*: *she'll, they'll, you'll*. Explain that we can ask *Who + will* + the verb infinitive without *to* to request help. Say *Who will...* and encourage the class to add an action: *choose the music?* Repeat with other verbs.

Talk about planning a party with a friend. 10'

Get students to identify the party items in the pictures. Then, say *Hi. I'm having a party on (Saturday). Who will help?* Invite the class to respond according to the pictures: *I'll blow up the balloons*. Then, divide the class into pairs and have them make party arrangements with their friend using the pictures as a guide.



Catch me if you can (see page 10) 15'

Now play *Catch me if you can*. Make sentences about party arrangements. Have fun!

Assign homework 5'

Additional homework

In their notebooks, students write one of the party arrangements and illustrate it with magazine cutouts.



AB page 36



3 Follow and circle the answers. 15'

Invite the class to look at the picture and describe what is happening: *A boy is asking his friends for help with tidying up after a party.* Get students to say whether they like helping after a party. Then, have them follow the lines from the activities to the people and discover what each person will help with. After that, tell them to read the questions and circle the correct answer. Have them compare answers with a friend to check. Check as a class by reading the questions aloud to elicit the answers.

Answer Key:

Follow and circle the answers.

Who will help?

Nathan Jo Mark Rob and Pam Sue

VACUUM THE CARPET TAKE OUT THE RUBBISH MOP THE FLOOR PUT AWAY THE DECORATIONS DO THE WASHING-UP

Mark, will you mop the floor? Yes, I will. No, I won't be able to.

Jo, will you put away the decorations? Yes, I will. No, I won't be able to.

Rob and Pam, will you take out the rubbish? Yes, we will. No, we won't be able to.

Sue, will you do the washing-up? Yes, I will. No, I won't be able to.

Nathan, will you vacuum the carpet? Yes, I will. No, I won't be able to.

Assign homework 5'

Additional homework

AB page 37 ex. 1

In their notebooks, students copy three questions from Activity 3 and illustrate the party arrangements with magazine cutouts.

Light on grammar 10'

Invite a volunteer to read the first question and answer aloud. Explain that to make a request using *will*, we use the structure: *will + you + the verb infinitive*. To respond affirmatively, we say *Yes, I will*. Have another volunteer read the second question and answer aloud. Explain that a short answer *No, I won't* is impolite in this context. It is better to say *No, I won't be able to*.

Listen and number the questions. 1.33 10'

Tell students to read the questions individually.

Then, play track 1.33. Students listen and number the questions in the order that they hear them. Check by saying a number and getting a volunteer to read the question aloud.

Answer Key:

1. Will you choose the music?
2. Will you put up the decorations?
3. Will you pour the drinks?
4. Will you buy the drinks?
5. Will you send the invitations?
6. Will you do the washing-up?



TRACK 1.33

NARRATOR: LISTEN AND NUMBER THE QUESTIONS.

NARRATOR: NUMBER ONE.

BOY1: HEY MARK, WILL YOU CHOOSE THE MUSIC?

BOY2: SURE!

NARRATOR: NUMBER TWO.

GIRL1: WILL YOU PUT UP THE DECORATIONS?

BOY1: NO PROBLEM.

NARRATOR: NUMBER THREE.

WOMAN: WILL YOU POUR THE DRINKS?

MAN: OF COURSE, DARLING.

NARRATOR: NUMBER FOUR.

BOY1: WILL YOU BUY THE DRINKS?

GIRL: SURE, I'LL GET SOME LEMONADE?

NARRATOR: NUMBER FIVE.

GIRL1: WILL YOU SEND THE INVITATIONS, MARY?

GIRL2: NO, I WON'T BE ABLE TO. I'M ILL.

NARRATOR: NUMBER SIX.

BOY: WILL YOU DO THE WASHING-UP?

GIRL1: NO, BUT I'LL TAKE OUT THE RUBBISH.

Pair work 10'

Divide the class into pairs: student A and student B. Student A looks at page 113 and student B looks at page 118. Explain that there are six arrangements and each student should do three. Then, tell students to ask each other about the arrangements to decide who will do each. Next, they write *Me* next to the arrangements that they will do. They write their friend's name next to the arrangements that he / she will do. Finally, ask some students to say what they and their friend will do.

Assign homework 5'

Additional homework

AB page 37 ex. 2

In their notebooks, students stick magazine cutouts of two famous people. Then, they draw a speech bubble for one of the people and write a request for help at a party: *Will you do the washing-up?* The other person replies *Yes, I will* or *No, I won't be able to*.

Time to practise!

Warm-up: Ask, ask, ask! 20'

Material: Two soft balls.

Elicit party arrangements and write them on the board. Then, divide the class into two groups and give each group a ball. One student requests help with a party arrangement and tosses the ball to another student: *Will you prepare the snacks?* The second student should ask a relevant question: *Do you like crisps?* Then, he / she tosses the ball to a third student. The third student should request help with a different party arrangement: *Will you put up the decorations?* Students only ask questions. If they answer a question, they are out of the game. Students continue taking turns until only one is left. The last student in each group is the winner.

Assign homework 5'

In their notebooks, students list three friends or family members and write offers to help them: *I'll help my mum do the washing-up. I'll help my brother with his homework. I'll help my friend learn to swim*, etc. Encourage them to follow through with the actions that they have written.

2 Sing a song. 1.34 15'

Ask the class who tidies up in their house when they have a party. Then, play track 1.34 and have students follow along in their books. Get them to say what the singer's problem is: *She needs help to tidy up after a party and all her friends have gone home*. Next, divide the class into two groups. Play the CD again. One group sings the first verse and the other group sings the second verse. Both groups sing the chorus. After that, have groups switch roles.

1 Stick the captions. 10'

Have students look at the pictures and say what is happening in each one. Then, divide the class into pairs and tell students to use the stickers for Activity 1 on page 38. Students put down the appropriate captions to complete each scene. When they are finished, check by saying the numbers of the pictures for volunteers to read the captions aloud.

Answer Key:

Stick the captions.



Draw a scene and write a caption. 15'

Elicit other situations to offer or request help: *Helping to pick up toys, helping someone with homework, helping to find a present for someone*, etc. Then, have students draw a scene that shows a person offering or requesting help. When they are finished, get them to write a caption for the scene. Finally, encourage them to compare their scene and caption with a friend.

Answer Key:

Student's own drawing and answers.

Time to write

1 Complete the invitation. 10'

Tell the class to look at the text quickly and say what it is: *an e-mail*. Ask students why people write e-mails. Point out that this e-mail is an invitation to a party. Then, refer them to the items in the box and ask which item goes in the first space: *lucygreen@altopmail.com*. After that, tell students to complete the rest of the spaces individually. Check by getting volunteers to read the invitation aloud.

Answer Key:

Complete the invitation.

See you on Friday Hi Lucy lucygreen@altopmail.com 17 Blackbird Lane
on Friday Will you bring ends at 10 o'clock My birthday

New Message

To: lucygreen@altopmail.com

From: jenny3@boogle.com

Subject: My birthday

Hi Lucy,

It's my birthday on Friday and I'm having a party. Please come!

It's at my house, 17 Blackbird Lane. It starts at 7 o'clock and ends at 10 o'clock.

You can bring a friend! See you on Friday!

Jenny

P.S. Will you bring your new Scissor Sisters CD, please?

2 Write an invitation with this information. 15'

Have students look at the information in the table and ask what kind of party it is for: *a Halloween party*. Tell students to write the invitation using the information in the table. Explain that they should use the e-mail in Activity 1 as a guide. When they are finished, get them to compare invitations with a friend. Finally, check by asking some volunteers to read their invitations aloud.

Answer Key:

Write an invitation with this information. Model answer

To	ben@coolmail.com	When	31 st October
From	jofield@coolmail.com	Starts	7.30
Subject	Halloween party	Ends	10.30
Where	Jo's house, 212 Ocean Way	P.S.	Wear a costume!

New Message

To: ben@coolmail.com

From: jofield@coolmail.com

Subject: Halloween Party

Hi Ben,

I'm having a Halloween party on 31st October. Please come! It's at my house, 212 Ocean Way. It starts at 7.30 and ends at 10.30. See you then!

Jo

P.S. Wear a costume!

Bulletin board idea 20'

Materials: Students' photos, one sheet of poster paper per group, felt-tip pens, glitter.

Note: Before this lesson, ask students to bring in a photo of a party at their house. Divide the class into groups of four. They show their party photos to the other students in their group and say what the party was for. Then, hand out the materials. Get groups to divide the paper into four sections. They draw an outline for one photo in each section and write three sentences to describe it: *This is (Juana)'s (birthday) party. She had a delicious cake. You can see her mum and her two sisters.* Make sure they do not stick the photo in the space yet. Then, they can decorate their poster with felt-tip pens and glitter. After that, they display their poster paper on the bulletin board. When all the groups are finished, get them to exchange photos with another group. Students read the descriptions and point to where each photo should go. Groups say whether they are correct and stick the photos in the appropriate spaces. Finally, encourage students to look at the photos for the rest of the class.

Assign homework 5'



AB page 39

The lighthouse keepers' story



Before you read 10'

Discuss the questions in groups.

Ask two volunteers the questions.

Then, divide the class into groups of six. Students discuss the questions. When they are finished, invite volunteers to share their group's views with the class. Finally, tell the class how you like to spend your birthday.



1 Listen to the first part of the story. 1.35 15'

Invite a volunteer to read the title of the story aloud. Have the class look at the picture and ask them if they think the boy is having a good or a bad day. Then, tell students to close their books and write these questions on the board:

What's the boy's name?

What day is it?

What did he look for when he got up?

How did his parents celebrate his birthday?

What did his friends do?

Next, play track 1.35 and have students listen for the answers. Get volunteers to write the answers on the board. After that, play the CD again for students to follow along in their books. Then, check the answers on the board. Finally, encourage them to say how Ben felt and why.

Now read the story in pairs. 15'

Read the first paragraph of the story aloud with lots of expression in your voice. Then, divide the class into pairs and have them take turns reading the story aloud. Encourage them to be as expressive as possible. When they are finished, get some volunteers to read the story aloud and act it out for the class.

Assign homework 5'



AB page 40

Additional homework

In their notebooks, students write a short paragraph about what happened on their last birthday.

2 Listen to the second part of the story. 1.36 10'

Invite students to say what happened to Ben in the first part of the story and what they think will happen next. Then, play track 1.36 and ask them whether their predictions were correct. Next, play the CD again for them to listen and follow along in their books. Ask how Ben felt at the end of the story: *happy*. Get them to say why: *Because his friends and family remembered his birthday*. Ask the class whether they like surprise parties.

Now read the story in pairs. 10'

Divide the class into pairs. One student reads the story and the other student reads what the people in the story say. When they are finished, have them switch roles and read the story again.



After you read 10'

Find words in the story with a similar meaning.

Explain that in English, we can often say the same thing using different words. Then, ask a volunteer to read the first phrase aloud and have students find the appropriate word in the text: *bed*. Tell students to write it in the space. Then, have them find the rest of the words in the story. After that, invite volunteers to read the definitions and the words aloud. Finally, point out that students can use similar descriptions when they can't remember a word in English. Give an example to elicit the word from the class: *You can use it to eat soup. A spoon*.

Answer Key:

Now read the story in pairs.



After you read

Find words in the story with a similar meaning.

a place to sleep	<u>bed</u>
the first meal of the day	<u>breakfast</u>
silent	<u>quiet</u>
to speak very loudly	<u>shout</u>
things you get on your birthday	<u>presents</u>



Value: Including others

Make an activity tin. 15'

Materials: One photocopy of craft template 4a and 4b (see the Values Section on the Teacher's Resource CD-ROM) per student, coloured pencils, scissors, glue, a tin, sticky tape. Tell students to close their eyes and imagine this situation: *Your best friend is having a birthday party next week. He / She gave invitations to lots of children, but not to you*. Now, have students open their eyes and ask them how they feel about the party. Explain that it can hurt when people do not include us in fun activities. It is OK to have special friends but we should remember to value other people, too, and include them in our activities when we can. Next, hand out the templates and ask students what activity the children are doing: *They're playing football*. Point out the children who is sitting and invite volunteers to say how he might feel: *sad, angry, shy*, etc. After that, hand out the rest of the materials and tell students to colour and cut out the scenes and the children. Tell them to stick the scenes together and glue them to the tin. Then, they glue the children into the scenes. When they finish, encourage students to show their tins to each other. Finally, get students to say different situations in which they can include others: *playing at break, visiting a family member*, etc.

Assign homework 5'



AB page 41

Warm-up: Let's talk about Ireland

10'

Materials: A map of the world, photos of an Irish countryside, people doing Irish stepdancing, people kissing the Blarney stone.

Display the map and ask a volunteer to point to Ireland. Invite students to say anything they know about Ireland. Then, pass around the photo of the Irish countryside. Explain that it rains a lot in Ireland and that everything is very green. That's why Ireland is called the Emerald Isle. Next, pass around the photo of Irish stepdancing

and tell the class that there are many traditional dances in Irish culture. Finally, pass around the photo of the Blarney stone and explain that one Irish tradition is to kiss the Blarney stone. It is a rock in Blarney Castle, near Cork, Ireland. Many people believe that the rock has magical powers. They hang upside-down from the top of the castle to kiss it. Their friends hold their feet to prevent them from falling. According to tradition, if you kiss the Blarney stone, you win the ability to persuade people with your speech.

Read and colour the flag.

10'

Tell students to read the text quickly and find out what the capital of Ireland is: *Dublin*. Invite a volunteer to point to Dublin on the map. Then, have them read the text again and colour the flag. When they are finished, have them compare flags with a friend. Then, ask what the stripes of the flag represent: *the green stripe – the original inhabitants, the orange stripe – the English and Scottish people who came to live in Ireland, the white stripe – peace between the two groups.*

Answer Key:

Students colour the flag green, white and orange.

Listen and number.

1.37

10'

Have students look at the pictures and ask them what kind of people they can see: *giants*. Then, tell them to look in the texts for the names of the giants: *Finn McCool*, *Benandonner*. Next, play track 1.37. Students listen and number the extracts in the order that they hear them. Check by saying a number and getting a volunteer to read the corresponding part of the story aloud.

TRACK 1.37

NARRATOR: LISTEN AND NUMBER.

NARRATOR: NUMBER ONE. FINN MCCOUL WAS A GIANT. HE LIVED IN THE NORTH OF IRELAND.

NUMBER TWO. BENANDONNER WAS THE BIGGEST GIANT IN THE WORLD. HE LIVED IN A DIFFERENT COUNTRY. HE WANTED TO FIGHT FINN SO HE WENT TO IRELAND.

NUMBER THREE. WHEN BENANDONNER ARRIVED IN IRELAND, FINN'S WIFE SAW HIM. SHE WAS VERY FRIGHTENED BECAUSE HE WAS SO BIG. NUMBER FOUR. SHE RAN HOME, DRESSED FINN IN BABY CLOTHES AND PUT HIM TO BED.

NUMBER FIVE. BENANDONNER WAS VERY AFRAID WHEN HE SAW THE BABY. HE THOUGHT, "IF THE BABY IS LIKE THAT, THEN THE FATHER MUST BE ENORMOUS."

NUMBER SIX. HE RAN BACK TO HIS COUNTRY. HE WENT SO FAST THAT HE LEFT HIS BOOT BEHIND HIM.

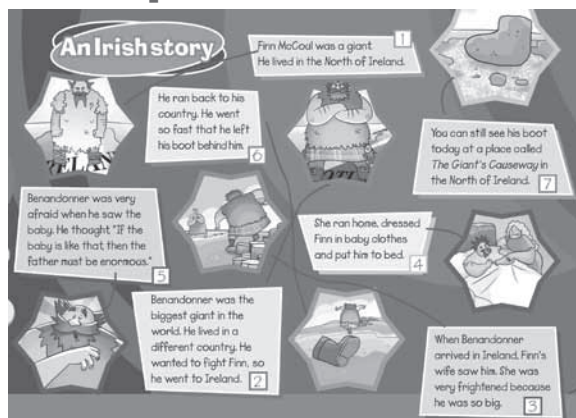
NUMBER SEVEN. YOU CAN STILL SEE HIS BOOT TODAY AT A PLACE CALLED THE GIANT'S CAUSEWAY IN THE NORTH OF IRELAND.

Match the captions to the pictures.

5'

Tell the class to read the texts and match them to the appropriate pictures. When they are finished, have them compare answers with a friend. Check as a class by describing each picture to elicit the numbers of the text.

Answer Key:



AB page 42

15'

Check what you know!

Divide the class into pairs. Each student draws five party objects in their notebook. Then, they exchange drawings and label them. Next, get students to write three party arrangements in their notebooks. Then, they make requests about those arrangements: *Will you (put up the decorations)?* If the other student has written the same arrangement in his / her notebook, he / she says *Yes, I will*. He / She should write his / her name in the friend's notebook. If not, he / she says *No, I won't be able to*. Students ask and answer until they find three people to do their party arrangements. Finally, ask the class to complete the faces according to how they feel about what they know.

Read and label the pictures.

20'

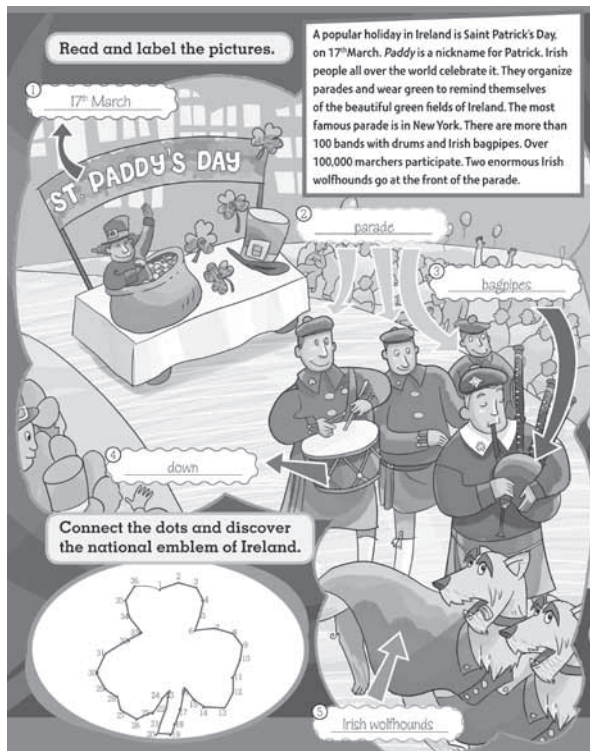
Invite the class to look at the picture and get them to describe what they see: *a street, green people, a green hat*, etc. Explain that the people are wearing green to celebrate a special holiday: *Saint Patrick's Day*. Invite the class to say what they know about it. Then, have students read the text individually and label the pictures. When they are finished, get them to compare answers with a friend. After that, check as a class by saying the number of the picture to elicit the name. Finally, invite volunteers to read the text aloud. Explain that green is the traditional colour of Ireland. In New York, people drink green beer on St Patrick's Day. In Chicago, they use green dye to make the river green! Add that Irish wolfhounds are among the the biggest dogs in the world. When they stand on their back legs, they are taller than a person.

Connect the dots and discover the national emblem of Ireland.

10'

Tell students to connect the dots. Explain that the national emblem of Ireland is called the shamrock. Ask students how many leaves a shamrock's got: *three*. Tell them that sometimes shamrocks have four leaves. People in Ireland look for four-leaved shamrocks because they are good luck.

Answer Key:



Mime it! (see page 10)

10'

Now play *Mime it!* with sentences from the story about Finn McCoul and Benandonner. Have fun!

Assign homework

5'

Additional homework



AB page 43

My project



Make a birthday wreath.

Materials: Two sheets of white paper and one piece of card per student, ribbons of different colours.

Invite students to look at *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 96 and the *Time to check* section on page 42 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.

5

International cuisine



Objectives:

- learn words for countries and nationalities
- learn kitchen actions
- practise expressions for rules
- ask and answer questions with *How long* and *How often*



Light on new words

Countries

China	/tʃaɪ.nə/	_____	Italian	/ɪˈtæ.lɪ.ən/	_____
France	/frɑːns/	_____	Japanese	/dʒæ.pəˈniːz/	_____
Great Britain	/ɡreɪt ˈbrɪ.tən/	_____	Mexican	/ˈmek.sɪ.kən/	_____
Italy	/ɪ.tə.li/	_____	Spanish	/ˈspæ.nɪʃ/	_____
Japan	/dʒəˈpæn/	_____			
Mexico	/ˈmek.sɪ.kəʊ/	_____			
Spain	/speɪn/	_____			
the United States	/ðə juˈnaɪ.tɪd steɪts/	_____			

Nationalities

American	/əˈme.rɪ.kən/	_____			
British	/ˈbrɪ.tɪʃ/	_____			
Chinese	/tʃaɪˈniːz/	_____			
French	/frentʃ/	_____			

Kitchen actions

bake	/beɪk/	_____
boil	/bɔɪl/	_____
chop	/tʃɒp/	_____
fry	/fraɪ/	_____
grill	/ɡrɪl/	_____
peel	/piːl/	_____
slice	/slaɪs/	_____
stir	/stɜː/	_____



Light on grammar

How long + time

We can ask about the duration of time with the question *How long does it take* + the verb. We answer with *It takes* + time period. In this unit, we talk about the time required to prepare different meals.

How often

We can ask about the frequency of activities with *How often*. The structure of the question is the same as a Yes / No question. We can answer with *every* + time or *once / twice a* + time.



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise expressions to talk about rules.

- Children are welcome here.
- Taking pictures is allowed.
- Dogs aren't allowed here.
- Smoking isn't allowed.



The lighthouse keepers' story A lucky apple pie!



Teaching tip

Promoting teamwork is an important aspect of teaching children. In *Lighthouse*, there are several activities designed specifically to foster teamwork: *Pair work*, bulletin boards, values activities, *Check what you know* activities, and celebrations projects. To make the most of these teamwork activities, make students more aware of their distinct talents and skills. Get them to write down three things they are good at. Then, divide the class into groups. Students tell each other what they have written. When they are finished, ask some students to say what they wrote. Point out that people are good at different things. Explain that this is very useful when they work together in groups. Next, ask the class to suggest ways to make groups work well: *respect other people*, *listen to other people's ideas*, *help people with problems*, etc. Finally, get students to make a poster. They write rules of group behaviour and illustrate them.

Value: Trying new things

Trying new things means being open to new experiences. It's a way to have fun and learn more about the world!



Make an exotic cookbook.



Basic competences

In this unit, students will develop:

- *Interpersonal and civic competence* by participating in different teamwork activities such as: *Pair work*, *Bulletin board*, *Check what you know*, etc. (TB p. 61).
- *Linguistic competence* by revising the names of countries and associating them with different food items that are typical in other countries (SB p. 44).
- *Competence in Processing digital information in the classroom* by listening for specific information regarding specific actions used for cooking in order to be able to then circle the picture being described (SB p. 45).
- *Mathematical competence* by learning and practising the structure: How long does it take + time? to ask questions about the length of cooking preparation time (SB p. 46).
- *Linguistic competence* by learning how to talk about frequency per week by reading a survey and completing it for themselves, in addition to writing about the results from their survey as compared to a friend's results (SB p. 47).
- *Cultural and artistic competence* by reading about food from different countries in an activity where the students must read the texts, unscramble the country words, and then fill in the gaps (SB p. 48).
- *Competence in Learning to learn* by analysing the stages in a recipe (SB p. 49).
- *Linguistic competence* by listening to a fictional story and then reading it out loud in pairs afterwards (SB p. 50).
- *Competence in Autonomy and personal initiative* by creating a personalised exotic cookbook that encourages students to try new foods and plan to make them at home (SB p. 51).
- *Competence in Knowledge and interaction with the physical world* by reading and listening to information about Nepal in order to underline the correct option in the text dealing with factual geographical information (SB p. 52).
- *Mathematical competence* by learning about measurements for recipes in English (SB p. 53).

5

International cuisine



Invisible drawings (see page 10)

Play *Invisible drawings* with food vocabulary. Have fun!



1 Listen and complete the names of the countries.



Get students to look at the picture and invite a volunteer to read the sign aloud: *International Food Competition*. Next, play track 1.38. Students listen and complete the names of the countries. Check by saying a number and asking a volunteer to say and spell the name of the country.



TRACK 1.38

NARRATOR: LISTEN AND COMPLETE THE NAMES OF THE COUNTRIES.

NARRATOR: NUMBER ONE. SPAIN. S-P-A-I-N.
NUMBER TWO. MEXICO. M-E-X-I-C-O.
NUMBER THREE. THE UNITED STATES.
T-H-E, U-N-I-T-E-D, S-T-A-T-E-S.
NUMBER FOUR. JAPAN. J-A-P-A-N.
NUMBER FIVE. CHINA. C-H-I-N-A.
NUMBER SIX. GREAT BRITAIN.
G-R-E-A-T, B-R-I-T-A-I-N.
NUMBER SEVEN. FRANCE. F-R-A-N-C-E.
NUMBER EIGHT. ITALY. I-T-A-L-Y.

Listen and repeat.



Play track 1.39 and have students repeat the words. Then, say the name of a dish: *sushi*. Students say where it is from and the nationality: *Sushi's from Japan. It's Japanese*. Continue in the same way with the rest of the dishes.



TRACK 1.39

NARRATOR: LISTEN AND REPEAT.
NARRATOR: SPAIN – SPANISH.
MEXICO – MEXICAN.
THE UNITED STATES – AMERICAN.
JAPAN – JAPANESE.
CHINA – CHINESE.
GREAT BRITAIN – BRITISH.
FRANCE – FRENCH.
ITALY – ITALIAN.

Assign homework



Additional homework



AB page 44 ex. 1

In their notebooks, students draw three flags. Under each flag they write the country and the nationality. Then, they write one interesting fact about each country.

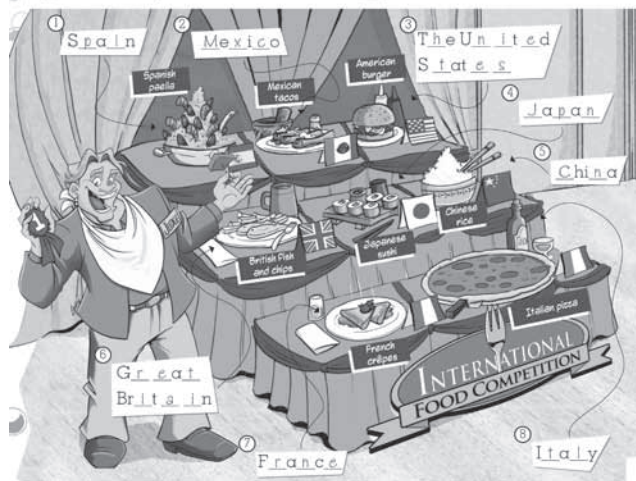
Stick and read.



Give the names of some of the countries and encourage students to name typical dishes from each. Then, tell students to use the stickers for Activity 1 on page 44. Students place the pictures in the spaces according to their shape. Check by giving a number and getting volunteers to name the country and read the nationality aloud. Finally, ask students whether or not they have eaten the different dishes and which is their favourite.

Answer Key:

1 Listen and complete the names of the countries. 1.38



Light on real language



Material: One sheet of white paper per pair. Have students look at the signs. Ask if they have seen any of them before. Elicit where: *in the street, in the park, in a restaurant*, etc. Then, invite a volunteer to read the first rule aloud and explain it in his / her own words: *Children can come here*. Do the same for the rest of the rules. After that, divide the class into pairs and hand out the paper. Get them to draw a sign for the classroom and label it: *(Toys) are(n't) allowed*. Finally, invite some volunteers to read their rules to the class.

Assign homework



Additional homework



AB page 44 ex. 2

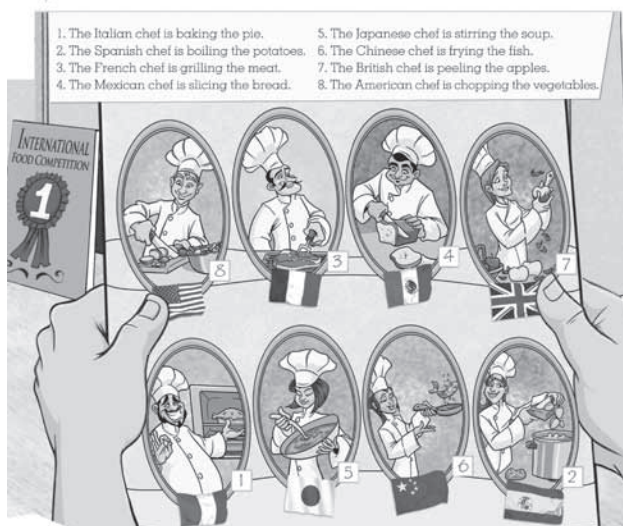
In their notebooks, students draw two original signs for their bedroom. Then, they write a notice under each sign: *Food is(n't) allowed. Parents are(n't) welcome*, etc.

2 Read and number the chefs. 10'

Invite the class to look at the pictures and elicit who the people are: *chefs*. Ask students whether or not they watch cooking programmes on TV. Encourage them to name the shows they like and explain why they like them. Then, ask a volunteer to read the first sentence aloud. Students find the Italian chef by looking for the corresponding flag. Then, they write 1 in the box. After that, tell them to read the rest of the sentences individually and number the pictures in the same way. Finally, tell students to underline the verb in each sentence and point to the chef's actions in the corresponding picture. Ask students which actions they have done before.

Answer Key:

2 Read and number the chefs.



Listen and repeat. 1.40 5'

Play track 1.40 and have students repeat the kitchen actions. Then, mime the actions and get the class to say what you are doing: *You're (baking a cake)*.

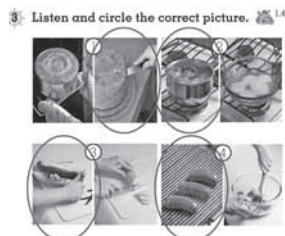
TRACK 1.40

NARRATOR: LISTEN AND REPEAT.
NARRATOR: CHOP.
GRILL.
SLICE.
PEEL.
BAKE.
STIR.
FRY.
BOIL.

3 Listen and circle the correct picture. 1.41 5'

Tell students to look at the pairs of photographs and ask them what cooking action is shown in each photo. Then, play track 1.41. Students circle, in each pair, the photo that describes the activity that they hear. Finally, check by saying each number aloud to elicit the activity.

Answer Key:



TRACK 1.41

NARRATOR: LISTEN AND CIRCLE THE CORRECT PICTURE.
NARRATOR: NUMBER ONE. THEY ARE SLICING A CAKE.
NUMBER TWO. THEY ARE BOILING POTATOES.
NUMBER THREE. THEY ARE PEELING THE CUCUMBER.
NUMBER FOUR. THEY ARE GRILLING THE SAUSAGES.



Talk to a friend about the signs. 10'

Divide the class into pairs. Students look at the signs and tell each other the rule for each sign: *Children are welcome. Pets are welcome. Eating is allowed. Shorts are not allowed. Mobile phones are not allowed.*

Wrap-up: Can you or can't you? 10'

Divide the class into two teams. Then, say a kitchen action: *stir*. Teams take turns saying things you can stir: *soup, milk, coffee, tea*. When one of the teams cannot think of anything else or says something that cannot be stirred the other team wins. Do the same with other kitchen actions.

Assign homework 5' Additional homework



AB page 45

Pictionary pages 102 and 103. Students identify the pictures and write the corresponding words or phrases. Finally, they listen to the words and phrases in this unit's section of the CD in class.

How long does it take to cook?

1 Listen and complete the table. 1.42 20'

Tell students to read the names of the dishes in the table. Invite them to say which of the dishes is their favourite. Then, get the volunteers to read the names of the ingredients aloud. Have them guess which of the ingredients are for a chocolate cake and how long it takes to bake a cake. Accept all answers. After that, play track 1.42 twice. Students complete the table with the ingredients and cooking time for each dish. Then, play the track again. Finally, check by inviting volunteers to read the dishes aloud and give the ingredients and the preparation times.

TRACK 1.42

NARRATOR: LISTEN AND COMPLETE THE TABLE.

INTERVIEWER: HELLO. TODAY WE'RE GOING TO TALK TO SOME OF THE CHEFS AT THE INTERNATIONAL FOOD FESTIVAL. EXCUSE ME, WHAT ARE YOU MAKING?

CHEF 1: I'M BAKING A CHOCOLATE CAKE.

INT: MMM. DELICIOUS! WHAT ARE THE INGREDIENTS?

CHEF 1: WELL, I USE FLOUR AND EGGS, A LITTLE MILK, SOME SUGAR... AND CHOCOLATE OF COURSE.

INT: AND HOW LONG DOES IT TAKE TO BAKE?

CHEF 1: IT TAKES ABOUT 35 MINUTES IN THE OVEN.

INT: RIGHT, THANK YOU. AND OVER HERE WE'VE GOT A VERY DIFFERENT DISH. EXCUSE ME, WHAT ARE YOU MAKING?

CHEF 2: FRIED RICE.

INT: IS IT DIFFICULT TO MAKE?

CHEF 2: NO, IT'S EASY. I CHOP SOME ONIONS AND CARROTS AND THEN I FRY THEM WITH FISH. AND THEN I ADD SOME RICE AND FRY IT ALL TOGETHER.

INT: HOW LONG DOES IT TAKE TO FRY?

CHEF 2: IT ONLY TAKES ABOUT 15 MINUTES.

INT: THANK YOU VERY MUCH. AND HERE IS OUR ITALIAN CHEF. WHAT ARE YOU MAKING TODAY?

CHEF 3: SPAGHETTI BOLOGNESE. IT'S QUICK AND EASY.

INT: WHAT INGREDIENTS DO YOU NEED?

CHEF 3: SPAGHETTI, SOME ONION, GARLIC, SALT, MEAT AND LOTS OF TOMATOES.

INT: HOW LONG DOES IT TAKE TO COOK?

CHEF 3: ABOUT 25 MINUTES.

Answer Key:

Dish	Ingredients		Time to prepare
Chocolate cake	flour	eggs	35 minutes
	milk	sugar	
	chocolate		
Fried rice	onions	carrots	15 minutes
	fish	rice	
Spaghetti bolognese	spaghetti	onion	25 minutes
	garlic	salt	
	meat	tomatoes	

Assign homework 5'

In their notebooks, students draw a picture of their favourite dish. Then, they write a list of ingredients for the dish.

2 Listen and chant. 1.43 15'

Have students look at the picture and say what they can see: *a birthday cake*. Then, play track 1.43. Students listen and follow along in their books. Ask how long it takes to bake the cake: *forty minutes*. Next, divide the class into two groups. Play the CD again. One group chants the first four lines and the other chants the last four lines. After that, groups switch roles and do the chant again. Finally, get both groups to do the chant together.

Light on grammar 10'

Ask a pair of volunteers to read the question and answer aloud. Explain that we use *How long does it take* to ask about the length of time for an action. We answer with *It takes + time*. We can use these sentences to talk about cooking times, travel times or other lengths of time for a specific action. Encourage students to give their own examples.

Talk about these dishes with a friend. 10'

Tell students to look at the first picture. Ask what it is: *a fried egg*. Elicit the question and the answer: *How long does it take to fry an egg? It takes three minutes*. Then, divide the class into pairs and have students talk about the other dishes together.

Wrap-up: Dictation 10'

Dictate questions to the class: *How long does it take to bake a cake? How long does it take to make fried rice?* When they are finished, get them to compare their questions with a friend. Check by inviting volunteers to write the questions on the board.

Assign homework 5'

Additional homework

AB page 46

In their notebooks, students write sentences about how long three daily activities take: *It takes fifteen minutes to eat breakfast. It takes half an hour to do my homework. It takes forty minutes to go to school.*

Warm-up: Categories race 15'

Materials: Four sheets of white paper, words and phrases, each on a big strip of paper: *playing football, running, apples, hot chocolate, oranges, riding a bicycle, orange juice, water, peanuts, milk, climbing, coffee, bananas, surfing, mangos*. Divide the class into four teams and give a sheet of paper to each. Write *food, drinks, exercise* on the board and tell students to copy the headings. Then, stick the strips of paper on the board randomly. Teams write the words in the correct category. When they are finished, they put up their hands. When all teams are finished, ask volunteers from the first team to arrange the words on the board under the correct heading. If all the words are in the correct categories, the team wins.

3 Read the survey and complete about you. 15'

Have students look at the activities in the table and ask them which ones they like to do. Then, tell them to look at the survey and say who the children are: *Andy and Megan*. Next, get them to look at the box and guess what the marks show: *the number of times you do an activity in a week*. After that, they should mark the table to complete the survey according to the number of times they do the activity each week. When they are finished, encourage them to draw a picture of themselves in the circle.

Answer Key:

Student's own answers.

Write about the results of the survey. 15'

Ask the class who the survey results are about: *Andy and Megan*. Tell them to point to the box and read how to say the number of times you do the activity. Then, elicit the first sentence: *Andy eats fruit five times a week*. After that, have students write the rest of the sentences. When they are finished, encourage them to compare their sentences with a friend. Check by asking volunteers to read their sentences aloud.

Answer Key:

Andy eats fruit five times a week.

He drinks lemonade every day.

He does exercise once a week.

He reads a book twice a week.

Megan eats fruit twice a week.

She drinks lemonade five times a week.

She does exercise three times a week.

She reads a book four times a week.

Assign homework 5'

Additional homework AB page 47 ex. 1

Students write three sentences about activities they do regularly and illustrate them with magazine cutouts: *I play with my dog every day. I eat chicken three times a week.*

Light on grammar 10'

Invite volunteers to read the examples aloud. Explain that we use *How often* to ask about the number of times a person does something in a period of time. Point out that we say *once a week* and *twice a week*, not *one time a week* or *two times a week*. However, we say *three times a week* and *four times a week*. Tell them that we can also use this with other periods of time like *day, month* and *year*: *once a month, twice a year*, etc. Finally, say different frequencies and get students to say appropriate actions: *once a year – have a birthday party, every day – eat lunch*, etc.

Interview three friends. 10'

Divide the class into groups of four. Students ask three friends about their activities: *How often do you (drink lemonade)?* When they are finished, invite volunteers to tell the rest of the class about their friends: *(Ofelia) reads a story every day.*

Pair work 10'

Divide the class into pairs: student A and student B. Student A looks at page 114 and student B looks at page 118. Then, tell them to ask questions to complete the table. When they are finished, get them to compare books to check.

Assign homework 5'

Additional homework AB page 47 ex. 2

Students interview a family member about how often they do four activities. Then, they write four sentences in their notebooks: *My dad walks the dog every day. My sister goes to the cinema once a week*, etc.

Time to practise!

1 Read and unscramble. 15'

Ask some questions about foods from different countries: *Where does pizza come from? – Italy. What's a typical Chinese dish? – Fried rice.* Then, have the class look at the pictures. Get them to name the dishes: *omelettes, ice cream, cheese, chocolate, spaghetti.* Next, have them read the texts and write the unscrambled names of countries and nationalities in the spaces. Check by asking volunteers to read the texts aloud. After that, ask what the most surprising fact was. Explain that a frozen mixture of milk and rice was first used in China around 200 BC. Reportedly, Marco Polo then brought the secret back to Europe. Charles I of England apparently liked it so much that he paid the chef lots of money to keep the recipe a secret, so that only he and his family could eat it! Then explain that chocolate was used in the Mayan civilizations of Central America as a bitter, spicy drink flavoured with vanilla and chilli and made from cacao beans. These beans were very important to the Mayans and Aztecs who believed they gave the eater wisdom and power: they were even used as money!

Answer Key:

Read and unscramble.

Culture facts! Did you know?

A (hapSins) <u>Spanish</u> omelette needs potatoes and eggs.	Ice cream was invented in (hCain) <u>China</u> .
A (rhenFc) <u>French</u> omelette only needs eggs.	(cnFear) <u>France</u> produces more than 500 different kinds of cheeses.
In Buñol, (ipSna) <u>Spain</u> people throw tomatoes at each other during their annual festival.	(xoeMic) <u>Mexico</u> introduced chocolate to the world.
	The average (nIatlia) <u>Italian</u> person eats more than 25 kilograms of pasta every year.

2 Listen and match. 1.44 15'

Invite a volunteer to read the heading aloud and make the first question: *How long does it take to fly from Spain to Mexico?* Encourage the class to guess the answer. Then, play track 1.44. Students listen and match the questions and answers. Check by reading the questions aloud to elicit the answers.

TRACK 1.44

NARRATOR: LISTEN AND MATCH.

BOY: HI, DAD. CAN I ASK YOU SOME QUESTIONS?

MAN: SURE, HOW CAN I HELP YOU?

BOY: HOW LONG DOES IT TAKE TO FRY AN EGG?

MAN: MMM... I'M NOT SURE. I THINK IT TAKES ABOUT ONE MINUTE.

BOY: AND HOW LONG DOES IT TAKE TO RUN 100 METRES IN RECORD TIME?

MAN: RECORDS CHANGE ALL THE TIME, BUT IT TAKES ABOUT 9.77 SECONDS.

BOY: OK, NEXT QUESTION... HOW LONG DOES IT TAKE TO GET TO THE MOON IN A SPACESHIP?

MAN: IT DEPENDS HOW FAST THE SPACESHIP IS, BUT IT TAKES MORE OR LESS TWO DAYS.

BOY: TWO DAYS! WOW! AND THE LAST QUESTION: HOW LONG DOES IT TAKE TO FLY FROM SPAIN TO MEXICO?

MAN: ABOUT ELEVEN HOURS IN A JUMBO JET.

BOY: GREAT! LET'S GO!

Answer Key:

Listen and match. 1.44



Assign homework 5'

Additional homework

AB page 48 ex. 1

Students find another interesting fact on the internet: *It takes sixty-seven hours to fly nonstop around the world.* They write the fact in their notebook and illustrate it with a magazine cutout.

3 Sing a song. 1.45 15'

Material: A map of the world.

Play track 1.45. Students listen and identify the places in the song. Invite volunteers to write them on the board. Next, display the map of the world. Invite volunteers to come to the front and point to the places. Then, play the CD again. Students listen and follow along in their books. Get students to say what the singer's job is: *a pilot.* After that, play the CD again and have students sing the song. Finally, ask them if they would like to travel like the singer does.

Assign homework 5'

Additional homework

AB page 48 ex. 2

Students choose one of the countries in the song and write the name of a typical dish from that country.

Time to write

1 Look and number the pictures. 10'

Invite a volunteer to read the title of the recipe aloud. Ask students whether or not they like paella and how often they eat it. After that, have them look at the pictures and describe what is happening in each one. Finally, tell them to number the pictures to show the sequence.

Read the recipe to check. 5'


Have students read the recipe individually to check the order of the pictures. Then, say the ingredients for one of the pictures and get students to say the number: *Yellow rice and tomatoes. – Picture 4!* Do the same with the rest of the pictures.

Circle the linking words. 5'

Remind the class that linking words show the sequence of ideas in a text. Then, have students look at the text in Activity 1 and find the first linking word: *first*. After that, have the class circle three more linking words: *then*, *next*, *finally*. Check by getting volunteers to read the linking words aloud.

Answer Key:

1 Look and number the pictures.



Read the recipe to check.

1 First, chop and fry the chicken. When it is almost cooked, put it in a separate dish.	2 Then, fry some onions, garlic, tomatoes and green peppers. Add the chicken and some water and cook for five minutes.
3 Next, add rice and boil it until it is soft.	4 Finally, put your paella on a big plate. Decorate with some lemons. Your paella is ready to eat!

Circle the linking words.

2 Look and write a recipe. 15'

Point out the ingredients and ask a volunteer to read the title of the recipe aloud. Then, tell them to look at the photos of the procedure. Elicit what is happening in each one. After that, tell students to write their recipes. Remind them to use linking words. When they finish, encourage them to compare recipes with a friend. Finally, invite some volunteers to read their recipes aloud.

Model Answer:

First, wash the grapes and the strawberries. Then peel the apples, grapes and bananas. Next, chop the grapes and strawberries and slice the bananas. Put the fruit into a bowl. Mix the fruit. Finally, add yoghurt and raisins.

Bulletin board idea 15'

Materials: Magazine cutouts of different foods, four sheets of card, felt-tip pens, sticky tape, a sheet of newspaper with two large headings: *Healthy, Unhealthy*.

Note: Divide the cutouts into *breakfast, snack lunch* and *dinner* categories.

Elicit the names of the meals and write them on the board: *breakfast, snack, lunch, dinner*. Then, divide the class into four groups and assign one of the meals to each group. Hand out the materials. Students write the name of their meal on the card and cut it out. After that, display the newsprint. Invite groups to stick their meal names in order on the left side of the bulletin board. Next, get the class to look at the headings: *Healthy / Unhealthy*. Students decide which of the foods on their magazine cutouts are healthy and which are unhealthy. Then, they tape the foods to the newspaper under the appropriate category. Finally, encourage the class to look at the completed bulletin board and name other foods for each category.

Assign homework 5'

AB page 49

The lighthouse keepers' story



Before you read 5'

Unscramble the name of a dessert.

Have students look at the picture and unscramble the name of the dessert: *apple pie*. Ask students whether or not they like apple pie. Then, have them say the names of some of their favourite desserts.

Answer Key:

Apple pie



1 Listen to the first part of the story. 1.46 20'

Invite a volunteer to read the title of the story aloud. Then, tell students to look at the pictures and guess what happens in the story. After that, tell them to close their books. Write these questions on the board:

What special thing happens on the weekends?

What do Chris and Samantha do with their granny?

Why is their mum excited?

Next, play track 1.46 and have students listen for the answers. Get volunteers to write the answers on the board. After that, play the CD again for students to follow along in their books. Then, check the answers on the board. Finally, get students to guess where the missing ticket is. Accept all answers.

Now read the story in pairs. 15'

Divide the class into pairs. Students take turns reading the text aloud. Then, invite three volunteers to each read a part the story to the class.

Assign homework 5'



AB page 50

Additional homework

Have students investigate recipes for apple pie. In their notebooks, they write the ingredients and illustrate the steps.


2 Listen to the second part of the story. 1.47 10'

Get students to say what happened in the first part of the story. Then, play track 1.47. Elicit what happened to the lottery ticket: *It was in the middle of the apple pie*. After that, have students open their books. Play the CD again. Finally, invite students to tell the story in their own words.

Now read the story in pairs. 10'

Divide the class into pairs. Have one student read the narrative and the other what the people say. Encourage students to use different voices for the characters. When they are finished, tell them to switch roles and read the story again.



After you read  10'

Correct these sentences about the story.

Invite a volunteer to read the first sentence aloud. Then, ask students to find the incorrect information in the sentence: *twice a year*. Invite another volunteer to correct the information: *Granny comes to see Chris and Samantha every weekend*. Have students write the correct sentence on the line. After that, tell them to read the other sentences and correct them individually. Check by inviting volunteers to read the incorrect sentences aloud, say what the incorrect information is and read the correct sentence aloud.

Answer Key:

1. *Granny comes to see Chris and Samantha every weekend.*
2. *Chris helps Granny to peel the apples.*
3. *Mum is excited because her lucky numbers won the lottery.*
4. *Mum's lottery ticket is in the pie.*



Value: Trying new things

Make an exotic cookbook. 15'

Materials: One photocopy of craft template 5a, 5b and 5c (see the Values Section on the Teacher's Resource CD-ROM) per student, coloured pencils, scissors, glue, a stapler.

Ask students if there are any dishes they do not like or have never eaten. Encourage them to explain their answers. Then, ask them if they have ever tried foods from other countries. Get them to say what foods they tried and whether or not they liked them. Explain that it is good to try new things. Then, hand out the templates and elicit the names of the four dishes. After that, students colour and cut out the cookbook pages and recipes. Get them to stick the recipes onto the corresponding pages. Make sure students match the recipes correctly. When they finish, help them to staple the pages together. Finally, ask students which of the dishes they would be willing to try.

Assign homework 5'



AB page 51

Warm-up: Let's talk about Nepal

Materials: A map of the world, photos of Mount Everest, yaks, prayer flags.

Pass around the photo of Mount Everest and invite the class to guess the name of the country it is in: *Nepal*. Invite a volunteer to find Nepal on the map. Encourage the rest of the class to help. Explain that most of the country of Nepal is in the Himalayas – the mountain range that includes Mount Everest.

Next, pass around the photo of the yaks and tell students what they are called. Explain that they live in the Himalayas. Tell students that yaks are like cows, but they have a very thick coat of hair to keep them warm in the mountains. Finally, pass around the photo of the prayer flags. Explain that in Nepal, people like to hang prayer flags high in the mountains. They believe that the wind takes the prayers. This brings good luck to all living beings.

Listen and underline the correct option.

Tell students to read the text individually. Then, play track 1.48. Students listen and underline the correct option. Check by inviting volunteers to read the completed text aloud.

TRACK 1.48

NARRATOR: LISTEN AND UNDERLINE THE CORRECT OPTION.

NARRATOR: THE COMPLETE NAME OF THIS COUNTRY IS THE REPUBLIC OF NEPAL. IT'S A SMALL COUNTRY IN ASIA. TO THE NORTH, IT SHARES A BORDER WITH CHINA AND TO THE SOUTH, WITH INDIA. THE HIGHEST MOUNTAINS IN THE WORLD, THE HIMALAYAS, ARE IN NEPAL. MANY CLIMBERS COME EVERY YEAR TO CONQUER MOUNT EVEREST. THE CAPITAL OF NEPAL IS KATHMANDU.

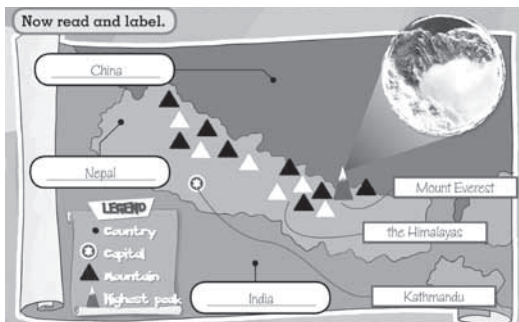
Answer Key:

The complete name of this country is the Republic of Nepal / India. It's a small country in Asia / Europe. To the north, it shares a border with China / Mongolia and to the south, with Vietnam / India. The highest mountains in the world, the Alps / Himalayas, are in Nepal. Many climbers come every year to conquer Mount Blanc / Everest. The capital of Nepal is Kathmandu / Beijing.

Now read and label.

Invite the class to look at the map. Point out the map legend. Then, have them read the text again and label the places on the map. Check by saying a place name and getting volunteers to describe where it is on the map.

Answer Key:



Listen and circle the words that you hear.

Tell students to look at the flag. Ask them what is unusual about it: *It isn't a rectangle*. Get them to guess

what the different symbols are. Accept all answers. Then, point out the table. Play track 1.49 and tell them to circle the words that they hear. Check by getting volunteers to read the words that they circled aloud.

TRACK 1.49

NARRATOR: LISTEN AND CIRCLE THE WORDS THAT YOU HEAR.

NARRATOR: DID YOU KNOW THAT THE NATIONAL FLAG OF NEPAL IS NOT A RECTANGLE? IT'S THE ONLY ONE IN THE WORLD THAT IS DIFFERENT. IT IS THE SHAPE OF TWO TRIANGLES, A SMALL TRIANGLE ON TOP OF A BIGGER ONE. THE SMALLER TRIANGLE HAS GOT THE SYMBOL FOR THE MOON AND THE BIG TRIANGLE HAS GOT THE SYMBOL FOR THE SUN. THE TRIANGLES REPRESENT THE HIMALAYAN MOUNTAINS. THE MOON SHOWS THAT NEPAL IS A PEACEFUL COUNTRY AND ITS PEOPLE CAN SLEEP WELL AT NIGHT. THE SUN REPRESENTS THE DAYTIME AND HOW HARD PEOPLE WORK THEN.

Answer Key:

rectangle / triangles / bigger / symbol / moon / mountains / peaceful / people

Read and complete the text.

Read the first sentence aloud and elicit the missing word: *rectangle*. Get students to write the word in the space. Then, have them complete the text with the words from the table. Check by inviting volunteers to read the completed text aloud.

AB page 52

Check what you know!

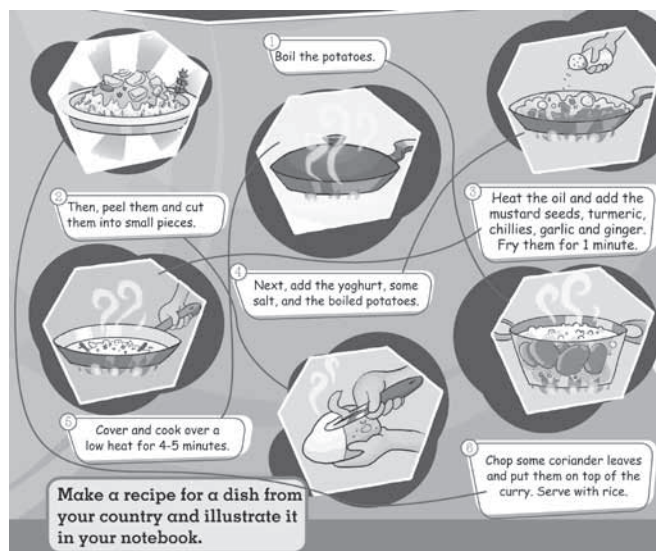
Divide the class into pairs. Tell them to open their books to page 44. Students take turns pointing to the flags. Their friend says the name of the country and the nationality. Then, students take turns miming cooking actions. Finally, ask the class to complete the faces according to how they feel about what they know.

Read the recipe and match.



Invite a volunteer to read the name of the recipe aloud. Ask students whether or not they have tried curry before and if they liked it. Explain that curry is a typical dish from Nepal and India. You can make curry with different kinds of meat, fish or vegetables. Then, invite the class to look at the list of ingredients. Point out that *tbsp* means *tablespoon* (a normal spoon) and that *tsp* is *teaspoon* (a little spoon). Invite volunteers to read the names of the ingredients aloud. Get students to put up their hands if they have tried the ingredient before. After that, have students read the recipe individually and draw a line from each step to the corresponding picture. When they are finished, encourage them to compare their answers with a friend. Check as a class by reading the steps aloud and getting volunteers to describe the pictures.

Answer Key:



Make a recipe for a dish from your country and illustrate it in your notebook.



Ask students to suggest some typical dishes from their country. Then, divide the class into pairs. Have them write a recipe for one of their country's dishes in their notebooks. When they are finished, they should draw a picture to illustrate the dish. Finally, ask volunteers to say what dish they chose and explain why they like it.



Slow motion (see page 10)



Now play *Slow motion* with *kitchen actions* vocabulary. Have fun!

Assign homework



Additional homework



AB page 53

My project



Make bagel faces.

Materials: Bagels, salad dressing, cream cheese, nuts, grated cheese, raisins, red peppers, avocado, cherry tomatoes, lettuce, carrots, a toaster, a knife, a small bowl, a plate. Invite the class to look at *My project* and tell them the main materials for the craft. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 97 and the *Time to check* section on page 52 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.

6 Modern detectives



Objectives:

- learn words to talk about a crime scene
- learn expressions to talk about detective work
- practise interview expressions
- report what other people say



Light on new words

Crime scene

detective	/dɪˈtek.tɪv/	_____
evidence	/ˈe.vɪ.dəns/	_____
fingerprint	/fɪŋ.gə.prɪnt/	_____
footprint	/fʊt.prɪnt/	_____
magnifying glass	/mæɡ.nɪˈfaɪ.ɪŋ gla:s/	_____
mask	/mɑ:sk/	_____
thief	/θi:f/	_____
witness	/wɪt.nəs/	_____

Detective work

arrest the suspects	/əˈrest ðə ˈsʌs.pekts/	_____
check alibis	/tʃek ˈæ.lɪ.baɪz/	_____
find proof	/faɪnd pru:f/	_____
interview witnesses	/ɪn.təˈvju: wɪt.nə.sɪz/	_____
look for clues	/lʊk fə klu:z/	_____
process the evidence	/prəʊ.ses ði ˈe.vɪ.dəns/	_____



Light on grammar

Reported speech

We use reported speech to tell a person what another person says. We use the structure subject + *says / say* + the original statement: *They are tall.* – *He says they are tall.* The subject of the reported statement should

show our own perspective. If the subject is *he, she* or *they*, there is no change. If the subject is *I, you* or *we*, we change the subject and the verb accordingly: *I am pretty.* – *She says she is pretty.*



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise interview expressions.

- Can I ask you some questions?
- Sure!
- No, I don't think so.
- Go ahead.
- No comment.



The lighthouse keepers' story A cheesy mystery



Teaching tip

It is important to encourage students to think about and learn from their mistakes. There are several ways to do this:

- Decide with the class on a gesture to make when there is a mistake. Then, when they make a mistake, make the gesture and give the student time to correct the mistake.
- Write down some common mistakes that the students make. Then, after lesson or at the end of the week, write the mistakes on the board for students to correct with a friend.
- Use a correction code with writing. Mark spelling mistakes and missing words, capital letters and punctuation. Then, tell the student to look at the marks and rewrite the text correctly.
- Mostly, help students to have a positive attitude about mistakes and encourage them to be adventurous in their use of English. And remember to respond to what they say and write as well.

Value: Sticking to the facts

Sticking to the facts means not gossiping or telling rumours about people.



Make a truth bracelet.



Basic competences

In this unit, students will develop:

- *Competence in Learning to learn* by analysing their own errors and learning from them (TB p. 73).
- *Linguistic competence* by learning the definitions of vocabulary related to mysteries and detectives as well as functional language that detectives would use to interrogate a suspect (SB p. 54).
- *Competence in Processing digital information in the classroom* by listening for specific information to order actions used to conduct a detective search and catch a criminal (SB p. 55).
- *Competence in Autonomy and personal initiative* by creating a Wanted Poster with a drawing and a description of a criminal that they have invented from their imagination (SB p. 56).
- *Interpersonal and civic competence* by participating in pair work to describe the physical appearance of criminal suspects and decide who is the most probable match to the description (SB p. 57).
- *Linguistic competence* by learning how to organize and number turn taking in a conversational interaction (SB p. 58).
- *Linguistic competence* by participating in process writing where they organize the text from picture cues and then turn the notes into a complete story written in their own words using linking words (SB p. 59).
- *Linguistic competence* by listening to and reading a detective story, and then reading aloud in pairs afterwards (SB p. 60).
- *Cultural and artistic competence* by making a Truth bracelet as a symbol of the importance of being honest and not gossiping about others (SB p. 61).
- *Mathematical competence* by skim-reading and scanning a text with information about Bermuda in order to find the meaning of specific numbers in the text that give factual geographical information about the islands (SB p. 62).
- *Competence in Knowledge and interaction with the physical world* by reading and labelling a map with information about the Bermuda Triangle (SB p. 63).

6

Modern detectives

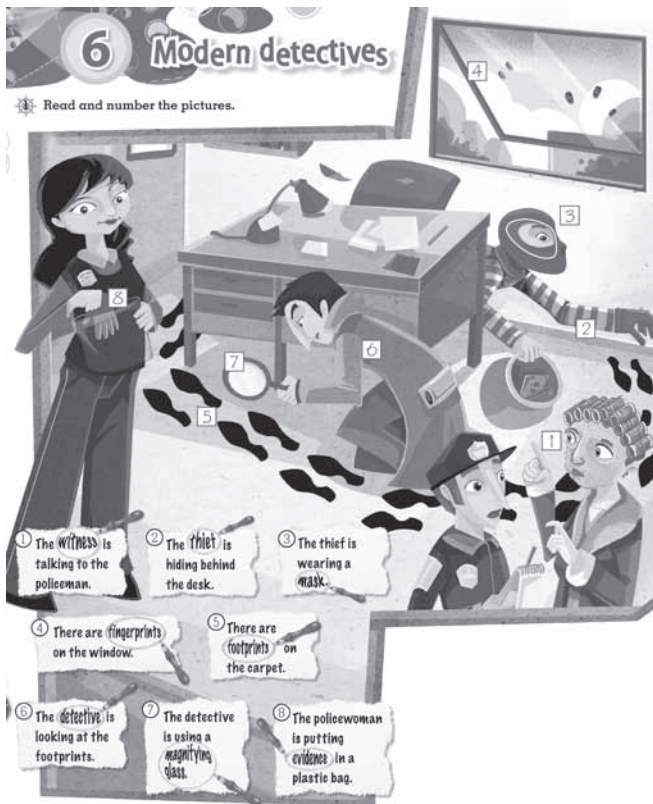
Warm-up: I spy... 15'

Choose an object in the classroom and say *I spy with my little eye something beginning with (B)*. Encourage students to ask Yes / No questions to find out what it is: *Is it big? Is it by the door? Can you eat it?*, etc. The student who guesses the object chooses another object for the class to ask about. Continue until all students have participated.

1 Read and number the pictures. 15'

Invite the class to look at the scene and describe what they see: *A man is taking some money. A police officer is talking to a woman*, etc. After that, invite a volunteer to read the first sentence aloud. Get students to deduce who the witness is: *the woman with the green face*. Ask what a witness is: *A person who sees the crime*. Get students to write *I* in the box next to the woman. Do the same with the rest of the descriptions and help students with meaning if necessary. Check by saying a number and getting volunteers to describe the person or object.

Answer Key:



Assign homework 5'

Additional homework



AB page 54 ex. 1

Write *detective* on the board and elicit the stress: oOo. Then, students write the rest of the *crime scene* vocabulary in their notebooks and mark the stress in the same way.

Listen and repeat. 1.50 10'

Play track 1.50 and have students repeat the words. Then, write the mirror image of some of the words on the board and invite volunteers to guess what they are.



TRACK 1.50

NARRATOR: LISTEN AND REPEAT.
NARRATOR: WITNESS.
THIEF.
MASK.
FINGERPRINTS.
FOOTPRINTS.
DETECTIVE.
MAGNIFYING GLASS.
EVIDENCE.



Light-on

real language

15'

Invite a volunteer to read the question aloud. Elicit who could ask it: *a police officer, a reporter*, etc. Then, get another volunteer to read the question again. Answer *Sure!* with lots of expression in your voice. Get the class to say how you feel about answering the questions: *You feel happy*. Do the same with the rest of the answers. Ask different volunteers the question and encourage them to answer with lots of expression. Finally, divide the class into pairs and have them take turns using the interview expressions.

Assign homework 5'

Additional homework



AB page 54 ex. 2

In their notebooks, students stick a magazine cutout or a comic book picture of a detective and a magazine cutout of another person. Then, they write a question and answer in speech bubbles: *Can I ask you some questions? – (No comment.)*

2 Listen and stick. 1.51 15'

Ask students to say the names of any detective TV programmes they know and whether or not they like these programmes. Encourage them to say what the detectives do to solve crimes. Accept all answers. Next, invite the class to describe what they see in the different pictures. Then, hand out the stickers for Activity 2 on page 55. Tell students to read the phrases on the stickers silently. Play track 1.51. Students listen and place the stickers in the appropriate spaces. Check by asking volunteers to read the completed phrases aloud. Explain meaning as necessary.

TRACK 1.51

NARRATOR: LISTEN AND STICK.

NARRATOR: FIRST, WE HAVE TO LOOK FOR CLUES. THEN, WE INTERVIEW WITNESSES. WE PROCESS THE EVIDENCE IN THE LAB. AFTER THAT, WE CHECK ALIBIS. NEXT, WE FIND PROOF. FINALLY, WE ARREST THE SUSPECTS!

Answer Key:

 Listen and stick.  1.51 



Listen and repeat. 1.52 5'

Play track 1.52. Students listen and repeat the new phrases several times. Encourage them to point to the appropriate pictures as they say the phrases.

TRACK 1.52

NARRATOR: LISTEN AND REPEAT.

NARRATOR: LOOK FOR CLUES.
INTERVIEW WITNESSES.
PROCESS THE EVIDENCE.
CHECK ALIBIS.
FIND PROOF.
ARREST THE SUSPECTS.

Light on real language

Listen and match. 1.53 15'

Invite the class to look at the picture of the detective and get a volunteer to read the question aloud. After that, tell students to look at the pictures and say whether or not the people are happy to talk to the detective. Then, play track 1.53. Students listen and match the responses to the people. Check by saying a number and getting a pair of volunteers to read the dialogue aloud and act it out:

T: *Number one.*

S1: *Can I ask you some questions?*

S2: *No, I don't think so.*

TRACK 1.53

NARRATOR: LISTEN AND MATCH.

NARRATOR: NUMBER ONE.

MAN 1: CAN I ASK YOU SOME QUESTIONS?

MAN 2: NO, I DON'T THINK SO.

NARRATOR: NUMBER TWO.

MAN 1: CAN I ASK YOU SOME QUESTIONS?

MAN 3: GO AHEAD.

NARRATOR: NUMBER THREE.

MAN 1: CAN I ASK YOU SOME QUESTIONS?


GIRL: NO COMMENT.

NARRATOR: NUMBER FOUR.

MAN 1: CAN I ASK YOU SOME QUESTIONS?

BOY: SURE!

Answer Key:

 Listen and match.  1.53



Dance it! (see page 10) 10'

Now play *Dance it!* with detective work vocabulary. Have fun!

Assign homework 5'

Additional homework



AB page 55

Pictionary pages 104 and 105. Students identify the pictures and write the corresponding words or phrases. Then, they write a sentence for each. Finally, they listen to the words and phrases in this unit's section of the CD in class.

He says he is innocent!

1 Listen and point to the thief. 1.54 20'

Point out the scene on the right. Ask students who they think the detective is. Encourage them to explain their answers. Then, have them read what the people say silently and elicit what is happening in the scene: *The detective is interviewing some witnesses.* Ask what time it is: *10.45.* Next, tell them to look at the *Wanted poster.* Ask students if they have seen similar pictures and where: *at the airport, on TV, etc.* Explain that they are pictures of criminals. Elicit the time and point out that the detective is reporting to the chief police officer what the witnesses said. The chief uses the information to find out which criminal is guilty. Next, play track 1.54. Students listen and point to the thief. Check by getting students to say which person is the thief: *Person 1.* Finally, have them describe the people in the rest of the pictures.

TRACK 1.54

NARRATOR: LISTEN AND POINT TO THE THIEF.
 DETECTIVE: THESE ARE MY NOTES FROM THE INTERVIEW WITH THE WITNESSES. THE TWO BOYS SAY THAT HE IS FAT.
 CHIEF: MMM... FAT.
 DETECTIVE: AND THEY SAY THAT HE WEARS GLASSES.
 CHIEF: GLASSES, EH?
 DETECTIVE: AND THE WOMAN SAYS THAT HE'S GOT A MOUSTACHE.
 CHIEF: A MOUSTACHE...
 DETECTIVE: AND LONG HAIR.
 CHIEF: GREAT. NOW I KNOW WHO HE IS.

Assign homework 5'

In their notebooks, students draw a *Wanted poster* and write a short description of the criminal: *He is thin. He's got short hair and he wears glasses.*

2 Listen and chant. 1.55 15'

Tell students to look at the picture and say what they see: *a parrot and two police officers.* Explain that the police officers are chasing the parrot because he broke a vase. Then, play track 1.55 and have students listen and follow along in their books. After that, ask who says the parrot is innocent and who says he is guilty: *the parrot / Detective Hewitt.* Next, divide the class into three groups. Play the CD again. The first group chants the first three lines, the second group chants lines 4 and 5, and the third group chants the last two lines. When they are finished, groups switch roles and do the chant again.

Light on grammar 10'

Invite a volunteer to read what the man in the picture says: *She's pretty.* Then, invite another student to read the reported sentence aloud: *He says she's pretty.* Explain that we use this kind of sentence to tell someone what another person says. Ask who *he* refers to: *the man in the picture.* Ask who *she* refers to: *a pretty woman.* Do the same with the rest of the examples.

Report these sentences to a friend. 10'

Tell students to look at the first speaker. Elicit a report of what he says: *He says he's short.* Ask who the first *He* refers to: *the man in the picture.* Ask who the second *he* refers to: *a short man.* Elicit who is reporting information in the other examples: *a woman, two people, two children.* Then, divide the class into pairs. Students take turns reporting the sentences to their friend. Finally, invite some volunteers to report the remaining sentences to the rest of the class: *She says he's got a beard. They say he's wearing a black jacket. They say he speaks English.*



Spelling race (see page 10) 10'

Now play *Spelling race* with crime scene vocabulary. Have fun!

Assign homework 5'



AB page 56



3 Listen and number the scenes. 1.56 15'

Invite a volunteer to read the title aloud. Tell students to describe the first picture. Then, play track 1.56 and ask students what happens in the scenes in their own words: *The aliens come. They don't speak English. A man can understand them. He reports what they say.* Ask them whether or not they think the aliens really want to take people to Zog. After that, play the CD again for students to listen and number the scenes. Check by saying the numbers aloud and getting students to read what the man says.



TRACK 1.56

NARRATOR: LISTEN AND NUMBER THE SCENES.
 MALE VOICE: LISTEN EVERYBODY! I UNDERSTAND THEIR LANGUAGE. I'LL TELL YOU WHAT HE SAYS.
 NARRATOR: NUMBER ONE.
 ALIEN: [ALIEN LANGUAGE]
 MALE VOICE: HE SAYS THEY COME IN PEACE.
 NARRATOR: NUMBER TWO.
 ALIEN: [ALIEN LANGUAGE]
 MALE VOICE: HE SAYS HE IS FROM THE PLANET ZOG.
 NARRATOR: NUMBER THREE.
 ALIEN: [ALIEN LANGUAGE]
 MALE VOICE: HE SAYS WE CAN VISIT THE SPACESHIP.
 NARRATOR: NUMBER FOUR.
 PEOPLE: HE WANTS TO TAKE US TO ZOG! RUN!

Answer Key:

1. He says they come in peace.
2. He says he is from the planet Zog.
3. He says we can visit the spaceship.
4. He wants to take us to Zog! Run!

⚓ Listen and complete what the alien says. 1.57 10'

Have the class look at the incomplete speech bubbles and get students to guess what the aliens say. Accept all answers. Then, play track 1.57. Students complete the sentences. Check as a class by inviting volunteers to read the completed sentences aloud.



TRACK 1.57

NARRATOR: LISTEN AND COMPLETE WHAT THE ALIEN SAYS.
 NARRATOR: NUMBER ONE.
 ALIEN: WE COME IN PEACE.
 NARRATOR: NUMBER TWO.
 ALIEN: I AM FROM THE PLANET ZOG.
 NARRATOR: NUMBER THREE.
 ALIEN: YOU CAN VISIT THE SPACESHIP.

Answer Key:

1. We come in peace.
2. I am from the planet Zog.
3. You can visit the spaceship.

Assign homework 5'

Write *They say they won't visit us* on the board and elicit the context: *The aliens report what the people on Earth say.* Students copy the sentence and illustrate the scene in their notebooks.



Light on grammar 10'

Ask the class to say what happened in Activity 3. Then, have them read the example sentences silently. Ask who says the two sets of sentences: *the aliens, the man.* Tell them that the man reports what the aliens say. Next, invite a pair of volunteers to read the alien's sentences and the reported sentences. Explain that the pronoun and the verb form change in the reported sentence because the man reports from his own perspective. Get different volunteers to read the other examples and act them out.

⚓ Rewrite these sentences. 10'

Have a volunteer read what the girl says aloud. Then, elicit a report of what she says: *She says she is very hungry.* Students write the sentence on the line. Next, have them look at the pictures and report what the children say. Check by inviting students to write the reported sentences on the board.

Answer Key:

She says she is very hungry.
She says he can eat here.
He says they come here all the time.

Pair work 15'

Divide the class into pairs: student A and student B. Student A looks at page 114 and student B looks at page 119. Tell students to choose a thief and think of a description. Then, they take turns asking questions to identify the thief. When they are finished, have students show each other which thief they chose. Then, they play again.

Assign homework 5'



AB page 57

Time to practise!

Warm-up: Guess who 15'

Say a sentence that describes a cartoon character: *He's short*. Students put up their hands if they think they know the name of the character. Ask one student to say the name. If the student is wrong, say another sentence: *He's yellow*. Continue until someone guesses correctly: *Spongebob Squarepants*. Do the same with other cartoon characters.

1 Read and number the answers. 15'

Invite the class to look at the scene and describe what they see: *a man with a hat, a woman with a suitcase, a detective, a woman with a mobile phone*. Point out that the detective is talking on the phone to his boss. He's saying things about the man and the woman. Then, tell them to read the boss's questions and number the detective's answers. After that, encourage them to compare answers with a friend. Finally, check as a class by asking pairs of volunteers to read the questions and answers aloud.

Answer Key:

1. *I'm outside a costume shop.*
2. *She's Chinese and he's American.*
3. *He's very tall.*
4. *She's wearing a black skirt, a blue shirt and a red scarf.*
5. *They're going to the airport.*
6. *She's carrying a suitcase.*
7. *He's wearing a large black hat.*

Report the detective's answers. 15'

Invite the class to look at the picture and ask what it shows: *a computer screen*. Have them read the sentence on the screen silently. Explain that the boss is reporting what the detective says in Activity 1. Then, get them to point to the next sentence and elicit the boss's report: *He says she's Chinese and he's American*. Tell students to write it in their books. Next, have the class report the rest of the answers. Check by inviting volunteers to write the sentences on the board.

Answer Key:

He says he's outside a costume shop. He says she's Chinese and he's American. He says he's very tall. He says she's wearing a black skirt, a blue shirt and a red scarf. He says they're going to the airport. He says she's carrying a suitcase. He says he's wearing a large black hat.

Assign homework 5'


In their notebooks, students stick a magazine cutout of a famous person. They draw a speech bubble for that person and write three things he / she says: *I'm a singer. I'm American. I love Japanese food*. Then, they draw a news reporter and report the things that the person says: *She says she's a singer. She says she's American. She says she loves Japanese food*.

2 Sing a song. 1.58 25'

Play track 1.58 and ask how many people are speaking: *two*. Elicit who the people are: *a detective and a suspect*. Then, play the CD again. Students listen and follow along in their books. Get the class to vote on whether or not they believe the suspect's alibi. Next, divide the class into two groups and play the CD again. One group sings the detective's questions and the other sings the suspect's answers. When they are finished, groups switch roles and sing the song again. Next, invite students to imagine what happens next: *The detective asks a man questions: Where were you on the night of the crime? Did you see the suspect?, etc.* After that, divide the class into groups and encourage them to imagine and write the man's answers: *He was at a party. He didn't see the suspect.* etc. Finally, get volunteers to say what the man did.

Assign homework 5'

Additional homework

 AB page 58

Tell students to think of an activity they did last Saturday. In their notebooks, get them to stick proof of the activity: *a film ticket, a shop receipt, an invitation to a birthday party*, etc. Then, have them write an alibi for a crime: *It wasn't me. I was (watching a film).*

Time to write

1 Look at the pictures and number the notes. 10'

Have students look at the pictures and invite a volunteer to read the title aloud: *A day at the zoo*.

Get the class to describe what they see in the different scenes. Point out that the girl's name is Zoe. Then, tell students to read the notes and match them to the scenes. They should write the appropriate scene number next to each note. Check by saying what the girl did to elicit the number of the scene:

T: *Zoe went to the zoo.*

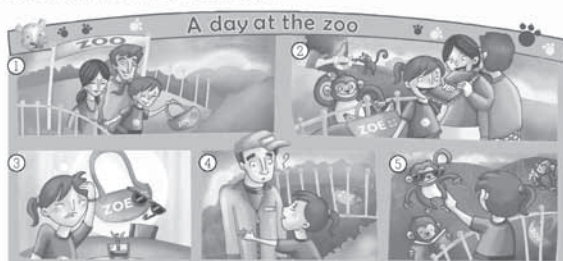
SS: *Number one.*

2 Rewrite the notes in complete sentences. 10'

Have the class look at the notes for the first picture. Point out the words that we need to add to the notes to make sentences. Explain that commas mean that the words go together in a sentence but we need other words to connect them. Invite a volunteer to make a sentence with *went to zoo*, *Mum and Dad*: *Zoe went to the zoo with her mum and dad.* Next, point out that *a /* shows where a new sentence begins. Elicit the second sentence for the first note: *She took her new bag.* Then, get students to write sentences for the rest of the pictures individually. Finally, check as a class by inviting volunteers to read the completed sentences aloud.

Answer Key:

Look at the pictures and number the notes.



went to zoo, mum and dad / took new bag

1

Zoe went to the zoo with her mum and dad. She took her new bag.

couldn't find bag / was very sad, sunglasses in bag

3

She couldn't find her bag. She was very sad, because her sunglasses were in the bag.

saw monkeys / one wearing sunglasses, another reading book, baby monkey eating banana

5

Zoe saw the monkeys. One was wearing her sunglasses, another was reading a book and a baby monkey was eating her banana.

returned to zoo, asked zookeeper about bag / didn't see it

4

She returned to the zoo and asked the zookeeper about the bag. He didn't see it.

had sandwiches and fruit / didn't eat banana, wasn't hungry

2

She had sandwiches and fruit. She didn't eat the banana because she wasn't hungry.

3 In your notebook, write the story using these linking words. 10'

Tell students to look at the linking words and elicit the order according to the story. Then, students write the story in their notebooks using the linking words. Finally, invite a volunteer to read the completed story aloud.

Bulletin board idea 15'

Materials: One sheet of poster paper per group, magazine cutouts of objects, ink pads, one half-sheet of white paper per group, rulers.

Divide the class into groups of four and assign a letter to each group: A, B, C, etc. Then, hand out the poster paper and the magazine cutouts to each group. Students label their poster *Fingerprint evidence* and write the letter of their group. Next, students stick magazine cutouts of different objects onto the poster. Each student puts a fingerprint on one object on the poster. They should use only their index finger. Next, students make a chart of their index finger fingerprints on the half-sheet of paper. They each write their name under their fingerprint. They should also write the letter of their group. After that, display the posters and the charts. Finally, encourage groups to try to identify a fingerprint on another group's poster.

Assign homework 5'



AB page 59

The lighthouse keepers' story



Before you read 10'

Look at the crime scene and circle what's wrong.

Ask students if they would like to be detectives. Encourage them to say why or why not. Then, tell them to look at the scene and circle what's wrong. When they are finished, ask them what they have circled and what they think the crime was. Accept all answers.



1 Listen to the first part of the story. 1.59 15'

Invite a volunteer to read the title of the story and the three headings aloud: *The crime*, *The scene*, *What the witnesses said*. Have the class look at the pictures and ask them to point to the different people: *Detective Ross*, *the gardener*, *the cleaner*, *the security guard*. Then, have them close their books. Write these questions on the board:
What was wrong?
What evidence did Detective Ross find?
What was the gardener doing at five forty-five?
Next, play track 1.59 and have students listen for answers to the questions. Invite volunteers to write their answers on the board. After that, play the CD again for students to listen and follow along in their books to check. Finally, invite the class to guess who is guilty. Accept all answers.

Now read the story in groups. 15'

Divide the class into groups of four and assign the roles of the narrator, gardener, security guard and cleaner. Students read the story aloud. After that, get them to switch roles and read the story again. Finally, invite a group to read the story to the rest of the class.

Assign homework 5'



AB page 60

Additional homework

In their notebooks, students write three questions the detective asked the suspects: *Where were you at five thirty?* *Why did you leave the diamond room?* *What were you doing in the diamond room?*, etc.

2 Listen to the second part of the story. 1.60 10'

Ask students what happened in the first part of the story. Then, invite a volunteer to read the title and the subheading aloud. Next, play track 1.60. Have students listen and follow along in their books. After that, get them to describe what happened in their own words.

Now read the story in groups. 10'

Divide the class into groups of six. Each student reads the caption for one illustration. When they are finished, have them switch roles and read the story again.



After you read 10'

Underline the correct option.

Invite a volunteer to read number

1 aloud. Then, point out the line numbers and ask students to find line 30. Count the lines with the students and tell them to point to *she* in line 32. After that, get another volunteer to read the sentence with *They* aloud. Ask if it is the cleaner: *No. The cleaner is a woman.* Ask who ran back into the hole. Remind students that they should look at the words and sentences before *They* to find the answer. Then, elicit the answer: *the mice.* Tell students to underline *c.* Next, divide the class into pairs and have them find what the other words refer to and underline the correct options. Check by reading the descriptions to elicit the appropriate letter.

Answer Key:

1. *cleaner*
2. *mice*
3. *security guard's*
4. *mice*



Value: Sticking to the facts

Make a truth bracelet. 15'

Materials: One copy of craft template 6 (see the Values Section on the Teacher's Resource CD-ROM) per student, coloured pencils, scissors, string, sticky tape.

Write *gossip* and *rumours* on the board. Get students to guess whether these are good or bad things: *bad*. Explain that we *gossip* when we talk about other people's secrets. When we start *rumours*, we spread information that might not be true about someone. Have students close their eyes and imagine that they hear two friends gossiping about them. They are laughing about a secret. Then, tell them to open their eyes and ask them how they felt. Point out that gossiping and telling rumours hurts people. After that, hand out the materials and get students to choose four words or phrases and colour them. Next, have them cut out the words or phrases that they chose. They should cut a piece of string 15 centimetres long. Then, they fold the tabs on each word or phrase over the string and tape it in place. They should cover both sides of each phrase with clear sticky tape. When they are finished, encourage them to put on their bracelets and show them to a friend. Finally, ask volunteers which words or phrases they chose and why.

Assign homework 5'



AB page 61

Warm-up: Let's talk about Bermuda 10'

Materials: A map of the world, photos of a pink beach in Bermuda, a 35 km/h speed limit sign, a billboard from another country.

Display the map. Then, say the names of some island countries in and around the Caribbean: *Haiti, Cuba, Jamaica, Bermuda*. Have volunteers find the countries on the map and point to them. Encourage the rest of the class to help. Next, elicit what ocean Bermuda is in: *the Atlantic*. Pass

around the photos and explain that Bermuda is very small. Only 65,000 people live there. There are beautiful beaches. The sand is pink. Tell them that Bermuda used to be famous for its pirates but nowadays many tourists and business people go there. People speak English there. There are many laws to protect Bermuda's peaceful environment: People can only have one car. They cannot drive at more than 35 km/h. Large billboards are not permitted.

Read and stick. 10'

Have the class look at the text and get volunteers to read the headings aloud. Ask them where we see this kind of information: *in holiday brochures*. Next, invite them to identify what they see in the pictures. Then, tell students to use the stickers for *Light up the world* on page 62. Students read the text and put the stickers in the spaces according to their shapes. When they are finished, invite volunteers to explain what activity each sticker represents: *frog – hiking in the national parks, shipwreck – snorkelling on the coral reef, shorts – shopping, zoo – sightseeing*. Finally, ask students which activity they like the best.

Answer Key:



Read and find the meaning of these numbers. 10'

Tell students to look at the brochure again and find *one thousand and fifty* in the text. Elicit what

it refers to: *the distance from the USA to Bermuda in kilometres*. Tell students to write the answer on the lines. Then, get them to find the rest of the numbers and write what each number refers to on the lines. Check by asking volunteers to read their answers aloud.

Answer Key:

Read and find the meaning of these numbers.	one hundred and twenty <u>small islands</u>
one thousand and fifty <u>kilometres from the USA</u>	three hundred and fifty <u>kinds of birds</u>
four hundred <u>shipwrecks</u>	six hundred and fifty <u>species of fish</u>



AB page 62



Check what you know! 20'

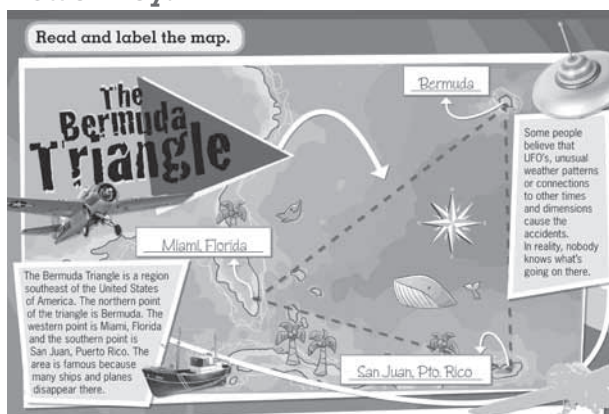
Divide the class into pairs. Tell them to open their books to page 54. Students take turns saying *true-false* sentences about the crime scene: *There are fingerprints on the carpet*. Their friend corrects the false sentences: *False. There are footprints on the carpet*. Then, students take turns pointing to the pictures on page 55. Their friend says what the detectives are doing. After that, divide the class into groups of three. The first student whispers something to the second student: *I'm hungry*. The second student reports what the first student said: *She says she's hungry*. Students switch roles and continue until each person has reported several sentences. Finally, ask the class to complete the faces according to how they feel about what they know.

Read and label the map.

15'

Get the class to look at the map and invite a volunteer to read the title aloud. Encourage students to say anything they know about the Bermuda Triangle. Then, have them read the texts and identify the locations that mark the points of the triangle: *Bermuda*, *Miami* and *San Juan*. After that, invite them to label the map with those locations and compare answers with a friend. Check as a class by reading the names aloud and getting students to point to the places on the map. Finally, ask why the Triangle is famous: *Because many ships and planes disappear there.* Elicit the possible reasons: *weather patterns, UFO's, connections to other times and dimensions.*

Answer Key:

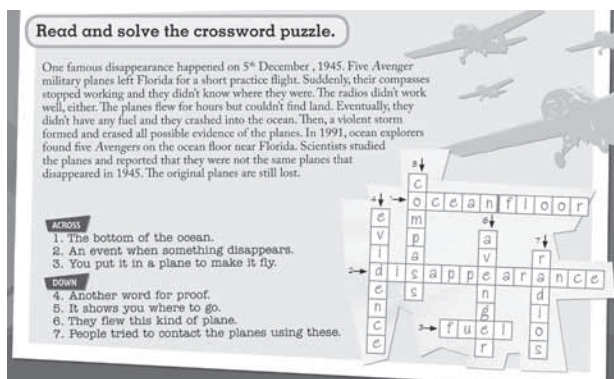


Read and solve the crossword puzzle.

15'

Invite the class to look at the picture and ask them what they think happened to the planes: *They disappeared in the Bermuda Triangle.* Next, have students read the text. When they are finished, encourage them to say what happened in their own words. After that, get them to solve the crossword puzzle. Check by reading the numbers and clues aloud and inviting volunteers to say and spell the words.

Answer Key:



Correct it! (see page 10)

10'

Now play *Correct it!* with reported speech. Write five original sentences and five incorrect reported sentences on the board: *I am short. The teacher says they are short.* Students correct the reported sentences. Have fun!

Assign homework

5'

Additional homework



AB page 63

My project



Make an identity kit.

Materials: One sheet of card and one sheet of white paper per student, a ruler.

Invite the class to look at *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on pages 97 and 98 and the *Time to check* section on page 62 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.

7

Future world



Objectives:

- learn the words for things in a restaurant
- learn the names of different types of dishes
- practise expressions for ordering food in a restaurant
- talk about future predictions with *will*



Light on new words

Restaurant

bill	/bɪl/	_____
credit card	/kre-dɪt kɑ:d/	_____
customer	/kʌs-tə-mə/	_____
menu	/me-nju:/	_____
pepper	/pe-pə/	_____
salt	/sɔ:lt/	_____
waiter	/wei-tə/	_____
waitress	/wei-trəs/	_____

Menu

apple pie with	/æ-pəl paɪ wɪθ	_____
ice cream	aɪs kri:m/	_____
chicken soup	/tʃɪ-kɪn su:p/	_____
chocolate brownie	/tʃɒk-lət 'braʊ-ni/	_____
cream of	/kri:m əv	_____
potato soup	pə-'teɪ-təʊ su:p/	_____

cream of	/kri:m əv	_____
sweetcorn soup	'swi:t-kɔ:n su:p/	_____
desserts	/dɪ-'zɜ:ts/	_____
fried fish and	/fraɪd fɪʃ ənd	_____
salad	'sæ-ləd/	_____
grilled steak	/grɪld steɪk	_____
and peas	ənd pi:z/	_____
lemon sorbet	/le-mən 'sɔ:-bet/	_____
main courses	/meɪn 'kɔ:-sɪz/	_____
mango mousse	/mæŋ-gəʊ mu:s/	_____
mushroom soup	/mʌʃ-ru:m su:p/	_____
roast chicken	/rəʊst 'tʃɪ-kɪn	_____
with carrots	wɪð 'kæ-rəts/	_____
spaghetti with	/spə-'ge-tɪ wɪð	_____
tomato sauce	tə-mɑ:-təʊ sɔ:s/	_____
starters	/sta:-təz/	_____



Light on grammar

Will

In this unit, we use *will* to talk about future predictions. We use the structure subject + *will* + verb infinitive: *People will fly to other planets.* To form Yes / No questions, we switch *will* and the subject:

Will people eat pills? To form *Wh-* questions, we add the question word to the beginning of the sentence and switch *will* and the subject: *What will you be?*



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise expressions for ordering food in a restaurant.

- Are you ready to order?
Yes, I'd like some soup, please.
- Anything else?
A pizza, please.
- Can I have the bill, please?
Right away.



The lighthouse keepers' story
A dream come true!



Teaching tip

Students who are aware of their progress have a more positive attitude that helps them to learn better. The opposite is also true: students who do not know how they are doing can lose motivation. How do we help our students see the progress they are actually making? The following can be done:

- schedule reflection time into your lessons. *Lighthouse* provides an opportunity for this through the *Check what you know* section at the end of every unit of the Activity Book.
- highlight class progress by telling students at the beginning of every lesson or every week what they are going to learn. Write learning objectives for a lesson on the board at the start of class, or make a poster with learning aims for the week. Then, at the end of the lesson or the week, students can look at the list and mark what they have learned.
- encourage students who do not feel good about their progress. In some cases, they may have unrealistic expectations about learning. They might feel that they should not make any mistakes or that they need to understand every unfamiliar word in English. In other cases, they might need suggestions for practising at home or participating better in class. By doing these progress checks together, you gain awareness of small challenges before they become problems for the students.

Value: Minding your manners

Minding your manners means being polite and acting in a way that makes other people feel comfortable.



Make a book of table manners.



Basic competences

In this unit, students will develop:

- *Competence in Learning to learn* by becoming aware of the progress they are making during the course through reviewing the learning objectives in the *Check what you know* section, and through progress feedback from the teacher accompanied by practical suggestions (TB p. 85).
- *Linguistic competence* by learning the definitions of vocabulary related to eating at restaurants as well as functional language for ordering when eating out (SB p. 64).
- *Mathematical competence* by listening to prices on a menu and matching them to the dishes pictured (SB p. 65).
- *Competence in Autonomy and personal initiative* by writing questions and conducting a classroom survey predicting the future (SB p. 66).
- *Cultural and artistic competence* by creating a collage where a famous person interviews a robot about the future (SB p. 67).
- *Linguistic competence* by practising the use of will + base verb to predict future events in a guided fashion from drawings (SB p. 68).
- *Linguistic competence* by participating in process writing where they read a model horoscope and identify textual features such as emotions and events in time, in order to be able to write their own horoscope based on the model (SB p. 69).
- *Competence in Knowledge and interaction with the physical world* by listening and reading a true story about an astronaut and her dream (SB p. 70).
- *Interpersonal and civic competence* by creating a book of table manners identifying polite and rude ways of behaving (SB p. 71).
- *Competence in Processing digital information in the classroom* by listening to pronunciation in Russian and matching a word to a definition (SB p. 72).
- *Competence in Knowledge and interaction with the physical world* by creating and experimenting with a balloon rocket (SB p. 73).

7

Future world

Warm-up: Word factory 15'

Write the unit title on the board. Then, divide the class into small groups. Allow five minutes for them to list the words that they can form with the letters *FUTURE WORLD*: *word, two, for*, etc. After that, have students count their words. Ask the group with the most words to read them aloud. Invite other groups to say any different words on their lists. They get one point for each correct word. Finally, invite the class to say words they associate with the future: *robots, space, flying cars*, etc.

1 Find and count the following objects in the picture. 15'

Have students look at the scene and ask them what kind of place it is: *a restaurant*. Invite a volunteer to read the name of the restaurant aloud: *Fast Food Planet*. Ask if there is a restaurant like this where they live and why: *No, all the characters are robots*. Next, tell students to look at the picture of the waiter in the box and ask how many waiters are in the restaurant: *three*. Students write 3 in the space. After that, have them count the rest of the items and write the numbers in the boxes. When they are finished, check by asking how many of each item there are.

Answer Key:

Find and count the following objects in the picture.



2.1 Listen and repeat. 10'

Play track 2.1 twice and invite students to repeat the words. Then, mime saying the words very slowly and exaggerate the movements of your mouth. Students call out the words. Finally, several volunteers take your place and mime the words for the class to guess.

TRACK 2.1

NARRATOR: LISTEN AND REPEAT.
NARRATOR: WAITER.
WAITRESS.
CUSTOMER.
BILL.
CREDIT CARD.
MENU.
SALT.
PEPPER.

Assign homework 5'

Additional homework

AB page 64 ex. 1

Students stick three magazine cutouts that illustrate restaurant words in their notebooks and label them.

Light-on real language 20'

Material: Board pens.

Invite students to look at the picture. Elicit who the people are: *a waiter, a customer*. Ask what is happening in the scene: *The customer is ordering food*. Then, invite a pair of volunteers to read the dialogue aloud. Help with pronunciation as necessary. Point out that a customer always says *please*. Explain that this is polite. After that, hand out the board pens and invite volunteers to write the names of food items on the board. Next, divide the class into pairs and get them to read the dialogue aloud, using different food items.

Assign homework 5'

Additional homework

AB page 64 ex. 2

Students make a waiter and a customer out of modelling clay. Then, they make a speech bubble for each and cut them out: *Are you ready to order? Yes, I'd like a (hot dog), please*. They stick the speech bubbles to the characters.

2 Listen and stick the headings.

Elicit the names of students' favourite restaurants and ask them what they like to eat there. Then, have students look at the menu and point to the dishes in each column that they think they want to order. Explain that a dish is a combination of food items on one plate. Then, tell students to use the stickers for the names of the headings for Activity 2 on page 65. Tell the class to read the names of the headings silently. Next, play track 2.2. Students listen and put the stickers above the appropriate items on the menu. Check by eliciting the names of the headings in order. Finally, invite the class to vote on their favourite part of the meal.

TRACK 2.2

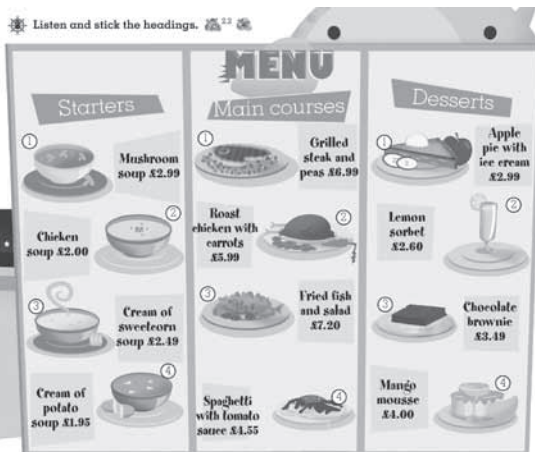
NARRATOR: LISTEN AND STICK THE HEADINGS.

NARRATOR: WELCOME TO FAST FOOD PLANET. TODAY'S MENU FEATURES THESE TASTY STARTERS: DELICIOUS MUSHROOM SOUP FOR £2.99 AND CHICKEN SOUP FOR £2.00. WE'VE ALSO GOT SMOOTH CREAM OF SWEETCORN SOUP FOR £2.49 AND CREAMY CREAM OF POTATO SOUP FOR £1.95. AFTER THAT, SINK YOUR TEETH INTO ONE OF OUR FOUR MAIN COURSES: GRILLED STEAK AND PEAS FOR ONLY £6.99, ROAST CHICKEN WITH CARROTS FOR £5.99, FRIED FISH AND SALAD FOR £7.20, OR IF YOU DON'T LIKE MEAT YOU CAN HAVE SPAGHETTI WITH TOMATO SAUCE FOR JUST £4.55. TO FINISH, DIVE INTO ONE OF OUR FAMOUS DESSERTS: AMAZING APPLE PIE WITH ICE CREAM FOR £2.99, OR OUR INCREDIBLE LEMON SORBET FOR £2.60. FOR CHOCOLATE LOVERS, THERE'S A CHOCOLATE BROWNIE FOR £3.49, OR FOR THOSE WITH MORE EXOTIC TASTES, THERE'S A DELICIOUS MANGO MOUSSE FOR £4.00. ENJOY!

Listen again and stick the names of the dishes.

Tell students to use the stickers for the names of dishes and their prices for Activity 2 on page 65. Then, play the CD again. Students listen and stick the names and prices next to the corresponding pictures in the menu. Check by saying the heading and number to elicit the name of the dish.

Answer Key:



Listen and repeat.

Play track 2.3 for students to listen and repeat. Then, describe dishes and headings for students to guess:
T: *It costs £2.99. It's got mushrooms.*
SS: *Mushroom soup. Starters.*

TRACK 2.3

NARRATOR: LISTEN AND REPEAT.

NARRATOR: STARTERS.

MUSHROOM SOUP.
CHICKEN SOUP.
CREAM OF SWEETCORN SOUP.
CREAM OF POTATO SOUP.
MAIN COURSES.
GRILLED STEAK AND PEAS.
ROAST CHICKEN WITH CARROTS.
FRIED FISH AND SALAD.
SPAGHETTI WITH TOMATO SAUCE.
DESSERTS.
APPLE PIE WITH ICE CREAM.
LEMON SORBET.
CHOCOLATE BROWNIE.
MANGO MOUSSE.



Act out with a friend.

Invite volunteers to read the names of the dishes aloud. Explain meaning and correct pronunciation as necessary. Then, divide the class into pairs: *a waiter / waitress* and *a customer*. Students act out a restaurant scene using the food on the menu. When they are finished, they switch roles and act out the scene again.

Assign homework

Additional homework

Pictionary pages 106 and 107. Students identify the pictures and write the corresponding words or phrases. Finally, they listen to the words and phrases in this unit's section of the CD in class.

Cars will fly!

1 Listen and circle the correct option. 2.4 15'

Invite the class to look at the picture. Explain that the man is a professor and that he is talking about the future. Invite a volunteer to read the boy's question aloud. Then, read the first question aloud: *Will scientists discover life on other planets?* Encourage students to say what they think. Do the same for the rest of the questions. Next, play track 2.4. Students listen and circle the answers according to what the professor says. Check by reading the questions aloud to elicit the answers.

TRACK 2.4

NARRATOR: LISTEN AND CIRCLE THE CORRECT OPTION.

STUDENT: PROFESSOR BRAINS! WHAT WILL HAPPEN IN THE FUTURE?
WILL SCIENTISTS DISCOVER LIFE ON OTHER PLANETS?

PROFESSOR: YES, I THINK THEY WILL.

S: WILL PEOPLE LIVE TO BE MORE THAN 130 YEARS OLD?

P: YES, MOST PEOPLE WILL LIVE TO BE OLDER THAN 130.

S: WILL ROBOTS TEACH ENGLISH?

P: NO, THEY WON'T TEACH. YOU WILL HAVE ENGLISH TEACHERS FOR A LONG TIME.

S: WILL PEOPLE GO ON HOLIDAY TO THE MOON?

P: YES, YOU WILL. AND MAYBE EVEN TO MARS, TOO.

S: WILL PEOPLE TRAVEL IN TIME?

P: AH, THAT'S DIFFERENT. NO, I DON'T THINK SO.
WE WON'T TRAVEL IN TIME.

Answer Key:

 Listen and circle the correct option.  2.4



What will happen in the future?

Will scientists discover life on other planets?	Yes	No
Will people live to be more than 130 years old?	Yes	No
Will robots teach English?	Yes	No
Will people go on holiday to the moon?	Yes	No
Will people travel in time?	Yes	No

Look and ask a friend. 10'

Have the class look at the first picture. Get a volunteer to make a question with the prompts: *Will people live under the sea?* Invite the rest of the class to answer. Accept all answers. Then, divide the class into pairs. Have students take turns making questions about the pictures. Finally, get some volunteers to say the questions and what they answered.

Assign homework 5' AB page 66 ex. 1

Additional homework
In their notebooks, students copy one of the questions from Activity 1. Then, they draw a picture to illustrate it.

2 Listen and chant. 2.5 10'

Ask a volunteer to read the title of the chant aloud. Then, get students to say what they see in the picture: *a school on Mars*. Next, play track 2.5 and encourage students to follow along in their books. After that, divide the class into two groups. Play the CD again and have the groups chant alternate lines. When they are finished, have them switch roles and do the chant again.

Light on grammar 10'

Invite some volunteers to read the examples aloud. Point out that they are predictions about the future. Explain that we ask *Yes / No* questions about the future with *Will* + the subject + the verb in the infinitive. We can use short answers. The negative form is *won't*. Point out that *will* and *won't* have the same form for all subjects.

Unscramble the questions. 10'

Tell students to unscramble the questions and write them on the lines. Check by getting volunteers to read the questions aloud. Invite the class to answer the questions. Encourage them to explain their answers.

Answer Key:

1. Will we have more time?
2. Will people be happy?
3. Will we take care of our planet?

Wrap-up: Survey 15'

Material: One half-sheet of paper per pair.

Divide the class into pairs and hand out the paper. Each pair writes a question about the future on their sheet of paper: *Will tigers exist in the future?* They write *Yes* and *No* next to the question. Then, they ask ten students and record the number of people who say *Yes* and the number who say *No*. When they are finished, invite pairs to count and report their answers: *Seven people say tigers will exist in the future. Three people say tigers won't exist in the future.*

Assign homework 5' AB page 66 ex. 2

Additional homework
In their notebooks, students write two more lines for the chant: *We'll talk with dolphins,
And we'll travel to the sun.*



Dance it! (see page 10) 10'

Play *Dance it!* with predictions about the future. Have fun!

3 Match the questions and answers. 10'

Tell students to look at the picture and say what is happening: *A girl is asking a robot some questions.* Then, have a volunteer read the first question aloud: *What will I be?* Get another volunteer to find the answer and read it aloud: *A famous musician.* After that, get the class to match the rest of the questions and answers individually.

Answer Key:

Match the questions and answers.

What will I be? On a new planet
Why will I be famous? A famous musician
Who will I marry? A very intelligent man
Where will I live? Two boys
How many children will I have? 121 years
How long will I live? Because you will play the drums with your feet.

Listen and check. 2.6 10'

Write three questions for the robot. Answers will vary.

1. _____
2. _____
3. _____

Pair work

Turn to page 115

Listen and check. 2.6 10'

Play track 2.6 for students to listen and check. Then, check as a class by getting volunteers to read the questions and answers aloud.



TRACK 2.6

NARRATOR: LISTEN AND CHECK.

GIRL: WHAT WILL I BE WHEN I GROW UP?

ROBOT: A FAMOUS MUSICIAN.

GIRL: WHY WILL I BE FAMOUS?

ROBOT: BECAUSE YOU WILL PLAY THE DRUMS WITH YOUR FEET.

GIRL: WHO WILL I MARRY?

ROBOT: A VERY INTELLIGENT MAN.

GIRL: WHERE WILL I LIVE?

ROBOT: ON A NEW PLANET.

GIRL: HOW MANY CHILDREN WILL I HAVE?

ROBOT: TWO BOYS.

GIRL: HOW LONG WILL I LIVE?

ROBOT: ONE HUNDRED AND TWENTY-ONE YEARS.

Write three questions for the robot. 15'

Invite the class to name other activities for the girl to ask the robot about: *Visit other countries? Go to the moon? Explore other planets?*, etc. Then, have students write three questions in their books. When they are finished, encourage them to ask a friend their questions. Finally, invite some students to read their questions aloud and say their answers.

Answer Key:

Student's own answers.

Assign homework 5'



AB page 67 ex. 1

Additional homework

In their notebooks, students copy one of their questions and illustrate it.



Light on grammar 5'

Invite some volunteers to read the examples aloud. Explain that we can ask for information about future predictions using question words. Point out the question words in Activity 3: *What, Where, Who, Why, How long, How many.* After the question word, the structure is the same as in Yes / No questions.

Read and make questions with a friend. 10'

Ask a volunteer to read the first answer aloud: *In Europe.* Elicit an appropriate question word: *where.* Then, have a volunteer form a question: *Where will I (work)?* Then, divide the class into pairs. Students take turns reading answers aloud and making appropriate questions. When they finish, have them switch roles. Check by getting some pairs to say their questions and answers aloud.

Pair work 15'

Divide the class into pairs: Student A and student B. Student A looks at page 115 and student B looks at page 119. Tell students to look at the picture. Explain that the fortune-teller robot is making predictions for the other robot. Students take turns telling each other their predictions and circling the corresponding pictures. When they finish, get them to compare pictures to check.

Assign homework 5'



AB page 67 ex. 2

Additional homework

In their notebooks, students draw a robot and stick a magazine cutout of a famous person or cartoon character beside it. Then, they write the famous person's question and the robot's answer: *Where will I live? On the moon.*

Time to practise!

Warm-up: Inventions 20'

Materials: Seven photos of unusual gadgets and inventions.

Write these questions on the board:

What is it?

What does it do?

Have you got one?

Is it useful?

Then, pass around one of the photos and elicit students' answers to the questions. Next, divide the class into six groups. Give one photo to each group for them to answer the questions. When they are finished, get them to switch photos with another group and answer the questions again. Continue until all six groups have seen all the photos. Stick them onto the board and invite the class to give their answers. Finally, tell students the real names of the gadgets and their functions.

1 Read and write predictions. 20'

Invite students to look at the first picture and say what they can see. Then, point out the word prompts for the first picture and the tick in the box. Explain that they should form an affirmative sentence. Get a volunteer to say the prediction: *Robots will drive buses and cars*. Tell students to write the sentence on line 1. Next, have them write the rest of the predictions individually. Remind them to make the sentences affirmative or negative according to the marks in the boxes. When they are finished, encourage them to compare their predictions with a friend. Check as a class by getting volunteers to read their predictions aloud.

Answer Key:

1. *Robots will drive buses and cars.*
2. *People won't go skiing on Neptune.*
3. *People won't protect the earth.*
4. *Aliens and humans will be friends.*
4. *Children will fly rockets to school.*
6. *New kinds of animals won't exist on Earth.*

Assign homework 5' Additional homework 20'

In their notebooks, students write three predictions about how their school will be different in 100 years.

2 Sing a song. 2.7 20'

Write the chorus on the board with one missing word for each line. Invite students to guess the missing words. Accept all answers. Then, play track 2.7 and get volunteers to write the missing words on the board. Next, play the CD again to check. After that, play the CD a third time for students to listen and follow along in their books. Then, divide the class into two groups. One group sings the first verse. The other group sings the second verse. The whole class sings the chorus. When they are finished, they switch roles and sing again.



Making faces (see page 10) 20'

Now play *Making faces* with future predictions. Have fun!

Assign homework 5'

Additional homework 20' AB page 68 ex. 2

Students stick three magazine cutouts into their notebooks to represent their future. Then, they label them: *I will be a doctor. I will live in a nice house. I will help people in other countries.*

Time to write

1 Read and choose your favourite horoscope. 10'

Ask some students if they read their horoscope and encourage them to say what star sign they are. Then, have them look at the robot horoscopes. Get them to read the names of the star signs: *Pisces, Cancer, Leo, Capricorn*. Next, have students read the horoscopes silently. When they are finished, ask them which horoscope they prefer. Encourage them to say why.

2 Underline with the corresponding colour. 10'

Point out the categories and the corresponding colours. Then, invite the class to find an example for the first category in the first horoscope and get a volunteer to read it aloud: *You aren't very happy*. Have students underline the sentence in red. Do the same for the other categories. After that, tell them to finish underlining the information. When they are finished, encourage them to compare with a friend. Check as a class by saying the categories to elicit sentences.

Answer Key:

Students colour references to emotions red, to present events, blue, to future events, purple and actions to do, green.

2 Write a horoscope. 10'

Invite a volunteer to read the first prompt aloud: *feel bored*. Elicit the category: *emotions*. Explain that the other prompts fit the remaining categories from Activity 1. Then, tell students to write the horoscope for *Sagittarius* using the prompts. They should organize it according to the model horoscopes. When they are finished, get them to compare horoscopes with a friend. Finally, ask some volunteers to read their horoscopes aloud.

Model Answer:

You feel bored because your job as a robo-waiter isn't exciting. Be prepared and clean your uniform! New customers from Saturn will come next weekend and you'll meet a nice Saturnian girl.

Bulletin board idea 15'

Materials: Three letter-sized sheets of poster paper per group, three letter-size sheets of card of different colours per group, sticky tape, felt-tip pens, a die.

Note: Make the following headings on card and cut them out:

1 – *This year...*

2 – *Next year...*

3 – *In 10 years...*

4 – *In 50 years...*

5 – *In 200 years...*

6 – *In 1,000 years...*

Divide the class into six groups and give each group poster paper, felt-tip pens and a heading. Students write one prediction on each sheet of poster paper and illustrate it: *You will (buy a house on the moon)*. When they are finished, hand out the card. Students make large question marks on each sheet. After that, stick the groups' headings to the board. Stick the predictions under the headings and tape the card to the top of each prediction to cover it. Finally, groups take turns rolling the die and choosing a prediction from the corresponding category. Continue until all the predictions have been read.

Assign homework 5'



AB page 69

The lighthouse keepers' story

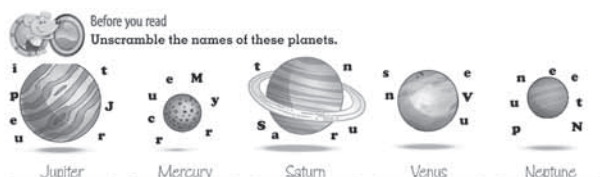


Before you read 10'

Unscramble the names of these planets.

Ask students how many planets there are in the solar system: *Eight*. Then, have students unscramble the names of the planets in their books. Check by inviting volunteers to say and spell the names of the planets. Encourage them to say which planets are missing: *Earth, Mars, Uranus*.

Answer Key:



Now read the story in groups. 15'

Divide the class into groups of three. Students take turns reading paragraphs of the story aloud. When they are finished, get them to switch roles and read the story again. Finally, invite volunteers to read the story to the class.

Assign homework 5'



AB page 70

Additional homework

Students investigate a planet and draw a picture of it in their notebooks. Then, they write a fact about the planet: *This is Neptune. It's got thirteen moons.*

1 Listen to the first part of the story. 2.8 15'

Invite a volunteer to read the title of the story aloud: *A dream come true!* Have the class look at the pictures and ask them what the woman's dream was: *to explore space*. Ask them whether or not they would like to travel to space. Then, tell them to close their books. Write these questions on the board:
What happened when Anousheh was sixteen?
Where did she train?
What happened on 18th September?

Next, play track 2.8 and have students listen for answers to the questions. Invite volunteers to write their answers on the board. After that, play the CD again for students to listen and follow along in their books to check.

2 Listen to the second part of the story. 2.9 10'

Ask students what they remember about Anousheh Ansari. Then, play track 2.9. Have students listen and follow along in their books. After that, get them to say how life in space is different from life on Earth. Finally, ask how Anousheh felt when she returned to Earth.

Now read the story in groups. 10'

Divide the class into groups and have them take turns reading the story aloud. When they are finished, encourage students to say which space activity they liked the most and why.



After you read 5'

Read and cross out the incorrect drawings.

Invite students to say what they can see in the first set of pictures: *illnesses*. Then, ask a volunteer to read number 1 aloud: *Anousheh had a ...* Tell students to look in the story to find which illness completes the sentence: *headache*. Get them to cross out the other illnesses. After that, have them do the other two questions individually. Check by saying the numbers and inviting volunteers to read the complete sentence aloud:

T: *Number 2.*

S: *Once, she wanted a sweet.*

Answer Key:

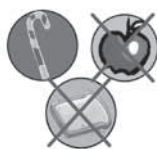


After you read
Read and cross out the incorrect drawings.

1. Anousheh had a



2. Once, she wanted a



3. She could see



Value: Minding your manners

Make a book of table manners. 15'

Material: One photocopy of craft template 7a, 7b and 7c (see the Values Section on the Teacher's Resource CD-ROM) per student, coloured pencils, scissors, glue, a stapler.

Write *Manners* on the board and explain that they are the way that we act. People with good manners are *polite*. People with bad manners are *rude*. Hand out the templates. Have students look at the rules and point out that they show how to be polite when you eat. They are called *table manners*. Tell students to colour and cut out the pictures and the rules. They should stick the rules onto the corresponding pictures. When they are finished, help them to staple the pages together to make a book. Encourage them to follow the rules to be polite when they eat.

Assign homework 5'



AB page 71



Warm-up: Let's talk about Russia 10'

Materials: A map of the world, photos of Siberia, a Russian farm and Russian forests.

Display the map. Ask a volunteer to come and point to Russia on the map. Explain that it is the largest country in the world. Elicit the name of the capital: *Moscow*. Ask students to say anything they know about Russia. Pass around the photos and tell the

class that one of the coldest places in the world is in Russia. It is called *Siberia*. In the winter, the temperature can fall to -70 degrees! In the summer, it can be warm and people grow wheat and potatoes. There are also cows, sheep and reindeer. The forests in Russia are the second largest in the world. Only the Amazon rainforest is bigger.

Listen and stick. 2.10 10'

Invite the class to look at the pictures and describe what they see. Accept all answers. Then, tell students to use the stickers for *Light up the world* on page 72. Play track 2.10 and get students to put the stickers in the appropriate spaces. Finally, play the CD again and ask students what they learned about each item.

TRACK 2.10

NARRATOR: LISTEN AND STICK.

NARRATOR: THE RUSSIAN FEDERATION IS THE LARGEST COUNTRY ON EARTH, AT OVER SEVENTEEN MILLION SQUARE KILOMETRES. (THE USA IS NINE POINT THREE MILLION AND CHINA IS NINE POINT TWO). THE CAPITAL OF RUSSIA IS MOSCOW. MORE THAN ONE HUNDRED AND FORTY MILLION PEOPLE LIVE IN RUSSIA. ST. BASIL'S CATHEDRAL IN MOSCOW IS ONE OF THE COUNTRY'S MOST FAMOUS TOURIST SITES. IT IS ALMOST FIVE HUNDRED YEARS OLD. VISITORS TO RUSSIA OFTEN BUY *MATRYOSHKA*: NESTING DOLLS THAT FIT INSIDE EACH OTHER. TRADITIONALLY, RUSSIAN PEOPLE LIKE TO MEET WITH FRIENDS AND PREPARE TEA IN A *SAMOVAR*. THEY ARE ALSO FAMOUS FOR THEIR FOLK DANCING, WHICH THEY PERFORM TO THE SOUND OF A *BALALAIKA*, A RUSSIAN GUITAR.

Answer key:



Read and match the pictures with the Russian names. 10'

Have the class look at the words and definitions in the picture of the book. Explain that the Russian language. Have students look at the first word and definition and say what they refer to: *nesting dolls*. Ask the class if anyone remembers the name in Russian: *matryoshka*. Tell them to draw a line to connect the picture of the dolls and the Russian name. After that, have students read the rest of the definitions and match the names to the appropriate pictures.

Follow and draw the paths. 5'

Invite the class to look at the Russian words and the pictures. Get students to guess what the first word is: *robot*. Have them draw a path connecting the Russian word with the picture of the robot and the word in English. Then, tell students to follow and draw the paths for the rest of the words.

Answer key:



Listen to the words in Russian. 2.11 5'

Play track 2.11 and have students listen to the Russian words. Play the CD again and encourage them to point to the corresponding words and pictures.

TRACK 2.11

NARRATOR: LISTEN TO THE WORDS IN RUSSIAN.

NARRATOR: [ROBOT IN RUSSIAN]. ROBOT.
[PIZZA IN RUSSIAN]. PIZZA.
[COMPUTER IN RUSSIAN]. COMPUTER.
[ASTRONAUT IN RUSSIAN]. ASTRONAUT.
[EXAM IN RUSSIAN]. EXAM.

AB page 72 10'

Check what you know!

Divide the class into pairs. Tell them to open their books to page 64. Get them to cover the words in the box. Then, they take turns pointing to items in the picture and saying their names. Next, have students look at the menu on page 65. One student describes a dish: *It's a main course. It's got little green vegetables*. The other student guesses the dish: *grilled steak and peas*. They take turns describing and guessing the rest of the dishes. Finally, ask the class to complete the faces according to how they feel about what they know.

Read and complete the table. 15'

Tell students to look at the photos and read the captions silently. Encourage them to think up questions about the photos: *What did Laika do? Who was Valentina Tereshkova? When did Vostok 2 go into space?* Then, point out the table. Tell students to read the text to find the missing information. They should write the information to complete the table. Copy the table on the board and check by getting volunteers to write the answers in the spaces. Finally, elicit the answers to the questions about the photos: *Laika was the first dog in space. Valentina Tereshkova was the first woman to go into space. Vostok 2 went into space in 1961.*

Answer Key:

Read and complete the table.

Russians are very proud of their space programme. In 1957, Russia became the first country to put a satellite into space. It was called Sputnik 1. In the same year, the Sputnik 2 took the first animal into space, a dog called Laika. And on 12th April, 1961, Russian astronaut Yuri Gagarin became the first person to go into space. He went on a small spaceship, Vostok 2. Later on, Valentina Tereshkova became the first woman in space. She was on Vostok 5, which launched on 16th June, 1963, and orbited the Earth 48 times. The flight lasted 2.95 days (=70.8 hours).

Date	Spaceship	Related name	Event
1957	Sputnik 1	(none)	The first satellite in space
1957	Sputnik 2	Laika	The first dog in space
12 th April, 1961	Vostok 2	Yuri Gagarin	The first man in space
16 th June, 1963	Vostok 5	Valentina Tereshkova	The first woman in space

Decode Yuri Gagarin's message. 10'

Divide the class into pairs. Students decode the message with their friend and write it on the lines. Check as a class by getting a volunteer to read the message aloud. Explain that this is what Yuri Gagarin said when he was in space.

Answer Key:

I see Earth. It is beautiful.



Slow motion (see page 10) 10'

Now play *Slow motion* with situations from the *Light up the world* text. Have fun!

Assign homework 5'

Additional homework



AB page 73

My project



Make a balloon rocket.

Materials: One toilet paper tube, one piece of card, a balloon, a paintbrush, a clothespeg.

Invite the class to look at *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 98 and the *Time to check* section on page 62 in the AB. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.

8

Experiments are fun!



Objectives:

- learn words to talk about science
- learn verbs for Science experiments
- practise expressions for asking and showing how things work
- talk about general truths with the zero conditional



Light on new words

Science

atom	/æ.təm/	_____
battery	/bæ.tə.ri/	_____
chemicals	/ke.mɪ.kəlz/	_____
light bulb	/laɪt bʌlb/	_____
magnet	/mæɡ.nət/	_____
microscope	/maɪk.rəs.kəʊp/	_____
test tubes	/test tu:bz/	_____
thermometer	/θə'mɒ.mi.tə/	_____
wire	/waɪə/	_____

Verbs

add	/æd/	_____
attach	/ə'tætʃ/	_____
disappear	/dɪs.ə'piə/	_____
evaporate	/ɪ'væp.ə.reɪt/	_____
fill	/fɪl/	_____
float	/fləʊt/	_____
form	/fɔ:m/	_____
hang	/hæŋ/	_____
sink	/sɪŋk/	_____
squeeze	/skwi:z/	_____
suck	/sʌk/	_____



Light on grammar

Zero conditional

We use the zero conditional to talk about general truths, things that always happen under certain conditions. The structure is *If* + subject + verb (the condition), subject + verb (the consequence): *If you cool water to 0 degrees, it freezes.*

Not... enough / too

We use *not* + adjective + *enough* to show that we need more of something: *It's not hot enough.* We use *too* + adjective to show that we have more than we want: *It's too cold.* A *not... enough* sentence and a *too* sentence can have the same meaning if the adjectives are opposites.



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life.

In this unit, students will learn and practise expressions for asking and showing how things work.

- How does it work?
- Here, let me show you.
- Let's read the instructions.
- I have no idea!



The lighthouse keepers' story A frosty invention



Teaching tip

Encourage your students to experiment with their English, just like they do experiments in their Science lesson. Experimenting is fun, it helps students see how the language works, and it develops their confidence:

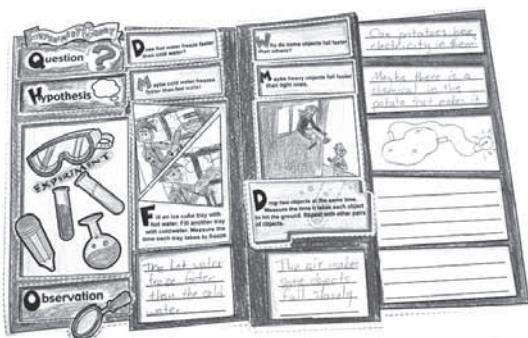
- 1) Get them to experiment with pronunciation by saying phrases with different emotions: angry, happy, sad, shy, etc.
- 2) Have them read sentences aloud, putting the stress on different words each time. They act out a situation for each meaning.
- 3) To experiment with vocabulary, read a simple text aloud. Replace certain words with the sound *Beep!* Students guess the original word.
- 4) When students learn a new grammar point, invite them to give more examples after the *Light on grammar* activity, and encourage them to use the new language to talk about other contexts. When you use techniques like these, you help students to enjoy language learning. You also teach them different ways to understand and use language in real life.

Value: Using the scientific method

Using the scientific method means asking a question about the way something works, developing a hypothesis to explain it and then doing an experiment to see if the hypothesis is correct.



Make an experiment chart.



Basic competences

In this unit, students will develop:

- *Competence in Learning to learn* by learning to experiment with different techniques to help them practise using English, such as substituting word types for sounds, changing the stress, and experimenting with emotions and intonation (TB p. 97).
- *Linguistic competence* by learning the definitions of vocabulary related to Science and Science fairs as well as functional language for giving and asking for instructions (SB p. 74).
- *Competence in Knowledge and interaction with the physical world* by completing the steps for two science experiments (SB p. 75).
- *Competence in Knowledge and interaction with the physical world* by completing or matching sentence halves of statements that make observations about the physical world by hypothesizing (SB p. 76).
- *Linguistic competence* by learning and practising using questions to ask for information about problems, as well as the answers as to why there is a problem (SB p. 77).
- *Competence in Processing digital information in the classroom* by listening to and singing along with a song about scientific experiments (SB p. 78).
- *Mathematical competence* by numbering the steps in a scientific procedure and filling in the gaps to the sentences that describe the process (SB p. 79).
- *Linguistic competence* by listening to and reading along with a text about the history of some inventions, and then by reading aloud in pairs afterwards (SB p. 80).
- *Competence in Autonomy and personal initiative* by creating their own personal experiment chart (SB p. 81).
- *Interpersonal and civic competence* by reading and working with a text about the Nobel Prize in order to completing a puzzle (SB p. 82).
- *Cultural and artistic competence* by learning about the Vikings in order to solve a crossword puzzle (SB p. 83).

8 Experiments are fun!

Warm-up: How many words? 15'

Invite a volunteer to read the title of the unit aloud. Ask them if they have ever done an experiment. Encourage them to describe what they did. Then, divide the class into teams of four. Students get five minutes to make as many words as they can from the letters of the title: *team, nature, present*. Check by asking teams to read and spell their words aloud. Teams win a point for each correctly spelled word. They get an extra point if no other teams have the same word. The team with the most points at the end wins.

1 Listen and stick. 2.12 10'

Invite the class to look at the scene and get them to say what the event is: *a science fair*. Then, ask them how many experiments are in the scene: *five*. Next, tell students to use the stickers for Activity 1 on page 74. Tell students to read the words silently and think what space they might go with. Then, play track 2.12. Students listen twice to the descriptions and put the words in the appropriate spaces. Finally, have them compare with a friend to check.

TRACK 2.12

NARRATOR: LISTEN AND STICK.

NARRATOR: NUMBER ONE. THE GIRLS ARE EXPLAINING THE STRUCTURE OF THE ATOM. THAT'S A-T-O-M.
NUMBER TWO. THE CHILDREN ARE CHARGING THE LIGHT BULB WITH COMBS. THAT'S L-I-G-H-T B-U-L-B.
NUMBER THREE. A GIRL IS SHOWING A BOY HOW TO USE A MICROSCOPE. THAT'S M-I-C-R-O-S-C-O-P-E.
NUMBER FOUR. THE TEACHER IS HELPING A STUDENT TO MIX CHEMICALS. THAT'S C-H-E-M-I-C-A-L-S.
NUMBER FIVE. A GIRL'S MAGNET ATTRACTS ALL THE METAL OBJECTS. THAT'S M-A-G-N-E-T.
NUMBER SIX. A BOY IS LOOKING AT THE THERMOMETER. THAT'S T-H-E-R-M-O-M-E-T-E-R.
NUMBER SEVEN. THERE ARE SOME TEST TUBES WITH DIFFERENT COLOURED LIQUIDS ON THE TABLE. THAT'S T-E-S-T T-U-B-E-S.
NUMBERS EIGHT AND NINE. A BOY IS CONNECTING WIRES TO A BATTERY. THAT'S W-I-R-E-S. THAT'S B-A-T-T-E-R-Y.

Answer Key:



Listen and repeat. 2.13 15'

Play track 2.13 and have students repeat the words. Then, write the first letter of one of the words on the board: *c*. Invite a volunteer to say the appropriate word and write it on the board. Do the same with the rest of the words.

TRACK 2.13

NARRATOR:	LISTEN AND REPEAT.	
NARRATOR:	ATOM.	THERMOMETER.
	LIGHT BULB.	TEST TUBES.
	MICROSCOPE.	WIRES.
	CHEMICALS.	BATTERY.
	MAGNET.	

Assign homework 5'

Additional homework AB page 74 ex. 1

In their notebooks, students draw pictures of three *science* vocabulary items and label them.

Light-on real language 20'

Ask what the object in the picture is: *a microscope*. Then, invite a volunteer to read the question aloud: *How does it work?* Ask: *Does the person know how to use a microscope?* Elicit the answer: *No*. Next, get the student to read the question again and say: *Here, let me show you*. Then mime showing someone how to use a microscope. After that, get a different volunteer to ask the question and say: *Let's read the instructions*. Mime opening a set of instructions. Ask students whether or not they have used instructions before. Encourage them to say what the instructions were for. Next, get a different volunteer to read the question a third time. Answer and mime: *I have no idea*. After that, divide the class into pairs. Have them put an object on their desk: a watch, a mobile phone, a mechanical pencil, etc. Students take turns asking the question and answering it. Encourage the students who answer the question to act it out.

Assign homework 5'

Additional homework AB page 74 ex. 2

Students stick magazine cutouts of two people in their notebooks and draw a picture of an unusual gadget for them to look at. Then, they write a dialogue: *How does it work? I have no idea!*

2 Look and complete the steps. 10'

Ask students if they have done any experiments recently. Encourage them to say what materials they used and what they did. Then, have the class look at the two experiments in their books. Invite a volunteer to read the names of the materials for the experiments aloud. After that, explain that all experiments have a method. Ask the class what they think *method* means: *steps to follow*. Tell them to point to the pictures and the text of the method for each experiment. Then, have them look at the container of words. Get students to complete the methods using the words in the container. Point out that the colour of each verb corresponds to the colour of the space.

Answer Key:

Experiment 1		
1. Fill a plastic bottle with water.	float	hang
2. Suck some water into the pipette.	sink	Fill
3. Put the pipette into the bottle. It will float.	evaporate	disappear
4. Put the cap on the bottle and squeeze it gently.	Suck	Add
5. The pipette will sink.	form	Attach

1. Add some salt to a glass of water.	2. The salt will disappear.
3. Attach the pieces of string to the pencil and hang them in the glass of water.	4. The water will evaporate and crystals will form on the string.

Listen and check. 2.14 10'

Play track 2.14. Students listen to the complete method for each experiment and check their answers. Check as a class by inviting volunteers to read the completed steps aloud and getting students to point to the corresponding picture.



TRACK 2.14

NARRATOR: LISTEN AND CHECK.

NARRATOR: HERE ARE THE INSTRUCTIONS FOR EXPERIMENT ONE. FIRST, FILL A PLASTIC BOTTLE WITH WATER. THEN, SUCK SOME WATER INTO THE PIPETTE. PUT THE PIPETTE INTO THE BOTTLE. IT WILL FLOAT. AFTER THAT, PUT THE CAP ON THE BOTTLE AND SQUEEZE IT GENTLY. THE PIPETTE WILL SINK. AND THESE ARE THE INSTRUCTIONS FOR EXPERIMENT TWO. FIRST, ADD SOME SALT TO A GLASS OF WATER. THE SALT WILL DISAPPEAR. AFTER THAT, ATTACH THE PIECES OF STRING TO THE PENCIL AND HANG THEM IN THE GLASS OF WATER. THE WATER WILL EVAPORATE AND CRYSTALS WILL FORM ON THE STRING.

Listen and repeat. 2.15 5'

Play track 2.15 several times for students to listen and repeat. Mime the words and encourage the class to imitate your actions as they say the words.



TRACK 2.15

NARRATOR: LISTEN AND REPEAT.

NARRATOR: FILL.	DISAPPEAR.
SUCK.	ATTACH.
FLOAT.	HANG.
SQUEEZE.	EVAPORATE.
SINK.	FORM.
ADD.	



Light on real language

Match. 10'

Material: An electronic or mechanical gadget such as a watch or a mechanical pencil.

Show the gadget to the class, scratch your head and ask: *How does it work?* Encourage students to explain. Then, have students look at the pictures and the expressions. Point out that the expressions do not match the pictures. Invite a volunteer to read the phrase that matches the first picture aloud: *Here, let me show you.* Then, have students match the other phrases. Check by getting volunteers to read the phrases aloud for the second and third pictures. After that, divide the class into groups of three. The first student asks *How does it work?* The second student mimes one of the expressions. The third student says the corresponding expression. When they are finished, they switch roles and play again.

Answer Key:

Match.



Assign homework 5'



AB page 75

Additional homework

Pictionary pages 108 and 109. Students identify the pictures and write the corresponding words or phrases. Then, they write a sentence for each. Finally, they listen to the words and phrases in this unit's section of the CD in class.

If you feed the plant, it's happy

1 Read and circle the verbs. 10'

Ask students to say if they have plants at home and how they take care of them. Then, have the class look at the first picture and read the caption silently. Ask whether or not the plant is happy and why: *It isn't, because it hasn't got any water.* Next, get students to look at the second picture and read the caption silently. Explain that it's a carnivorous plant. After that, have students find and circle the verbs. Check by inviting volunteers to read the verbs aloud for each sentence.

2 Unscramble and colour. 10'

Invite students to say what is happening in picture 3: *The insect is escaping.* Then, get them to unscramble the sentence individually. Do the same with the next sentence. Finally, tell students to colour the pictures.

Answer Key:

1 Read and circle the verbs.



2 Unscramble and colour.



2 Listen and match. 2.16 15'

Have students read all the texts silently. Help with meaning as necessary. Point out that the texts on the top are conditions for the actions on the bottom to happen. Then, invite students to match both parts in pencil. After that, play track 2.16. Students listen and check if they were right. Finally, invite volunteers to read the completed sentences aloud.

TRACK 2.16

NARRATOR: LISTEN AND MATCH.

NARRATOR: IF BICARBONATE OF SODA AND VINEGAR MIX, BUBBLES APPEAR.

IF YOU COOL WATER TO ZERO DEGREES, IT FREEZES.

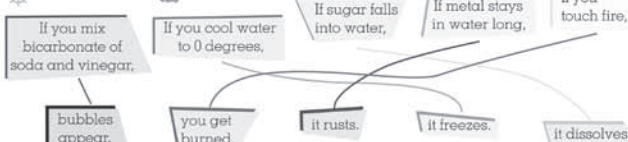
IF SUGAR FALLS INTO WATER, IT DISSOLVES.

IF METAL STAYS IN WATER LONG, IT RUSTS.

IF YOU TOUCH FIRE, YOU GET BURNED.

Answer Key:

2 Listen and match. 2.16



Assign homework 5' AB page 76 ex. 1

Tell students to do one of these experiments from Activity 2: *Put sugar in water. / Mix bicarbonate of soda and vinegar.* Then, they illustrate and describe it.

3 Listen and chant. 2.17 10'

Invite the class to look at the picture and say what they can see: *a monster.* Have a volunteer read the title aloud. Then, play track 2.17. Students listen and follow along in their books. Ask what the monster is doing: *mixing chemicals in its hat.* Next, divide the class into two groups and play the CD again. Groups chant alternate lines. When they are finished, they switch roles and do the chant again.

Light on grammar 10'

Point out the photo of the boy and get a student to read what he says aloud. Then, invite a volunteer to read the first sentence aloud. Tell students to point to *If*. Explain that we use *if* to show a condition, or an action that causes another thing to happen. Tell students to point to the words after the comma in the first sentence. Explain that this is a consequence of the condition. We use the present simple in the condition and the consequence. This structure is called the *zero conditional*. We use it to talk about things that always happen. Invite other volunteers to read the second and third examples aloud. Elicit the condition and the consequence for each.

Make sentences with a friend. 10'

Have students look at the word prompts. Explain that the first set of words is the condition and the second set of words is the consequence. Ask what words are missing in number 1: *If, you, you.* Invite a volunteer to say the first sentence: *If you play with snow, you get cold.* After that, divide the class into pairs and tell them to make the rest of the sentences. When they are finished, check by inviting volunteers to write the sentences on the board.

Assign homework 5'

AB page 76 ex. 2

4 Listen and number the pictures. 2.18 10'

Invite the class to look at the scenes and say what they see in each one. Then, play track 2.18. Students listen and number the pictures in the order they hear them. Check by drawing a square on the board and dividing it into four. Point to each of the squares in turn. Students say the number.

TRACK 2.18

NARRATOR: LISTEN AND NUMBER THE PICTURES.
NARRATOR: NUMBER ONE.
GIRL: WHY DON'T YOU RUN IN THE RACE?
TORTOISE: I'M NOT FAST ENOUGH.
NARRATOR: NUMBER TWO.
BOY 1: WHY IS MY FACE SO RED?
BOY 2: YOU WERE IN THE SUN FOR TOO LONG!
NARRATOR: NUMBER THREE.
GIRL: OUCH! WHY ISN'T IT FROZEN?
DAD: IT'S NOT COLD ENOUGH!
NARRATOR: NUMBER FOUR.
GIRL: WHY ISN'T HE WORKING?
BOY: HE'S TOO TIRED!

Listen again and complete. 2.18 15'

Play track 2.18 again. Students listen and complete what the people in the pictures say. Next, encourage them to compare answers with a friend to check. Check as a class by inviting volunteers to read the dialogues aloud.

Answer Key:

4 Listen and number the pictures. 2.18



Assign homework 5'

Additional homework

AB page 77 ex. 1

In their notebooks, students write *It's too (hot)!* Then, they illustrate it with three magazine cutouts.

Light on grammar 10'

Invite a volunteer to read the first example aloud. Ask the class if it is hot or cold: *cold*. Explain that we use *not...enough* to show when we need more of something. Elicit what we need more of in the first example: *We need it to be hotter*. Then, get another volunteer to read the second sentence aloud. Explain that we use *too* to show that we've got more than we want of something. Finally, point out that the first and second examples are two different ways to say the same thing.

Number the pictures. 10'

Tell students to look at the pictures and read what the people say silently. Then, elicit the number of the sentence that goes with the first picture: 4. Next, have students number the rest of the pictures. Check by getting volunteers to read the captions for the second, third and fourth pictures.

Answer Key:



Pair work 15'

Divide the class into pairs: Student A and student B. Student A looks at page 115 and student B looks at page 120. Students take turns reading the sentences aloud and writing the missing information. When they are finished, have them compare sentences to check.



Dance it! (see page 10) 10'

Now play *Dance it!* with sentences with *not... enough* and *too*. Have fun!

Assign homework 5'

Additional homework

AB page 77 ex. 2

Students write a sentence on a note card: *They're too heavy*. Then, they make a figure with modelling clay to illustrate the sentence: (e.g. a model of a man trying to lift enormous weights).

Time to practise!

Warm-up: Consequences 10'

Material: Ten strips of paper with word prompts for a condition or a consequence on each: *cool water to 0 degrees / becomes ice*.

Stick the conditions and consequences on the board in random order. Leave space for completed sentences on one side of the board. Invite volunteers to find a matching pair and stick them side by side on the board. Then, get another volunteer to say the sentence: *If you cool water to 0 degrees, it becomes ice*. Continue with the rest of the prompts.

1 Circle the correct option. 10'

Invite a volunteer to read the first question aloud: *What happens if you mix red and blue?* Have students read the options and elicit the answer: *You get purple*. Then, have students read and answer the rest of the questions individually. When they are finished, encourage them to compare answers with a friend. Check as a class by getting some volunteers to read the questions and others to read the answers.

Answer Key:

1 Circle the correct option.

What happens if...

- ...you mix red and blue?
a) You get purple. b) You get orange. c) You get brown.
- ...plants don't get water?
a) They grow fast. b) They die. c) They grow slowly.
- ...a bee stings you?
a) It gets stronger. b) It dies. c) It gets weaker.
- ...you put salt on ice?
a) The ice gets hot. b) The salt gets cold. c) The ice melts.
- ...you eat too much?
a) You get fat. b) You lose weight. c) Nothing happens.
- ...you mix oil and water?
a) They evaporate. b) They mix. c) They separate.

2 Draw the paths. 10'

Ask a volunteer to read the first sentence aloud: *These gloves are too expensive*. Tell students to find another sentence with the same meaning and get a different volunteer to read it aloud: *They aren't cheap enough*. Tell students to draw the path to connect the sentences. Then, have them draw the paths for the rest of the sentence. Finally, get volunteers to read the sentences pairs aloud.

Answer Key:

2 Draw the paths.

These gloves are too expensive. It's too slow.
The bed is too hard. It's not big enough.
This jacket is too small. It's not soft enough.
My turtle isn't fast enough. They're too cold.
These potatoes aren't hot enough. They aren't cheap enough.

Now write your own examples. 10'

Invite volunteers to show their figures from the previous *Additional homework* and read the labels aloud: *It's (too heavy)*. Encourage other students to suggest a sentence with the same meaning: *It's (not light enough)*. Then, have students write a pair of sentences with the same meaning in their books. Finally, get some volunteers to read their sentences aloud.

Answer Key:

Student's own answers.

Assign homework 5'



AB page 78 ex. 1

Additional homework

Students paint a picture in their notebooks to illustrate a pair of sentences with *too* and *not enough*.

3 Sing a song. 2.19 15'

Write *gravity* on the board. Ask the class if they know what it means. Then, invite a volunteer to demonstrate the force of gravity. After that, play track 2.19. Students listen and follow along in their books. Ask why Isaac Newton started thinking about gravity: *Because an apple fell on him*. Get students to say why the singer is happy about gravity: *Because it keeps him on the ground*. Next, divide the class into two groups and play the song again. One group sings the chorus and the other sings the verses. When they are finished, groups switch roles and sing the song again.

Assign homework 5'



AB page 78 ex. 2

Additional homework

In their notebooks, students write a sentence about a condition and a consequence and draw a picture to illustrate it: *If you eat lots of sweets, you get a stomachache*.

Time to write

1 Look at the pictures and complete. 10'

Have the class look at the pictures of the materials and say what they are: *a balloon, a bottle, hot water, cold water*. Remind students that when we describe an experiment, we make a list of the materials and describe the method. Then, divide the class into pairs. Students write the list of materials and complete the method according to the pictures. When they are finished, invite volunteers to read the list and the method aloud. Point out that we use linkers such as *first* and *next* when we describe a method. Finally, invite students to explain why the balloon gets bigger and smaller. If no one knows, encourage them to investigate to find out why: *Hot air expands and makes the balloon bigger. Cold air has got less volume and makes the balloon smaller.*

Answer Key:

1 Look at the pictures and complete.

Balloon and bottle experiment

Materials:



Method:



Materials

1. a balloon
2. a bottle
3. hot water
4. cold water

Method

First, put a balloon over the top of a bottle.
Next, put the bottle in hot water. If you do this, the balloon gets bigger.
If you put the bottle in cold water the balloon gets smaller.

2 Number the steps in this method. 10'

Point out the materials and get volunteers to read the words aloud. Then, have the class look at the pictures of the method and number the steps. When they are finished, have them compare answers with a friend.

Look and complete the method. 10'

Tell the class to complete the method according to the pictures. Elicit the first step: *Wrap some wire around a large nail*. Then, get students to complete the rest of the steps. Check by inviting volunteers to read the steps aloud.

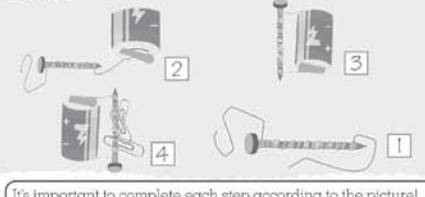
Answer Key:

2 Number the steps in this method.

Materials:



Method:



It's important to complete each step according to the picture!

Bulletin board idea 15'

Materials: One sheet of coloured card and one sheet of white paper per team, one sheet of poster paper, a tape measure, sticky tape.

Divide the class into teams of four. Each team makes a paper aeroplane and writes the name of their team on it. Write *Paper Aeroplane Competition* on the poster paper and list the teams on the left side of the paper. Next, students take turns flying their paper aeroplanes. Each team has three attempts. Measure the distance of the farthest attempt and write it on the poster. The team with the aeroplane that flies the farthest is the winner. Finally, teams tape their planes onto a sheet of card and write the names of the team members. Display the planes on the bulletin board with the competition poster.

Assign homework 5'



AB page 79

The lighthouse keepers' story



Before you read 10'

Discuss the question with a friend.

Divide the class into pairs and have them look at the pictures. Students point to the invention that is the most important to them and tell their friend why.



1 Listen to the first part of the story. 2.20 15'

Invite a volunteer to read the title of the story aloud. Encourage students to guess the meaning of *frosty*. Accept all answers. Then, have the class look at the pictures. Ask them to say what each one shows and how life is different nowadays. Next, tell students to close their books. Write these items on the board: *jeans, paper clips, crisps, toilet paper, the vacuum cleaner, zip*. Invite students to guess when each was invented. Accept all answers. After that, play track 2.20. Students listen for when the items were invented. Check by saying the names of the items and inviting volunteers to write the dates on the board. Finally, encourage the class to guess the invention in the last text. Accept all answers.

Now read the story in groups. 15'

Divide the class into groups of three. Students take turns reading paragraphs of the story aloud. When they are finished, invite volunteers to read the story to the class.

Assign homework 5'



AB page 80

Additional homework

In their notebooks, students draw a picture of the most important invention in their life.

2 Listen to the second part of the story. 2.21 10'

Mime a hot summer day and encourage the class to name useful inventions: *air conditioning, ice cream*, etc. Then, play track 2.21. Have students listen and follow along in their books. After that, elicit the name of the invention: *Popsicles*. Have students say in their own words how *Popsicles* were invented. Finally, ask them whether or not they like *Popsicles* and what their favourite flavours are.

Now read the story in groups. 10'

Divide the class into groups of three. Students take turns reading paragraphs aloud. When they are finished, they switch roles and read the story again.



After you read 10'

Underline the correct answer.

Tell students to find *his* in line 3 of the second part of the story. Have them read the whole sentence silently. Then, invite a volunteer to say what *his* refers to: *Frank's*. Then, get the class to underline the rest of the answers. Point out that students should read the whole sentence even if it begins on a previous line. Check by saying the numbers to elicit the answers.

Answer Key:



After you read
Underline the correct answer.

1. *his* in line 2 refers to: a) Frank's b) San Francisco's c) water's
2. *it* in line 6 refers to: a) the stirring stick b) the house c) the sweet mixture
3. *it* in line 10 refers to: a) the substance b) the stick c) Frank
4. *it* in line 13 refers to: a) money b) a patent c) frozen ice on a stick
5. *his* in line 17 refers to: a) Frank's b) George's c) treat's
6. *them* in line 17 refers to: a) Popsicles b) flavours c) children



Value: Using the scientific method

Make an experiment chart. 10'

Material: One photocopy of craft template 8a, 8b and 8c (see the Values Section on the Teacher's Resource CD-ROM) per student, coloured pencils, scissors, glue.

Ask the class whether or not they like doing experiments. Encourage them to explain their answers. Then, hand out the templates and tell students that we use the scientific method to do experiments. Have them look at template 8c and say that first, we think of a question. Invite a volunteer to find and read a question aloud. Then, point out that we make a hypothesis to explain the question. Invite another volunteer to find and read the corresponding hypothesis aloud. After that, tell the class that we do an experiment and make observations to show whether the hypothesis is true or false. Have students point to the picture of the corresponding experiment. Next, tell the class to colour the experiment chart and the pictures. Then, have them cut out the chart and stick it together. Next, get them to cut out the pictures and the steps of the experiments. They should put them in the spaces and compare with a friend. Then, they glue the steps in the spaces. Finally, encourage students to do the experiments at home and complete the experiment chart for each. They should also think of another question and hypothesis for a third experiment. Invite volunteers to talk about their experiments in another lesson.

Assign homework 5'



AB page 81

Warm-up: Let's talk about the Scandinavian Peninsula 10'

Materials: A map of the world, photos of a herd of reindeer, a dogsled, a snowmobile and a summer landscape. Display the map. Then, ask a volunteer to come and point to the Scandinavian Peninsula. Elicit what continent it is in: *Europe*. Ask the class to say what they think the weather is like there:

Very cold in the winter. Ask why: Because it is very far north. Next, pass around the photos of the reindeer and the snowmobile. Explain that herding reindeer is a traditional way of life on the Scandinavian Peninsula. People used to use dogsleds but now many people use snowmobiles to travel. After that, pass around the photo of the landscape. Point out that Scandinavia is a very cold place, but it can be warm in the summer.

Read and label the countries. 5'

Point out the text on the left side of the page. Have students read the text and write the names of the countries on the map. Check by asking them the name of the country on the left and the country on the right.

Listen and stick. 2.22 10'

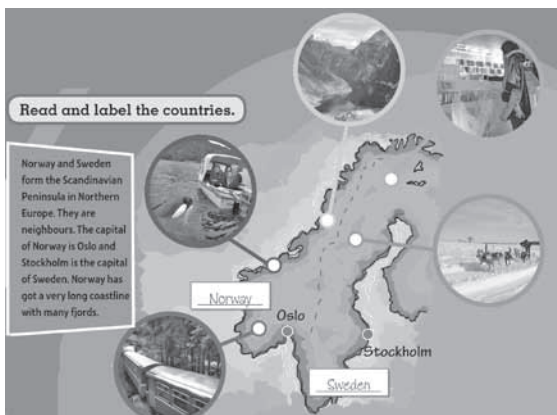
Tell students to use the stickers for the *Light up the world* on page 82. Invite students to say what they see in each one. Then, play track 2.22. Students listen and guess where each sticker goes. Tell them to compare answers with a friend. After that, play the CD again and get students to put the stickers in the corresponding spaces. Check as a class by describing the location for students to identify the picture:

T: *It's in the north of Sweden.*
SS: *The ice hotel.*

TRACK 2.22

NARRATOR: LISTEN AND STICK.

NARRATOR: NORWAY OFFERS A WIDE VARIETY OF ACTIVITIES AND ADVENTURES. YOU CAN GO ON A KILLER WHALE SAFARI OR TOUR THE INCREDIBLE FJORDS. YOU CAN ALSO RIDE A SPECIAL TRAIN TO SEE WATERFALLS NEAR OSLO. SWEDEN IS A GREAT PLACE TO GO DOG SLEDDING. IT'S ALSO HOME TO THE FAMOUS ICE HOTEL IN THE FAR NORTH OF THE COUNTRY. THEY BUILD IT EVERY WINTER. EVEN THE BEDS ARE MADE OF ICE!



Read and unscramble the prize categories. 15'

Ask students if they have ever heard of the Nobel Prize. Ask them what people win it for. Accept all answers. Then, have them read the text silently. When they are finished, encourage them to give facts from the text that surprise them. Next, have them look at the pictures of the people. Explain that each person won a Nobel Prize. Students unscramble the letters to find the prize categories. Check by reading the names of the people aloud. Students name the prize category. For each person, ask why he / she is famous. Explain that Marie Curie discovered radiation. Mario Renato Capecchi won the Nobel Prize in 2007 for his work in genetics. Winston Churchill was the Prime Minister of Britain during World War II. He wrote many history books. Nelson Mandela was the President of South Africa. He is famous for getting equal rights for all races of people in South Africa. Muhammad Yunus started a bank to help poor people around the world. He won the Nobel Prize in 2006.

Answer Key:

physics
literature
peace
medicine
economics

AB page 82 10'

Check what you know!

Divide the class into pairs. One student scrambles science vocabulary items in his / her notebook. The other scrambles verbs from this unit. When they are finished, they exchange notebooks, write the names of the items and point to their illustrations on pages 74 and 75. Finally, ask the class to complete the faces according to how they feel about what they know.

Read and solve the crossword puzzle. 15'

Tell students to look at the pictures and say what they see. Accept all answers. Then, get them to read the text. Ask what group of people it talks about: *Vikings*. Elicit what the Vikings did. After that, divide the class into groups of three and have them complete the puzzle. Check by reading the numbers aloud to elicit the words. Finally, point out that even though Christopher Columbus is famous for being the first European to discover America, the Vikings sailed to Canada many years before Columbus, in 876 or 877 AD.

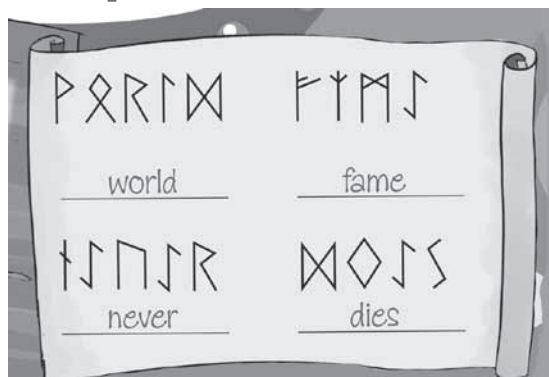
Answer Key:



Decode the Viking proverb. 15'

Explain that the Vikings had a special alphabet with letters called *runes*. Then, have the class look at the runes in the table. Divide the class into pairs and have students decode the runes to discover the message. Check by getting a volunteer to read the message aloud. Finally, ask the class what they think the proverb means. Explain that the Vikings believed that if a person did great things during his / her life, people would always remember him / her.

Answer Key:



Call my bluff (see page 10) 15'

Now play *Call my bluff* with vocabulary from this unit. Have fun!

Assign homework 5'

Additional homework



AB page 83

My project

Do a magic experiment.

Materials: A paper clip, a clean glass jar with a metal lid, a small magnet.

Invite the class to look at *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder

It is advisable to create a stress-free and supportive environment for taking a test.

Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 99 and the *Time to check* section on page 82 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.

9

On stage



Objectives:

- learn the names of things in a theatre
- learn some theatre actions
- practise ways to talk about emotions
- talk about possibilities in the future with *might* and *might not*
- make predictions based on evidence with *be going to*



Light on new words

Theatre

audience	/ˈɔːdrɪəns/	_____
character	/ˈkæ.rɪk.tə/	_____
curtain	/ˈkɜːtən/	_____
director	/dɪˈrek.tə/	_____
play	/pleɪ/	_____
programme	/ˈprəʊ.græm/	_____
prop	/prɒp/	_____
script	/skɪpt/	_____
setting	/ˈse.tɪŋ/	_____
spotlight	/ˈspɒt.laɪt/	_____
stage	/steɪdʒ/	_____

Theatre actions

laugh at	/la:f ət/	_____
pick up	/pɪk ʻʌp/	_____
point at	/pɔɪnt ət/	_____
put on	/pʊt ʻɒn/	_____
run away from	/rʌn ə-ˈweɪ frəm/	_____
take off	/teɪk ʻɒf/	_____
turn off	/tɜːn ʻɒf/	_____
turn on	/tɜːn ʻɒn/	_____



Light on grammar

Might

We use *might* before the infinitive to show when an event or action in the future is probable but not certain. It has the same form for all subjects. We use *might not* for actions and events in the future that are not probable. In this unit, we use it to talk about possibility in the future.

Be going to

In this unit, we use *be going to* to talk about predictions based on evidence that we can see or hear. The structure is subject + the verb *be* + *going to* + verb infinitive without *to*. We form the negative by adding *not* after the verb *to be*.



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise ways to talk about emotions.

- They're delighted.
- She's unhappy.
- He's terrified.
- He's furious.
- We're frustrated.



The lighthouse keepers' story A happy ending?



Teaching tip

Students sometimes get nervous when they are asked to speak or sing in front of their classmates, or if they have to act something out. It is not a bad thing to feel nervous, but it can be helpful to give students some techniques to help to control their nerves. Start by asking students when they get nervous. Explain that everybody gets nervous sometimes, even teachers! Tell them that when they start feeling nervous, they should think about what they have to do and not about what other people will think. Explain that it is important to be positive. Students can do this by imagining themselves doing the task well. They can also choose a person who they feel comfortable with and look at that person most of the time. Taking deep breaths to relax just before they start is also useful. Remind the class that nobody is perfect. We only try to do our best and have fun in the process.

Value: Being confident

Being confident means doing your best without being afraid of what other people think of you.



Make an acting game.



Basic competences

In this unit, students will develop:

- *Linguistic competence* by learning to use strategies that help them to communicate better such as visualizing doing the task well or taking a deep breath before starting to speak (TB p. 109).
- *Linguistic competence* by learning the definitions of vocabulary related to the theatre and acting as well as functional descriptive language that describes the characters (SB p. 84).
- *Cultural and artistic competence* by playing *Mime it* with the new vocabulary they have learned for theatre actions (SB p. 85).
- *Competence in Processing digital information in the classroom* by listening to and singing along with a chant about dealing with stage fright (SB p. 86).
- *Linguistic competence* by learning and practising using language to make predictions using be going to by matching sentences to pictures and doing a guided speaking activity in pairs (SB p. 87).
- *Linguistic competence* by learning to make predictions by contrasting be going to and might and then matching pictures to text (SB p. 88).
- *Mathematical competence* by numbering the actions in the story *A Cave Monster* by looking at the pictures and the text (SB p. 89).
- *Interpersonal and civic competence* by playing an acting game in groups that works on increasing self confidence and awareness about how we choose to react when we feel shy (SB p. 90).
- *Competence in Autonomy and personal initiative* by looking at the picture and writing the next scene for the play in their notebooks (SB p. 91).
- *Competence in Knowledge and interaction with the physical world* by reading and listening to information about Indonesia in order to find information on a map and match the text to the correct island (SB p. 92).
- *Competence in Learning to learn* by reviewing key unit concepts and revision techniques in the *Time to Check* and *My Spelling Practice* sections before doing a final test (SB p. 93).

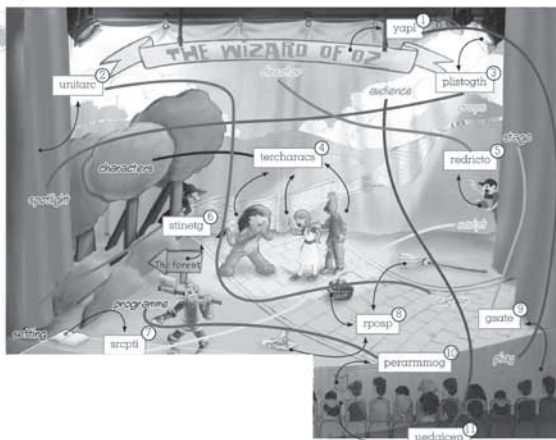
9 On stage

1 Find and match. 15'

Have the class look at the picture and say what they can see: *people acting, trees, a hat, a basket, a broom, etc.* Then invite a volunteer to read the title aloud: *The Wizard of Oz*. Encourage students to say whether or not they have heard of *The Wizard of Oz* and if they like it. Then, point out the scrambled words in the boxes and tell students that those words are hidden in the picture. Students find the words and match them to the scrambled words in the boxes. When they are finished, check by saying a number and getting volunteers to say and spell the word. Finally, point out that scripts show the things that actors say and do in a play. Actors use them. Programmes show the information about the play and the people who are in it. The people in the audience use them.

Answer Key:

Find and match.



2 Complete the script. 10'

Divide the class into pairs and tell them to guess the theatre words that complete the script. Ask what word goes in the first space: *play*. Students complete the rest of the script together. Check as a class by inviting volunteers to read the completed script aloud.

Answer Key:

2 Complete the script.

Play title: *The Wizard of Oz*

Act 2, Scene 3

Setting: *The forest.*

Characters: *Dorothy, Toto, Lion, Tinman, Scarecrow, Witch.*

Props: *a basket, a broom, a hat.*

The curtain opens. Five characters

are on stage. The spotlight is on the lion and Dorothy. The lion attacks Toto and he hides in the basket. Dorothy hits the lion on the nose.

LION: Ouch! That hurt!

3 Listen and repeat. 2.23 10'

Play track 2.23 and have students repeat the words. Then, get them to say the words and clap the syllables. Finally, clap a rhythm for the class to guess the words.

TRACK 2.23

NARRATOR: LISTEN AND REPEAT.
NARRATOR: PLAY.
CURTAIN.
SPOTLIGHT.
CHARACTERS.
DIRECTOR.
SETTING.
SCRIPT.
PROPS.
STAGE.
PROGRAMME.
AUDIENCE.

Assign homework 5'

Additional homework

AB page 84 ex. 1

In their notebooks, students draw a stage. Then, they draw five of the vocabulary items from this lesson on the stage and label them.

Light-on real language 20'

Write these words on the board: *very happy, sad, very scared, very angry and angry because you can't do something.* Divide the class into pairs and tell them to read the sentences in their books silently, that say how people feel. They should guess which words on the board go with each sentence. Then, invite a volunteer to read the first sentence aloud and elicit the meaning of *delighted*: *very happy*. Do the same with the rest of the sentences: *unhappy* – *sad*, *terrified* – *very scared*, *furious* – *very angry*, *frustrated* – *angry because you can't do something*. Next, say sentences and encourage the class to mime how the people feel.

Assign homework 5'

Additional homework

AB page 84 ex. 2

Students choose three emotions and illustrate them in their notebooks with magazine cutouts. Then, they label them: *She's delighted!*

2 Listen and number. 2.24 10'

Have students say who the person on the right is: *the director*. Ask what he is doing: *giving instructions to the people in the pictures*. Then, play track 2.24 and tell students to put up their hands when they hear the words that complete the sentences under the pictures. Play the CD again and have them listen and number the pictures. Tell them to compare answers with a friend to check.

TRACK 2.24

NARRATOR: LISTEN AND NUMBER
NARRATOR: NUMBER ONE.
MA N: HEY, LION! PUT ON YOUR COSTUME!
NARRATOR: NUMBER TWO.
MA N: DOROTHY, PICK UP THE SCRIPT!
NARRATOR: NUMBER THREE.
MA N: TURN OFF THE MUSIC!
NARRATOR: NUMBER FOUR.
MA N: SCARECROW, TAKE OFF YOUR JACKET!
NARRATOR: NUMBER FIVE.
MA N: OK, TIN MAN, NOW LAUGH AT THE LION!
NARRATOR: NUMBER SIX.
MA N: TOTO, YOU HAVE TO RUN AWAY FROM THE WITCH!
NARRATOR: NUMBER SEVEN.
MA N: OK, NOW TURN ON THE SPOTLIGHT!
NARRATOR: NUMBER EIGHT.
MA N: YOU'RE TERRIFIED! POINT AT THE TORNADO!

Listen again and stick. 2.24 10'

Tell students to use the stickers for Activity 2 on page 85 and tell students to read the words silently. Then, play track 2.24. Students listen and stick the words to complete the sentences. Check by having volunteers read the sentences aloud.

Answer Key:

 Listen and number.  2.24



1 Put on your costume!

2 Turn on the spotlight!

3 Turn off the music!

4 Take off your jacket!

5 Pick up the script!

6 Run away from the witch!

7 Laugh at the lion!

8 Point at the tornado!

Listen and repeat. 2.25 5'

Play track 2.25. Students listen and repeat the theatre actions. Then, say the last word in each sentence from the previous activity. Students say the complete sentence:

T: Costume.

SS: Put on your costume.

TRACK 2.25

NARRATOR: LISTEN AND REPEAT.
NARRATOR: PUT ON.
TURN ON.
PICK UP.
TAKE OFF.
TURN OFF.
LAUGH AT.
POINT AT.
RUN AWAY FROM.

Light on real language

Talk to a friend about the faces. 10'

Ask a volunteer to say how the first person feels: *terrified*. Encourage the class to guess why the person might be terrified. Accept all answers. Then, divide the class into pairs and tell students to do the same for the rest of the pictures. When they are finished, ask what the emotion is for each face and invite volunteers to say why they think each person might feel that way.



Mime it! (see page 10) 10'

Now play *Mime it!* with theatre actions vocabulary items. Have fun!

Assign homework 5'

Additional homework



AB page 85

Pictionary pages 110 and 111. Students identify the pictures and write the corresponding words or phrases. Then, they write a sentence for each. Finally, they listen to the words and phrases in this unit's section of the CD in class.

I might become a famous actor!

1 Look and discuss with a friend. 15'

Tell students to look at the boy and his mother. Encourage them to describe what is happening in the picture: *The boy is telling his mother the things he is worried about.* Then, invite a pair of volunteers to read the questions aloud. Next, divide the class into pairs and tell students to discuss the questions. When they are finished, invite volunteers to give their answers: *He's worried. He's worried about not remembering his lines / falling / people laughing at him.*

2 Listen and mark (✓). 2.26 10'

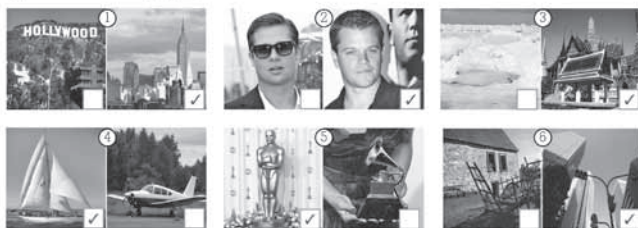
Invite the class to look at the pairs of pictures and describe them: 1 – *Hollywood and New York*; 2 – *Brad Pitt and Matt Damon*; 3 – *Antarctica and Thailand*; 4 – *a boat and a plane*; 5 – *an Oscar and a Grammy*; 6 – *a country house and a city*. After that, play track 2.26. Students listen and mark the pictures that show the things the person might do in the future. Check by saying the number and asking which box has got a ✓.

TRACK 2.26

NARRATOR: LISTEN AND MARK.
NARRATOR: NUMBER ONE. I MIGHT WORK IN NEW YORK.
NUMBER TWO. I MIGHT MEET MATT DAMON.
NUMBER THREE. I MIGHT TRAVEL TO THAILAND.
NUMBER FOUR. I MIGHT NOT HAVE A PLANE,
BUT I MIGHT HAVE A BOAT.
NUMBER FIVE. I MIGHT NOT WIN A GRAMMY,
BUT I MIGHT WIN AN OSCAR.
NUMBER SIX. I MIGHT LIVE IN THE CITY.

Answer Key:

2 Listen and mark (✓). 2.26



Assign homework 5'

AB page 86 ex. 1

3 Listen and chant. 2.27 10'

Have students look at the picture of the actor and invite a volunteer to read the title aloud. Explain that stage fright is a feeling that actors sometimes get before they go on stage. Next, play track 2.27 for students to listen and follow along in their books. Elicit some things the actor is nervous about: *people might not clap, they might not like his acting*, etc. After that, divide the class into two groups and play the CD again. One group chants the first six lines, the other chants the last three. When they finish, groups switch roles and chant again.

Light on grammar 10'

Invite a volunteer to read the example sentences aloud. Elicit what time the speaker is referring to: *the future*. Explain that we use *might* and *might not* before the infinitive when we do not know for certain if events in the future will happen. We say *might* when we think that the events are possible in the future. We say *might not* when we do not think that the events are very likely. Point out that the forms are the same for all subjects. Finally, invite the class to give examples of *might* and *might not* from the previous activities.

Write about you. 10'

Ask some volunteers to read the sentence aloud and complete it: *When I'm thirty years old, I might (not) (live in Spain).* Then, tell students to write three or four sentences about themselves. When they are finished, invite volunteers to read their sentences to the class.

Answer Key:

Student's own answers.

Assign homework 5' AB page 86 ex. 2

Additional homework
In their notebooks, students stick a magazine cutout to show something they might do after school. Then, they label it: *I might (go to the park).*

Warm-up: Draw it! 20'

Divide the class into four teams and invite a volunteer from one team to come to the board. Tell the volunteer a sentence with *might*: *The cat might jump out of the tree*. Make sure the other students do not hear the sentence. The volunteer gets one minute to draw a scene for his / her team to guess the sentence. If his / her team cannot guess, other students can put up their hands and guess. The team that guesses the sentence wins a point. Invite volunteers from other teams to draw other sentences. The team with the most points at the end wins.

4 Look and underline the correct option. 20'

Ask students to describe the pictures. Then, tell them to read the options for the first picture and say what is going to happen: *He's going to fall down*. After that, divide the class into pairs. Tell students to underline the correct option for each picture. Finally, check by inviting volunteers to say what is going to happen in each picture.

Answer Key:

1. *He's going to fall down.*
2. *The window is going to break.*
3. *She's going to jump.*
4. *It's going to rain.*
5. *He's going to sneeze.*
6. *He's going to wake up.*

Assign homework 5'

Additional homework



AB page 87 ex. 1

Students choose one of the scenes. In their notebooks, they draw a picture of what happens next.



Light on grammar 10'

Invite a volunteer to read the example sentences aloud. Point out that the second example refers to the future. Ask if the speaker is certain about the prediction: *Yes, he is*. Ask why: *Because he can see black clouds*. Explain that we use *be going to* + the infinitive when something in the present makes us certain about something in the future. Refer students to the pictures in Activity 4. Ask what students can see in each picture that makes them certain about what is going to happen.

Make predictions with a friend. 10'

Have the class look at the first picture and elicit what is going to happen: *The flowers are going to fall*. Then, divide the class into pairs. Students look at the pictures and say what is going to happen. Finally, invite volunteers to give their predictions and explain why they think those things are going to happen.

Pair work

15'

Divide the class into pairs: student A and student B. Student A looks at page 116 and student B looks at page 120. Tell students to look at their picture. Explain that there are several differences between their picture and their friend's picture. Students take turns describing their picture and circling the differences. Finally, get them to check by comparing their friend's picture with their own.

Assign homework 5'

Additional homework



AB page 87 ex. 2

Students use modelling clay to make a model of a person holding an object. Then, they write the person's name on an index card and say what he / she is going to do. *This is (Tina). She's going to paint her house.*

Time to write

1 Look and number the actions. 15'

Invite a volunteer to read the title aloud: *A cave monster!* Then, tell the class to look at the pictures and say what they see in each one. Next, point out the phrases below the pictures. Explain that the phrases show actions that happen in the story. They are parts of the script. Read the actions aloud for the class to mime. Then, have students look at the pictures. Elicit what the first action in the story is: *points at a cave*. Have students write number 1 beside the phrase. After that, students number the rest of the phrases. Check by saying a number and getting volunteers to read the corresponding phrase aloud.

Answer Key:

1. *points at a cave*
2. *swims into the cave*
3. *follows Todd*
4. *see big eyes*
5. *screaming*
6. *turns on a light*
7. *smiles*

Read and complete the table. 5'

Read the first heading aloud and elicit the words that go in the space: *A cave monster!* Tell students to write the title. Then, get them to complete the rest of the table individually. Check by asking volunteers to read the different parts of the table aloud.

Answer Key:

Read and complete the table.

Play title	A cave monster!	Characters	Tasha, Todd, Fred
Setting	The ocean, a cave	Props	A light bulb

Complete the script. 10'

Invite the class to look at the script and elicit the word that goes in the first space: *into*. Have students write the word in the script. Point out that the word comes from the pictures in Activity 1. Then, invite a volunteer to read Todd's line aloud and act it out. Explain that the phrases in parentheses are instructions to the actors. Next, tell the class to look at the next space. Elicit what kind of information goes here: *a name*. Point out the parentheses in the next line and get students to say the corresponding phrase: *swims into the cave*. After that, have students complete the rest of the script. Check by getting volunteers to read the script aloud. Finally, invite a pair of volunteers to read and act out the play. Remind them to act out the phrases in parentheses, not read them aloud.

Answer Key:

Complete the script.

Act 1, Scene 1

TODD: (*points at a cave*) Tasha, let's go into the cave!

TASHA: I don't think so, Todd.

Act 1, Scene 2

TODD: Hurry up! (*swims into the cave*)

TASHA: Hey, wait for me! (*follows Todd*)

Act 1, Scene 3

It's very dark in the cave, Todd and Tasha see big eyes.

TODD AND TASHA: (*screaming*) Aaagghhh!

FRED: (*screaming*) Aaagghhh!

Act 1, Scene 4

Fred: (*Smiles*) Hey, guys, it's me!

TASHA: Look, Todd, it's Fred!

Bulletin board idea 10'

Materials: Several sheets of different coloured card per group, scissors, coloured pencils, glue.

Write the name of a TV programme that all the students know on the board. Ask students to choose a scene that they remember. Get them to say the names of the characters, the setting, what happened, and what props are in the scene. Then, divide the class into four groups and give out materials. Assign tasks: Group A makes a stage and curtains. Group B draws the scenery for the setting. Group C makes the characters and the props. Group D makes the audience. As they are doing their tasks, encourage groups to look at each other's work to make sure that they are not making their part of the scene too big or too small. When they are finished, display the scene on the bulletin board.

Assign homework 5'



AB page 89

The lighthouse keepers' story

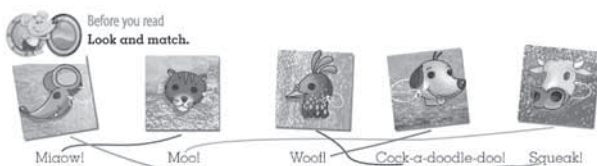


Before you read 5'

Look and match.

Tell students to look at the pictures and elicit the names of the animals. Then, invite volunteers to say the sounds of the animals in their own language. After that, get a volunteer to read the first animal sound aloud. Correct pronunciation as necessary. Get students to say the animal that makes the sound: *a cat*. After that, tell students to match the animal sounds to the appropriate animal. When they are finished, check by saying the name of the animal and getting the class to make the sound.

Answer Key:



1 Listen to the first part of the play. 2.30 15'

Tell students to look at the pictures and read the first text aloud. Elicit who the characters are: *Alex, Mike and Dog*. Then, tell them to close their books. Write these questions on the board:

What are the cats' names?

Why are they afraid?

Where do they hide?

Next, play track 2.30 and have students listen for answers to the questions. After that, get them to open their books again. Play the CD again. Students listen and follow along to check their answers. Finally, ask the questions to elicit the answers.

Now read the play in groups. 10'

Divide the class into groups of four. Students take the roles of narrator, Mike, Alex and Dog. Then, have them read the script aloud. The narrator reads the names before each line and the actions that the actors do. Encourage them to put as much expression as possible into their voices.



Value: Being confident

Make an acting game. 15'

Materials: One photocopy of craft template 9a, 9b and 9c (see the Values Section on the Teacher's Resource CD-ROM) per student, scissors, coloured pencils and one split pin per student.

Write CONFIDENT on the board and elicit the meaning: *Doing your best without being afraid of what other people think*. Then, ask students to rate individually how confident they are, from one to ten. Next, hand out the materials and tell students to colour and cut out the circles and the arrow. Then, they put the small circle on top of the medium circle and the large circle. All of the words should be visible. Have students put the arrow on top of the small circle. Next, tell them to put the split pin through the arrow. Students can move the arrow and the circles to make silly situations to act out. This can help them build their confidence. Finally, get some volunteers to act out different situations for the class to guess.

Assign homework 5'



AB page 90

Additional homework

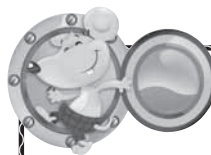
Students make the front page of a programme for *A happy ending?* They should include the title and pictures of the characters.


2 Listen to the second part of the play. 2.31 10'

Ask students where the cats are and what their problem is: *They're in a rubbish bin. A dog is outside.* Then, play track 2.31. Have students listen and follow along in their books. After that, get them to say why the cats are confused. Finally, ask if they really think Dog is a good friend to have.

Now read the play in groups. 20'

Divide the class into groups of four. Get students to assign roles and read the script aloud. When they are finished, invite volunteers to read and act out the roles of Mike, Alex and Dog for both parts of the play.



After you read  15'

Look at the picture and write the next scene in your notebook.

Have students look at the picture and find Mike, Alex and Dog. Explain that this is the next scene in the play and invite them to guess what is happening: *A different dog wants to hurt the cats. Their friend protects them.* Elicit a description for the scene and write it on the board: *Dog, Alex and Mike are walking in the park. Suddenly, a different dog appears.* Encourage the class to guess what the characters say: *Woof! Woof!, Save us!, etc.* Then, divide the class into pairs and have them write the script for the scene. When they are finished, invite some volunteers to read their script to the class.

Assign homework 5'



AB page 91

Warm-up: Let's talk about Indonesia 10'

Materials: A map of the world, photos of people working in paddy fields, logging in a tropical forest, an oil rig at sea, traditional Indonesian boats and a modern ferry.

Display the map. Then, ask a volunteer to come to the front and point to Indonesia. Elicit what continent Indonesia is in: *Asia*. Next, pass around the photo of people working in paddy fields. Explain that these are fields which are flooded with water to grow rice. In most places rice-picking is

still done by hand. Rice is a very important part of the Indonesian diet. Next, pass around the photo of logging. Explain that most of Indonesia used to be covered by tropical forest, but now much of the forest has disappeared. The money from the wood from these trees is very important for the Indonesian economy. After that, pass around the photo of an oil rig. Explain that Indonesia has got lots of oil. Finally, pass around the photos of the traditional boat and the ferry. Explain that because Indonesia has got lots of islands, boats and ferries are very important.

Read and stick.



Write these numbers on the board: 2004, 17,500, 220 million, 200,000, 6,000. Then, tell students to read the text and find what the numbers refer to. When they are finished, elicit the answers: *2004 – the date of the tsunami; 17,500 – the number of islands in Indonesia; 220 million – the population of Java; 200,000 – the number of people who were killed in the tsunami; 6,000 – the number of inhabited islands in Indonesia*. After that, tell students to use the stickers for *Light up the world* on page 92. Students put the stickers in the spaces according to their shapes. When they are finished, encourage them to compare maps with a friend.

Answer Key:

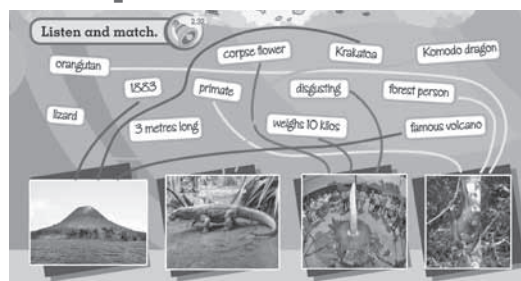


Listen and match.



Invite students to look at items in the photos and guess what they are. Accept all answers. Then, read the words aloud randomly and have students put up their hands when they find and point to each word. After that, encourage them to guess which words go with each picture and compare answers with a friend. Then, play track 2.32. Students listen and match the words to the pictures. Point out that there is more than one word for each picture. Finally, check by saying the name of the item in each photo to elicit the words.

Answer Key:



TRACK 2.32

NARRATOR: LISTEN AND MATCH.

NARRATOR: YOU MIGHT NOT KNOW MUCH ABOUT INDONESIA, BUT YOU MIGHT RECOGNIZE THE NAME SKRATOA, ORANGUTAN AND KOMODO DRAGON. KRATOA IS A VERY FAMOUS VOLCANO IN INDONESIA. IT ERUPTED IN 1883.

DEEP IN THE RAINFOREST, YOU'LL FIND THE AMAZING ORANGUTAN. THE WORD ORANGUTAN ACTUALLY MEANS "FOREST PERSON." IT'S A KIND OF PRIMATE WITH REDDISH-BROWN HAIR AND THEN THERE'S THE INCREDIBLE KOMODO DRAGON. IT'S NOT A DRAGON, IT'S A LIZARD. IT LIVES ON THE INDONESIAN ISLAND, KOMODO. IT CAN GROW TO BE THREE METRES LONG AND ITS BITE IS POISONOUS.

LAST BUT NOT LEAST, INDONESIA IS HOME TO THE DISGUSTING CORPSE FLOWER. THE CORPSE FLOWER CAN WEIGH TEN KILOGRAMS AND MEASURE ONE METRE IN DIAMETER. THE CORPSE FLOWER IS ALSO FAMOUS BECAUSE IT SMELLS LIKE A DEAD BODY. YUK!

AB page 92 15'

Check what you know!



Divide the class into pairs. Students take turns pointing to *theatre* vocabulary items on page 84 and saying the names. Next, students tell their friend about things they might do during the summer holiday: *I might go to the beach. I might learn to surf*. Then, mime that you are going to sneeze. Finally, ask the class to complete the faces according to how they feel about what they know.

Read and label the pictures.

15'

Invite the class to look at the pictures and say what they can see: *characters, a play*, etc. Then, point out the labels and encourage students to give the information that they need in their own language. Next, get them to look at the text. Invite volunteers to read the italicized words aloud. Tell them to read the first sentence silently. Elicit the meaning of *wayang kulit*: *shadow puppet theatre*. Help with meaning as necessary. Then, tell students to read the rest of the text and label the pictures with the italicized words. When they are finished, encourage them to compare answers with a friend. Check as a class by asking about the answers on the top and bottom of each picture. Finally, explain that *wayang kulit* plays are very popular in Indonesia. People sit on the ground in front of the screen. Other people sell things to eat and drink during the play. Because the plays are outside, people can come and go whenever they want.

Answer Key:

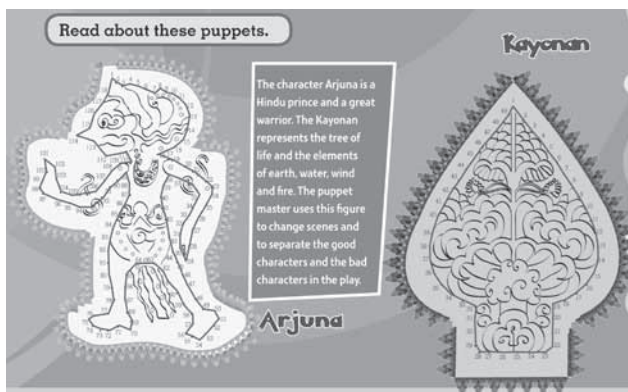


Read about these puppets.

20'

Tell students to read the text silently. Then, ask them who Arjuna was: *a Hindu prince and a great warrior*. Explain that Arjuna is the hero of many wayang kulit plays. Next, ask what the Kayonan represents: *the tree of life and the elements of earth, water, wind and fire*. Then, have students connect the dots to complete the forms of the puppets. Finally, encourage students to find Arjuna and the Kayonan in the pictures at the top of the page.

Answer Key:



Dance it! (see page 10)

10'

Now play *Dance it!* with *might* and *be going to* sentences. Have fun!

Assign homework

5'

Additional homework



AB page 93

My project



Make finger puppets.

Material: One sheet of card and 10 index cards per student.

Invite the class to look at *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 100 and the *Time to check* section on page 92 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.

Activity Book

with answers

Unit 1

Unit 1

1 Draw and label.



2 Look and complete.

Remember to use sunscreen. Don't forget to walk the dog. Hurry up! Take your time.



Unit 1 I help at home!

3 Complete the jobs.

- dust make sleep set sweep take out vacuum walk do
- Mop _____ the floor.
 - Set _____ the table.
 - Dust _____ the furniture.
 - Walk _____ the dog.
 - Do _____ the washing-up.
 - Take out _____ the rubbish.
 - Vacuum _____ the rug.
 - Make _____ the bed.
 - Sweep _____ the floor.

4 Number the pictures.

5 Look and write sentences.



- Remember to make your bed.
- Hurry up and dust the furniture.
- Don't forget to take out the rubbish.
- Take your time vacuuming the rug.

Unit 1 I help at home!

I have to mop the floor

1 Look and circle the correct option.

Lake Tahoe Summer Camp

Weekly jobs	Sophie	Meg	Lucy
Mon			
Tue			
Wed			

On Mondays, Sophie has to sweep the cat's do the washing-up.
On Tuesdays, she has to make the beds take out the rubbish.
On Wednesdays, she has to do the washing-up make the beds.

2 Write about Meg and Lucy.

Meg
On Mondays, Meg has to make the beds.
On Tuesdays, she has to sweep the floor. On Wednesdays, she has to take out the rubbish.

Lucy
On Mondays, Lucy has to do the washing-up. On Tuesdays, she has to make the beds. On Wednesdays, she has to sweep the floor.

3 Complete with different forms of have to.

- Why don't you go to the ball tonight, Cinderella?
I can't, Fairy Godmother. I have to do lots of things... and I haven't got a dress to wear.
- What do you have to do?
I have to do the washing-up and then I have to sweep the floor.
- Don't you have to take out the rubbish?
No, I don't have to dust the furniture.
- Surprise! You're going to the ball, BUT remember... you have to come back by midnight!

Unit 1 I help at home!

3 Complete with before or after.



4 Write sentences with before or after.



Unit 1 I help at home!

Unit 1

Activity Book

with answers



Time to practise!

1. Look and answer the questions.



- Does Eric have to do the washing-up?
No he doesn't. He has to mop the floor.
- Do Lisa and Bob have to take out the rubbish?
Yes, they do.
- Does Bill have to dust the furniture?
No, he doesn't. He has to walk the dog.
- Does Sara have to sweep the floor?
No, she doesn't. She has to set the tables.
- Does Bob have to set the tables?
No, he doesn't. He has to take out the rubbish.
- Does Clare have to do the washing-up?
Yes, she does.

2. Look and write sentences.



1. I don't have to
study today.



2. We have to wash our
hands.



3. You have to buy milk.



4. They don't have to
wear a uniform.

8 I help at home! Unit 1

Time to write

1. Read and underline the mistakes.

Dear Mike,
Can you help me to clean
the house, please?
First, sweep your bed. Then, take out the floor.
Before you do that, remember to mop
the washing-up.
After that, don't forget to make the rubbish.
And finally, vacuum the dog!
Thanks,
Mum



2. Rewrite the note correctly.

Dear Mike,
Can you help me to clean the house, please?
First, make your bed.
Then, sweep the floor. Before you do
that, remember to do the washing-up.
After that, don't forget to take out the
rubbish. And finally, walk the dog.

Thanks,
Mum

2. Look and write a note.



Dear Robot Model answer

Remember to clean the kitchen.
First, take out the rubbish.
Then, do the washing-up. Before you
do that, remember to dust the furniture.
After that, don't forget to sweep the
floor. And finally, mop the floor.

Thanks,
Mum

Unit 1 I help at home! 9

The lighthouse keepers' story

1. Read the first part of the story Surprise!

Underline the mistakes.

- The children like helping at home.
- They don't like playing computer games.
- It's Dad's birthday.
- Their parents stay at home to celebrate.
- The children clean the house before they watch TV.

Rewrite the sentences correctly.

- The children don't like helping at home.
- They like playing computer games.
- It's Mum's birthday.
- Their parents go out to celebrate.
- The children clean the house after they watch TV.

Complete the sentences.



fall asleep
out to celebrate
it's her birthday
to help at home
Todd's favourite TV programme
there's plenty of time
to clean the house

- Mum has to remind the twins to help at home.
- The twins decide to clean the house.
- They want to give Mum a surprise because it's her birthday.
- Mum and Dad go out to celebrate.
- The twins don't have to hurry because there's plenty of time.
- They watch Todd's favourite TV programme.
- They fall asleep.

10 I help at home! Unit 1

2. Read the whole story Surprise!

Number the sentences.

The children cleaned the house.
They watched Todd's favourite TV programme.
The twins' parents left to celebrate Mum's birthday.
They fell asleep watching TV.
They woke up.
Their parents returned.
Mum was very happy.



Write who says each sentence.



- "My favourite TV programme!" Todd
- "Behave yourselves!" Dad
- "It's time to start cleaning!" Carol
- "Oh, no! Look at the time!" Carol
- "There's plenty of time." Todd
- "Happy birthday, Mum!" Todd
- "What a mess!" Todd
- "This is the best birthday ever!" Mum

Write the correct word.

- The day you were born. birthday
- The name for your mum and your dad. parents
- The opposite of finish. start
- The superlative form of good. best
- A machine that shows the time. clock



Unit 1 I help at home! 11

Activity Book

with answers

Unit 1

Time to check

1 Write the sentences.



He has to wear a uniform. (✓)
He doesn't have to work on Sundays. (X)
He has to drive a car. (✓)
He doesn't have to travel. (X)



You have to practise a lot. (✓)
You have to be brave. (✓)
You don't have to work long hours. (X)
You don't have to wake up early. (X)

2 Number the actions.

1. Have dinner before you go to bed. 2. Study before you take the test.
3. Wash your hands after you play. 4. Eat the ice cream after you finish your lunch.

3 Complete the sentences with before or after.

Check what you know!



Express obligation with have to:
Do you have to vacuum the carpet? I have to walk the dog.



9 household jobs



before / after: Wash the paintbrushes after you paint. Clean your work area before you leave.



12 I help at home! Unit 1

My project

Family job chart.

1 Draw six horizontal lines on a sheet of card. Write the days Monday to Friday.

2 Draw vertical lines for the members of your family.

3 Stick a photo of one of your family members in each column and write who they are.

4 Draw several icons for each job on card.

6 Stick the icons into the corresponding squares of your weekly chart.

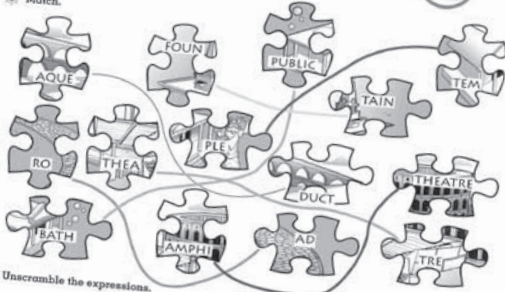
5 Cut the icons out and put them in an envelope.

7 Hang your chart in the kitchen so that everybody can remember what their jobs are.

Unit 1 I help at home! 13

Unit 2

1 Match.



2 Unscramble the expressions.



Ancient Egyptians slept on pillows made of stone!
Did you know that?



Your heart beats over 100,000 times a day!
Can you believe that?



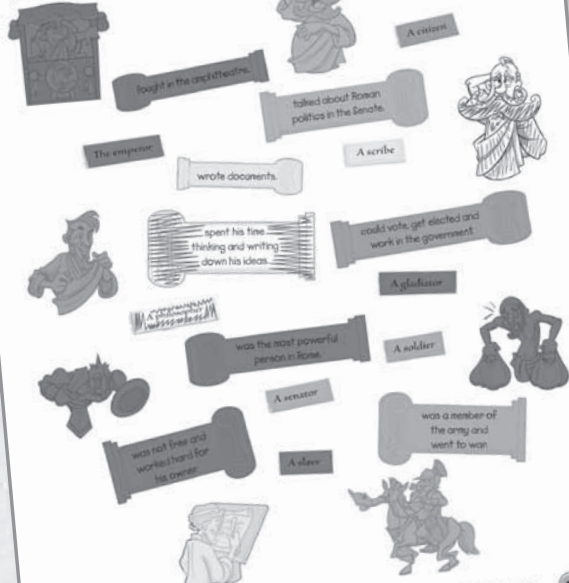
Dolphins sleep with one eye open!
I didn't know that!



A hippo can open its mouth wide enough to fit a 120-centimetre child inside!
Really? I can't believe it!

14 Ancient Rome Unit 2

3 Colour the matching pieces with the same colour.



Unit 2 Ancient Rome 15

Unit 2

Activity Book with answers

On 24th July

1. Circle the correct option.



1. Christopher Columbus discovered America ☐ on 1492.
2. The American colonies declared their independence from Britain in ☐ 4th July, 1776.
3. Hitler invaded Poland in ☐ 1st September, 1939.
4. The French Revolution started ☐ on 1789.
5. The first man walked on the moon in ☐ 21st July, 1969.
6. Christmas Eve is in ☐ 24th December.

2. Read and complete.

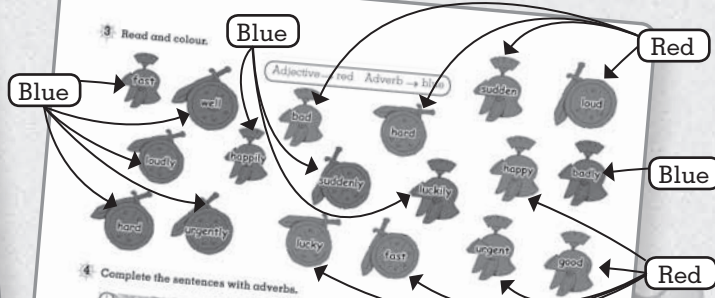


Brutus Augustus (Roman gladiator)
born: 22nd June, 453 AD
started gladiator school: 5th October, 467 AD
won first fight: 468 AD
married to: 2nd September, 479 AD
got married: 480 AD
had first child: 2nd September, 481 AD
retired: 524 AD

Brutus Augustus was a Roman gladiator.
He was born on 22nd June, 453 AD.
He started gladiator school on 5th October, 467 AD.
He won his first fight in 468 AD, he moved to Hispania.
On 10th July, 479 AD.
He got married in 480 AD.
He had his first child on 2nd September, 481 AD.
He retired in 524 AD.

16 Ancient Rome Unit 2

3. Read and colour.



4. Complete the sentences with adverbs.



Unit 2 Ancient Rome 17

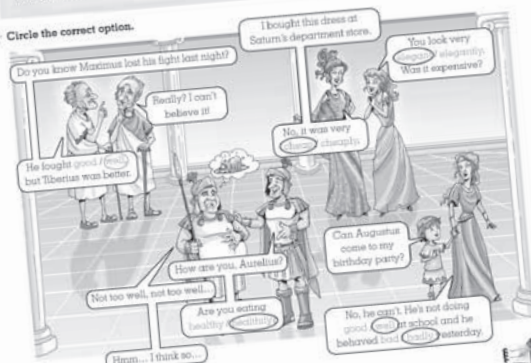
Time to practise!

1. Complete using in or on.

Mount Vesuvius is one of the most dangerous volcanoes in the world. It's famous for its catastrophic eruption in 79 AD that buried the city of Pompeii. After that several other eruptions happened in 972 AD, 512 AD, 685 AD, 787 AD and 968 AD. Mount Vesuvius erupted again on 1st June, 1139. Then, there was a long quiet period. But on 16th December, 1631, there was another great eruption. Thousands of people died. The last eruption was in 1944. Since then, Mount Vesuvius has not had any significant activity.



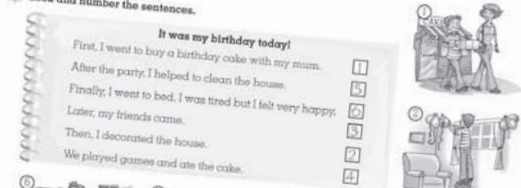
2. Circle the correct option.



18 Ancient Rome Unit 2

Time to write

1. Look and number the sentences.



2. Write a diary entry.



I got up early today. After breakfast I went to the stadium.
Then, I put on my trainers. After that, I warmed up.
Later, I ran a race and came in first.
I won a gold medal and my parents were happy.

Unit 2 Ancient Rome 19

Activity Book

with answers

The lighthouse keepers' story

1. Read the first part of the story *The sword and the lions*.

2. Underline the mistakes.

- The girl was on holiday with his friends.
- He was making a sandwich when he found a golden cup.
- The sword was long and clean.
- He put the sword into his rucksack.
- When he held the sword up to the moon, it shone brightly.

3. Find and circle the correct options.

b a q w a r b o m y a d
 o y i r a n u s d
 d a r e n t s o f
 u t i h a r t h
 b e a c h b a g i m c
 s a n d c a s t l e g c

4. Answer the questions.



- Where was the boy when his eyes were closed?
In a tunnel.
- What was the tunnel like?
Long and humid.
- What was he wearing?
A leather jacket.
- What could he hear behind him?
The noise of crowds and the roaring of wild beasts.
- Where was he when he opened his eyes?
In his hotel room.
- Where did he hide the sword?
Under his bed.

20 Ancient Rome Unit 2

2. Read the whole story *The sword and the lions*.

3. Read and circle the correct picture.

- The boy picked up the _____ again.
- He was in a stadium full of _____.
- The people threw _____ at the boy.
- He saw a fierce _____ getting close.
- He took the sword back to the _____.
- He read about a lost sword in _____.

4. Complete the story with the words in the box.

beach coins dirty history lion scratch shone stadium sword holiday

The boy was on _____ holiday _____ with his parents when he found a _____ sword _____ on the beach. It was old and _____ dirty _____. He hid it in a bag and took it back to the hotel. It _____ shone _____ brightly after he washed it. His eyes closed and he found himself in a _____ stadium _____ full of people. They were shouting and throwing _____ coins _____ at him. Suddenly, he heard the roar of a _____ lion _____ behind him. When it attacked him, he opened his eyes and found himself back in the hotel room. He had a _____ scratch _____ on his leg. He decided to take the sword back to the _____ beach _____. Later that year, he read about the sword in his _____ history _____ lesson.



Unit 2 Ancient Rome 21

Time to check

1. Complete the sentences.

1975
 22nd June 1995
 4th March 2000
 26th March 1997
 2004
 2006

- My dad was born in 1975.
- He met my mum on 22nd June 1995.
- They got married on 26th March 1997.
- I was born on 4th March 2000.
- My parents bought our house in 2004.
- My brother was born two years later, in 2006.

2. Write the correct adverbs.

- The police officer ran (quick) _____ quickly _____ but he couldn't catch the thief.
- I studied (hard) _____ hard _____ and did (good) _____ well _____ in my exam.
- The people cheered (loud) _____ loudly _____ when their team won the match.
- (Lucky) _____ lucky _____, the teacher was absent, so we didn't have the test.
- The animals became violent because people treated them (bad) _____ badly _____.

Check what you know!

7 Roman buildings

8 Roman society words

Prepositional phrases in / on:
on 23rd August, in 1949

Regular and irregular adverbs:
loudly, happily, hard, well

22 Ancient Rome Unit 2

My project

Make a Roman mosaic.

- Make a drawing on the back of a paper plate.
- Draw lines to make squares on your drawing.
- Choose photos from magazines that have the colours you want to use for your mosaic.
- Cut the photos into small squares.
- Mix together equal parts of white glue and water.
- Stick the squares onto the drawing on the back of the plate.
- When you finish, let the mosaic dry completely.

Unit 2 Ancient Rome 23

Unit 3

Activity Book with answers



Unit 3

1. Find and circle seven natural disasters.

2. Match.

3. Unscramble the expressions.

4. Watch out!

5. Stay calm!

6. Don't panic!

24 The power of nature Unit 3

3. Look and complete.

4. Complete the text.

News is coming in of a (produced by a volcano) volcanic eruption in Italy. A local resident said there were raging eruptions all night. Police have evacuated a nearby village because it was too (not safe) dangerous to stay. The chief of police explained that it was very (scary) frightening for the children, and the last eruption was very (causing damage) destructive. An hour later a (very strong) powerful eruption covered the village in lava.

Unit 3 The power of nature 25

It's more dangerous!

X-Treme sports!

1. Look and write True or False.

2. Compare the sports.

3. sky surfing / ice climbing / kite surfing / street luge

4. dangerous / expensive / difficult / frightening / popular

5. 1. Ice climbing isn't more dangerous than street luge. True

6. Sky surfing is more expensive than kite surfing. True

7. Kite surfing is easier than street luge. False

8. Ice climbing isn't frightening. False

9. Sky surfing is very popular. True

10. Compare the sports.

11. Ice climbing / kite surfing / difficult

12. Ice climbing is more difficult than kite surfing.

13. Street luge / sky surfing / popular

14. Street luge is less popular than sky surfing.

15. Ice climbing / street luge / expensive

16. Ice climbing is more expensive than street luge.

17. Sky surfing / kite surfing / frightening

18. Sky surfing is more frightening than kite surfing.

19. Street luge / ice climbing / dangerous

20. Street luge is more dangerous than ice climbing.

21. Sky surfing / kite surfing / difficult

22. Sky surfing is more difficult than kite surfing.

26 The power of nature Unit 3

2. Complete the chart.

	comparative	superlative
calm	calmer	the calmest
destructive	more destructive	the most destructive
exciting	more exciting	the most exciting
good	better	the best
high	higher	the highest
slow	slower	the slowest
small	smaller	the smallest
strong	stronger	the strongest
violent	more violent	the most violent

3. Read and complete the text.

Wind speed (km/h)	Description	Sea conditions
1 - 19	light air	calm
20 - 39	breeze	small waves
40 - 61	strong breeze	large waves
62 - 74	gale	moderately high waves
75 - 87	strong gale	high waves
88 - 101	storm	very high waves
102 - 116	violent storm	exceptionally high waves
117 - 132	hurricane	sea completely white

The slowest calm wind speed occurs in light air. There are no waves and the sea is calm (calm) for swimming. Small waves occur when there is a breeze. If you want to go sailing, better (good) conditions are when there is a gale. For surfers, the most exciting (exciting) waves occur when there is a gale. The highest (high) waves occur when there is a violent storm. At over 112 kilometres per hour, you find the most destructive (destructive) waves. Don't try any extreme sports then, or you will be putting your life at risk!

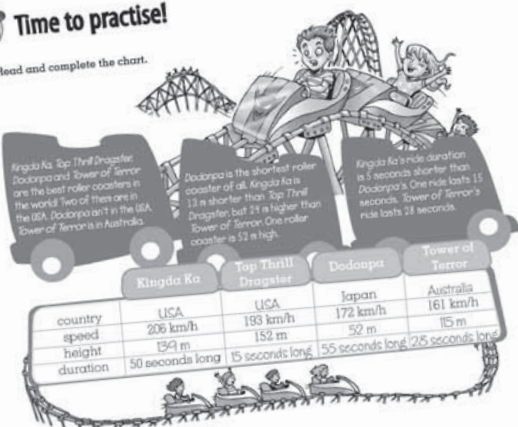
Unit 3 The power of nature 27

Activity Book

with answers

Time to practise!

Read and complete the chart.

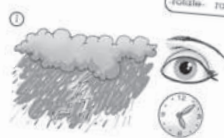


- Write sentences. Model answer
- short Dodonga is the shortest roller coaster of all.
 - slow Tower of Terror is slower than Top Thrill Dragster.
 - long Dodonga is the longest ride of all.
 - fast Kingda Ka is faster than Dodonga.
 - high Top Thrill Dragster is the highest of all.
 - high Tower of Terror is higher than Dodonga.
 - Top Thrill Dragster is the shortest ride of all.
 - Tower of Terror is the slowest of all.

28 The power of nature Unit 3

Time to write

Complete the riddles.



rotate rotate got am

I like to rotate clockwise.
I am fast and destructive.
It rains a lot before I arrive.
And I've only got one eye.
What am I?



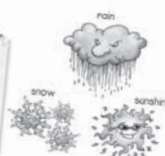
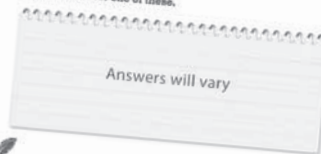
move arrive think

I move when I'm very stressed.
And people think I'm unpredictable.
There's not much time before I arrive.
What am I?

Solve the riddles.

- I am a tornado.
- I am an earthquake.

Write a riddle for one of these.



Unit 3 The power of nature 29

The lighthouse keepers' story

Read the first part of A true story.

- Underline the correct option.
- Tilly's from a) Indonesia b) Thailand c) the UK
 - In 2004, she was a) ten years old. b) eleven c) seven
 - She went to Thailand for her a) Summer holidays. b) Easter c) Christmas
 - She went on holiday with her a) parents b) parents and sister c) parents and brother
 - She studied tsunamis in her a) french lesson. b) geography c) biology
 - A tsunami is a series of a) earthquakes b) waves c) explosions

Read and write True or False.



- Tilly found little information about tsunamis. False
- An earthquake under the sea can cause a tsunami. True
- Waves are small when they reach the coast. False
- Before a tsunami arrives, the tide goes out quickly. True
- A tsunami is close when the ocean starts bubbling. True

30 The power of nature Unit 3

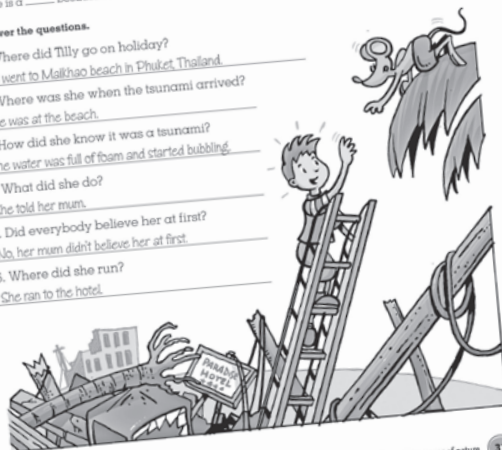
Read the second part of A true story.

Solve the crossword puzzle.

- On 26th December, there was a tsunami in Indonesia and Thailand.
- Tilly was with her family at the beach.
- She noticed that the water was bubbling.
- She told her family that they were in danger.
- She and her family watched the destruction of the tsunami from their hotel.
- She is a survivor because she saved many people.

Answer the questions.

- Where did Tilly go on holiday?
She went to Malibu beach in Phuket, Thailand.
- Where was she when the tsunami arrived?
She was at the beach.
- How did she know it was a tsunami?
The water was full of foam and started bubbling.
- What did she do?
She told her mum.
- Did everybody believe her at first?
No, her mum didn't believe her at first.
- Where did she run?
She ran to the hotel.



Unit 3 The power of nature 31

Unit 3

Activity Book with answers

Time to check

Look and write.

1. tornado "storm" (violent)
2. earthquake "flood" (violent)
3. hurricane "tornado" / storm (powerful)
4. hurricane "tornado" (frightening)
5. tsunami "eruption" / tornado (destructive)

1. A tornado is more violent than a storm.
2. An earthquake is more violent than a flood.
3. A hurricane is the most powerful.
4. A hurricane is more frightening than a tornado.
5. A tsunami is the most destructive.

Complete with the correct form of each adjective.

1. Russia is the largest (large) country in the world. It's larger (large) than Canada or the USA.
2. The Amazon River is longer (long) than the Mississippi River, but the longest (long) river in the world is the Nile River.
3. The coldest (cold) place on Earth is Vostok Station in Antarctica, with temperatures reaching -88 °C.
4. The highest (high) wave ever recorded was in Alaska. It was 524 m high!
5. One of the most destructive (destructive) earthquakes in recent times was in Pakistan. It killed 82,000 people.

Check what you know!

- 7 natural disasters
- 7 adjectives to describe natural disasters

Model answer

Comparative adjectives:
more powerful than

Superlative adjectives:
the most destructive

My project

Make a weather vane.

1. Draw a 5-cm-long arrow point and a 7-cm-long arrow tail on card.
2. Make a 1-cm cut at each end of the straw.
3. Slide the arrow point and the arrow tail into the cuts in the straw.
4. Colour them and cut them out.
5. Push the pin through the middle of the straw and into the rubber of the pencil.
6. Mark North, South, East and West on a paper plate. Put the pencil with the modelling clay in the centre of the plate.
7. Stick the sharp end of the pencil into modelling clay.
8. Make a daily record of the wind direction.

Unit 4

Unit 4

Label the pictures.



Unscramble the dialogue.

have got we everything
Have we got everything?

yes, ready everything's
Yes, everything's ready.

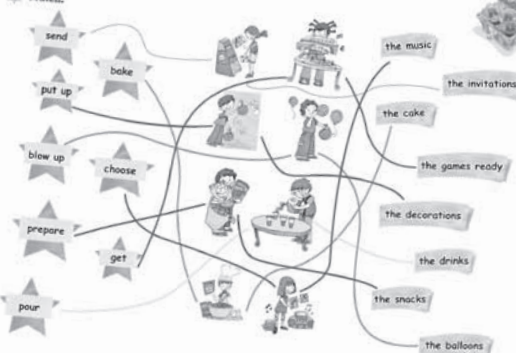
everybody is where
Where is everybody?

early still it's
It's still early.

I cups find can't any
I can't find any cups.

bags in the look
Look in the bags.

Match.



Answer the questions.

Where's the cake?

It's in the fridge.

Where's the invitation?

It's on the bed.

Where are the balloons?

They're in the box.

Where are the snacks?

They're on the table.

Activity Book

with answers

Unit 4

I'll prepare the snacks!

1. Look and write.

Tomorrow night, Pina is going to have a party at her house. She's worried because she's got lots of things to do. Luckily, she's got lots of friends who can help her!

Things to do:
make the jelly
choose the music
blow up the balloons
put up the decorations
prepare the snacks
get the games ready
pour the drinks
send the invitations

I'll make the jelly.
 I'll pour the drinks.
 I'll send the invitations.
 I'll blow up the balloons.
 I'll prepare the snacks.
 I'll choose the music.
 I'll get the games ready.
 I'll put up the decorations.

2. Match.

- Who will blow up the balloons? Yes, she will.
- Will Chips choose the music? Yes, he will.
- Will Hot Dog pour the drinks? Fuzzy Drink will.
- Who will send the invitations? Crisps will.
- Will Chocolate prepare the snacks? No, he won't be able to.

Let's have a party! Unit 4

2. Read and mark (X or ✓).

Two children will mop the floor. The youngest child will do the washing-up, but she won't mop the floor. She'll put away the decorations. Her nine-year-old friend Tom will help her. Kate will mop the floor, but she won't put away the decorations. Joseph doesn't like to mop the floor. He'll take out the rubbish. His friend Kate will help him. The youngest boy and youngest girl won't take out the rubbish. The children who mop the floor won't do the washing-up.

	Joseph (10)	Kate (9)	Nadia (8)	Tom (9)
mop the floor	X	✓	✓	✓
do the washing-up	✓	✓	X	✓
put away the decorations	X	X	✓	✓
take out the rubbish	✓	✓	X	X

3. Read and write True or False.

- Joseph will do the washing-up. True
- Tom won't mop the floor. False
- Tom and Kate won't do the washing-up. True
- Kate will put away the decorations. False
- Nadia will take out the rubbish. False
- Nadia and Joseph won't mop the floor. True

4. Look and write what the other person says.

They're very heavy. I'll carry them.
 I'm hungry. I'll make you a sandwich.
 I don't understand. I'll explain it to you.
 It's hot. I'll open the window.

Unit 4 Let's have a party! 37

Time to practise!

1. Write what the characters say.

It's Dracula's birthday tomorrow. Let's have a party! Who will help?
 I'll buy the drinks.
 I'll sweep the floor.
 I'll blow up the balloons.
 I'll prepare the snacks.
 I'll take out the rubbish.
 I'll choose the music.

2. Complete the dialogue.

DR. FRANKENTEN: Who will buy the drinks?
 FRANKENTEN'S MONSTER: I will.
 DR. FRANKENTEN: What about the balloons?
 Who will blow them up?
 FRANKENTEN'S MONSTER: The werewolf will.
 DR. FRANKENTEN: Who will sweep the floor?
 FRANKENTEN'S MONSTER: The mummy will.
 DR. FRANKENTEN: Fine. And who will prepare the snacks?
 FRANKENTEN'S MONSTER: The snacks? The monster will.
 DR. FRANKENTEN: We're all ready, then. Sshhh! Dracula's waking up.

Let's have a party! Unit 4

Time to write

1. Colour the correct options.

To: nigel@phone.booth
 From: mikel@oil.centre
 Subject: my birthday party
 Hi Nigel,
 It's my / my birthday and I have / I'm having a party. Please go / come.
 It's on / at my house, 14 Long Road. It's on Saturday. I starts / starts at 7 o'clock and ends / ends at 9. You can / will bring a friend.
 Sending / See you then!
 Mike.
 P.S. Will / like you bring your camera, please?

2. Complete the chart with your information. Answers will vary

To	When
From	Starts
Subject	Ends
Where	P.S.

3. Write an invitation to a friend.

To: _____
 From: _____
 Subject: _____

Unit 4 Let's have a party! 39

Unit 4

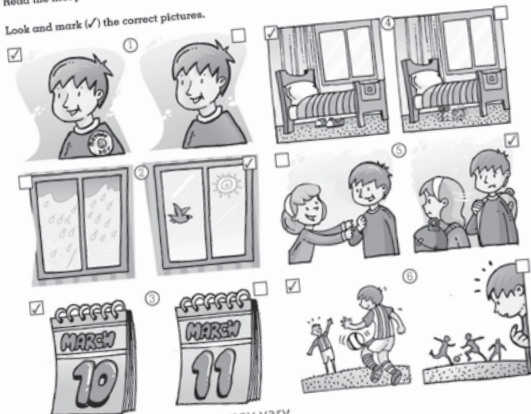
Activity Book with answers



The lighthouse keepers' story

1. Read the first part of the story *What a day!*

Look and mark (✓) the correct pictures.



Write about Ben's day. Answers may vary

1. It was Ben's birthday.
2. The sun was shining and it was warm.
3. He checked the calendar on the wall.
4. He looked under the bed for presents.
5. His best friend walked away from him.
6. He played football at break with his friend.

40 Let's have a party! Unit 4

2. Read the whole story *What a day!* Answers may vary

Answer the questions.

1. Who did Ben wait for after school?

He waited for his friends.

2. What happened?

Nobody came.

3. How did Ben feel on the bus home? Why?

He felt very sad because nobody remembered his birthday.

4. Who came running up to greet him at home?

His dog came running up to greet him.

5. What happened when he turned on the lights?

All his friends and his parents were there.

Find opposite words in the story.

1. start finish

2. nobody everybody

3. short long

4. closed opened

5. inside outside

6. before after

7. good bad

8. different the same

Write about Ben's day in his diary.

Answers may vary



MY BIRTHDAY! I got up and the sun was shining. It was a beautiful day. I was very excited.
At school, it was the same as usual. I played football at break but nobody said anything.
After school, I waited outside for my friends, but nobody came.
But when I got home, all my friends and my parents were there. They gave me a surprise party.

Unit 4 Let's have a party! 41

Time to check

1. Unscramble the sentences.

bring - drinks - ? you - will the
Will you bring the drinks?
tidy - up - will - I - room - the
I will tidy up the room.
will - ? bake - you - a cake
Will you bake a cake?
won't - no - I - able - be - to
No, I won't be able to.

2. Complete the dialogues.

I will give you the invitation tomorrow.
Who will blow up the balloons?
Will you go to the park?
Greet! Marco will.
I don't want this banana.
I will eat it.
I love them!

Check what you know! Model answer

9 party accessories

will for spontaneous requests and clients. I'll prepare the snacks.
Will you put up the decorations?

8 party activities

42 Let's have a party! Unit 4

My project

Make a birthday wreath.

1. Draw balloons of different sizes on white paper.



2. Write a letter on each balloon to form the phrase Happy Birthday.

3. Tape ribbons of different colours onto the balloons.



4. Draw two circles, one inside the other, on a piece of card.



5. Cut out the balloons.

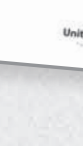


6. Decorate your balloons with bright colours and glitter.

7. Cut the circles out to make a paper wreath.



8. Stick the balloons onto the paper wreath.

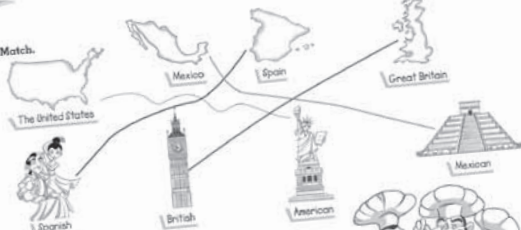


Unit 4 Let's have a party! 43

Activity Book with answers

Unit 5

1. Match.



2. Read and complete.

1. Mirumi is Japanese. He comes from Japan.
2. Luigi is Italian. He comes from Italy.
3. Claire is French. She comes from France.
4. Li Ping is Chinese. She comes from China.

3. Read and draw.



1. Pets are allowed here.

Students' own drawing

3. Taking pictures isn't allowed.

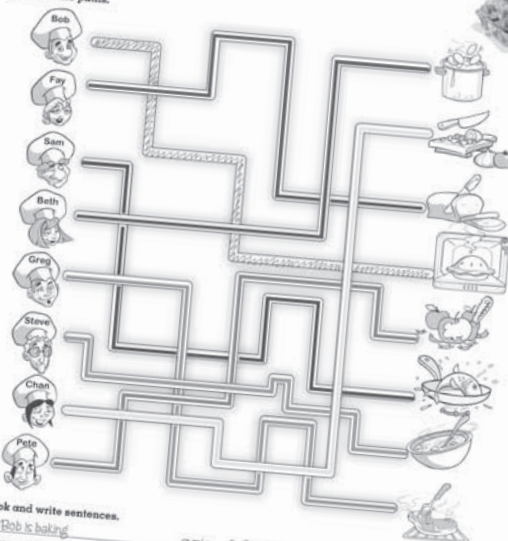
Students' own drawing

2. Feeding the animals is allowed.

Students' own drawing

4. Mobile phones aren't allowed.

3. Draw the paths.



4. Look and write sentences.

1. Bob is baking a pie.
2. Fay is slicing bread.
3. Sam is frying the fish.
4. Reth is boiling potatoes.
5. Greg is grilling the meat.
6. Steve is stirring the soup.
7. Chan is chopping the vegetables.
8. Pete is peeling the apples.

How long does it take to cook?

1. Complete the dialogues.

Burgers

Ingredients:
1 beef burger
2 pieces of bacon
2 slices of tomato
1 bun
ketchup



How long does it take to make a burger?

It takes 25 minutes.

What do you need?

1 beef burger, 2 pieces of bacon, 2 slices of tomato, 1 bun, ketchup.

Chocolate milkshake

Ingredients:
2 spoons of chocolate
ice cream
2 glasses of milk



How long does it take to make a chocolate milkshake?

It takes ten minutes.

What do you need?

2 spoons of chocolate, ice cream, 1 glass of milk.

Pepperoni pizza

Ingredients:
1 pizza base
Parmesan cheese
pepperoni slices



How long does it take to make a pepperoni pizza?

It takes 20 minutes.

What do you need?

1 pizza base, parmesan cheese, pepperoni slices.

Scrambled eggs

Ingredients:
2 eggs
butter
salt



How long does it take to make scrambled eggs?

It takes 6 minutes.

What do you need?

2 eggs, butter, salt.

2. Look and answer for Kelly.

Class 5C SURVEY: How fit are you?

	go swimming	ride your bicycle	play tennis	go running
Kelly				I
Brian				I
Susan				

1. How often do you go swimming?
I go swimming three times a week.
2. How often do you ride your bicycle?
I ride my bicycle five times a week.
3. How often do you play tennis?
I play tennis twice a week.
4. How often do you go running?
I go running once a week.

Write questions about Brian and Susan.

1. How often does Brian go running?
He goes running once a week.
2. How often does Brian go swimming?
He goes swimming twice a week.
3. How often does Brian ride his bicycle?
He rides his bicycle four times a week.
4. How often does Brian play tennis?
He plays tennis four times a week.
5. How often does Susan go swimming?
She goes swimming five times a week.
6. How often does Susan ride her bicycle?
She rides her bicycle five times a week.
7. How often does Susan play tennis?
She plays tennis three times a week.
8. How often does Susan go running?
She goes running twice a week.

Answer the questions.

3. Look and answer.

	M	T	W	T	F	S	S
pizza?							
ice cream?							
salad?							
chicken?							
burgers?							
fish?							
cake?							

How often do they eat...

- pizza? Once a week.
- ice cream? Three times a week.
- salad? Six times a week.
- chicken? Once a week.
- burgers? Twice a week.
- fish? Twice a week.
- cake? Twice a week.



Time to practise!

1 Write questions.

1
change a flat tyre
How long does it take
to change a flat tyre?
It takes about 10 minutes.

2
cook pasta
How long does it take to
cook pasta?
It takes about 8 minutes.

3
boil an egg
How long does it take to
boil an egg?
It takes about 3 minutes.

4
fly from Mexico to Japan
How long does it take to fly
from Mexico to Japan?
It takes about 17 hours.

5
hatch an egg
How long does it take to
hatch an egg?
It takes about 21 days.

How often do you ...

	twice a week	once a week	every two days	every three days	every four days	every five days	every six days	every seven days
You								
Your friend								

Answer the questions.

Complete the chart.

Write about you and your friend.

Answers will vary

- _____
- _____
- _____
- _____
- _____

48 International cuisine Unit 5

Time to write

1 Look and write the verb.



2 Number the instructions.

Recipe: Spanish omelette

Ingredients

4 potatoes
6 eggs
1 onion
1/2 litre olive oil
salt

- Beat then for one minute.
- Break the eggs into a bowl.
- Chop the potatoes and the onion.
- Turn the omelette over to cook it on both sides.
- Fry the potatoes and the onion.
- Pour the eggs into the fried potatoes and onion.



Write the instructions.

First, chop the potatoes and the onion.
Then, fry the potatoes and the onion.
Next, break the eggs into a bowl and beat them for one minute.
After that, pour the eggs into the fried potatoes and onion.
Finally, turn the omelette over to cook it on both sides.

Unit 5 International cuisine 49

The lighthouse keepers' story

1 Read the first part of the story A lucky apple pie!

2 Label the pictures.



3 Answer the questions.

- How often does Granny visit the children?
She visits them every weekend.
- Do the children love seeing her?
Yes, they do.
- What does Granny do as soon as she arrives?
She takes her coat off and goes to the kitchen.
- What do the children and Granny do together?
They make a delicious apple pie.
- How do the children help Granny?
Chris peels the apples and Samantha slices them and puts them in the pie.

4 Complete the speech bubbles.

Will you help? How long will it take to bake?

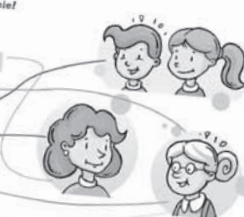
I think my lucky numbers won the lottery!

50 International cuisine Unit 5

2 Read the whole story A lucky apple pie!

3 Match.

"We can't win the prize without the ticket!"
"My pie is burning!"
"Can we have some?"
"I'm not hungry."
"What's so funny?"
"That's a lucky apple pie!"



4 Underline the correct answer.

- Granny brings lots of things...
a) from her house. b) from her town.
- Mum couldn't find her...
a) lottery money. b) lottery ticket.
- When Granny opened the oven, the pie...
a) wasn't burnt. b) was a little burnt.
- Mum didn't want any apple pie because...
a) she was sad about losing the ticket. b) she doesn't like pie.
- Granny cut...
a) two slices of apple pie. b) four slices of apple pie.
- Mum started laughing...
a) because she found the ticket. b) because she was crazy.
- The ticket was...
a) in the oven. b) inside the apple pie.

5 Colour the matching pieces.



Unit 5 International cuisine 51

Activity Book

with answers

Unit 5

Time to check

1. Write questions or answers.

- How long does it take to eat a hot dog?
It takes about 7 minutes to eat a hot dog.
- How long does it take to cook paella?
It takes about 45 minutes to cook paella.
- How long does it take to bake a cake?
It takes about 30 minutes to bake a cake.
- How long does it take to make a sandwich?
It takes about 5 minutes to make a sandwich.



2. Unscramble the questions.

- the do how you do often washing-up How often do you do the washing-up?
- museum often go how a to do you How often do you go to a museum?
- a often book how you read do How often do you read a book?
- how often lazy you drink do drinks How often do you drink fizzy drinks?

3. Answer the questions. Answers will vary.

1. _____ 2. _____
3. _____ 4. _____

Check what you know!

8 countries and nationalities



Ask and answer questions with How long. How long does it take to bake a cake? It takes 30 minutes.

8 kitchen actions



Ask and answer questions with How often. How often do you eat pizza? Twice a week.

Model answer

My project

Make bagel faces.

- Ask an adult to help you slice four bagels in half.
- Toast them lightly.
- Mix 60 ml salad dressing and 60 g cream cheese in a small bowl.
- Spread even amounts of the mixture on the bagel slices.
- Ask an adult to help you slice some avocados, cherry tomatoes, lettuce and carrots.
- Create faces with the vegetables. You can also add grated cheese, raisins and nuts.

Unit 6

Unit 6

1. Find and circle eight words.



detective



evidence



fingerprints



footprints



magnifying glass



mask



thief



witness

2. Label the pictures.

Can I ask you some questions?

No comment.

Sure!

No, I don't think so.

Go ahead.

Modern detectives Unit 6

3. Match.



4. Complete the story.



Missing Fifi £1000 reward!

Fifi disappeared at noon. I arrived at the crime scene to investigate. Mr Green, the gardener, and Miss Duxton, the maid, saw a large van come. The man in the van took Fifi. I decided to interview witnesses. I went outside to look for clues and saw a card with something written on it. It was a card from a local flower shop. I decided to visit the shop. When I arrived, I saw a white van in front of the shop. The driver told me he was delivering flowers in the city at noon. I called to check his alibi. Suddenly, I heard barking coming from the van. I saved Fifi and arrested the suspect.

Unit 6

Activity Book with answers



He says he is innocent!

1. Read and circle the guilty cat.



2. Report what the witnesses say.

1. He says it's got a small nose.
2. She says it's thin.
3. He says it's got short hair.
4. They say it's got big eyes.
5. She says it's got a very long tail.
6. They say it's got spots.

56 Modern detectives Unit 6

2. Complete the dialogue.



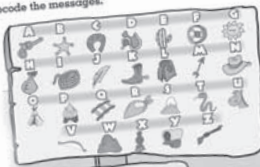
3. Write the ending for this dialogue. Answers will vary

ASTRONAUTS: _____
TRANSLATORS: _____
ASTRONAUTS: _____
TRANSLATORS: _____

Unit 6 Modern detectives 57

Time to practise!

1. Decode the messages.



The messages are from Jesse the Kid!

What does he say?

He says they need help.

He says the Indians are coming.

He says Sitting Bull is there.

He says he wants peace.

Report what the messages say.

58 Modern detectives Unit 6

Time to write

1. Read and answer the questions.



1. Who are Mike and Betty?
A boy and a girl in the same class.
2. Where and when does the story take place?
At a theme park on Saturday.
3. What's the problem?
Betty lost one of her earrings.
4. How does the story end?
Mike's mum finds it on the back of his jumper and they laugh.

2. Write the story using these linking words. Model answer

Last Saturday, At the theme park, On the ride, The next day,
Last Saturday Mike and Betty went to a theme park.
At the theme park, they went on a scary ride. On the ride, Betty lost one of her earrings.
The next day, Mike's mum found Betty's earring on the back of his jumper.

Unit 6 Modern detectives 59

Activity Book

with answers

The lighthouse keepers' story

1 Read the first part of the story *A cheery mystery*.

2 Label the pictures.

gardener

security guard

cleaner

3 Complete the interviews.

DETECTIVE ROSE: Where were you at 5.30 yesterday?

GARDENER: I was in the garden.

DETECTIVE ROSE: What were you doing?

GARDENER: I was planting some flowers.

DETECTIVE ROSE: Did you hear anything?

GARDENER: Yes, I heard a scream.

DETECTIVE ROSE: Did you see anyone?

GARDENER: I saw a woman. She was running out of the building.

DETECTIVE ROSE: What were you doing before the robbery?

SECURITY GUARD: I was eating my cheese sandwich in the diamond exhibition room.

DETECTIVE ROSE: What happened next?

SECURITY GUARD: I heard strange noises.

DETECTIVE ROSE: What did you do next?

SECURITY GUARD: I went to investigate.

DETECTIVE ROSE: Where were you when the lights went out?

THE CLEANER: I was in the diamond exhibition room.

DETECTIVE ROSE: Why did you scream?

THE CLEANER: Because something jumped on me.

DETECTIVE ROSE: What did you do?

THE CLEANER: I ran out of the door.

68 Modern detectives Unit 6

2 Read the whole story *A cheery mystery*.

3 Solve the crossword puzzle.



4 Underline the mistakes.

At six thirty, the gardener and the cleaner were in the room with the diamonds. The cleaner was mopping the floor. The security guard was eating some cake. Some pieces of bread and jam were falling on the floor. The guard heard some children outside. He left to investigate. He didn't know

that it was a family of bats. The mice could smell the chocolate. One mouse bit the guard and the lights went out. Then, another mouse jumped on the cleaner's bag. She laughed and ran out of the building. The diamond rolled into the mouse hole.

5 Rewrite the text correctly.

At five thirty, the gardener and the cleaner were in the room with the diamonds. The cleaner was sweeping the floor. The security guard was eating a sandwich. Some pieces of bread and cheese were falling on the floor. The guard heard some noises outside. He left to investigate. He didn't know that it was a family of mice. The mice could smell the sandwich. One mouse bit the cable and the lights went out. Then, another mouse jumped on the cleaner's leg. She screamed and ran out of the building. The diamond rolled into the mouse hole.

Unit 6 Modern detectives 61

Time to check

1 Report what the fans say.



2 Write what they say.



Check what you know!

8 words related to crime scenes

6 things detectives do

Model answer

Report what people say:

She's very pretty.

He says she is very pretty.

62 Modern detectives Unit 6

My project

Make an identity kit.

1 Cut four 10-by-6-cm strips from white paper.

3 Draw five hair styles, five pairs of eyes, five noses and five mouths.

2 Divide each strip into five 6-cm squares.

4 Cut out a 14-by-15-cm rectangle from a piece of card.

5 In the middle of the rectangle, draw four 6-cm squares in a column.

7 Ask an adult to help you cut out the squares. Then ask him/her to cut open the slots on both sides of each square.

6 Draw a line on both sides of each square.

8 Slide the strips through the slots and create different faces!

Unit 6 Modern detectives 63

Unit 7

Activity Book

with answers



Unit 7

1. Find and circle eight words.

waiter, waitress, credit card, menu, bill, pepper, customer, waiter

2. Complete the dialogue.

Are you ready to order? Yes, I'd like a pizza, please.
 Anything else? Salad, please.
 Can I have the bill, please? Right, sorry.

64 Future world Unit 7

3. Write the missing letters.

Starters
 Mushroom soup
 Cream of carrot soup
 Main courses
 Fish and salad
 Roast chicken with carrots

Desserts
 Apple pie with ice cream
 Chocolate brownies

4. Look and number the dialogue.

And for your main course? 1
 Yes, I'd like some mushroom soup to start, please. 2
 Are you ready to order? 11
 I'd like fish and salad. 12
 Anything for dessert? 13
 Chocolate brownies, please. 14
 Right, sorry? 15
 Can I have the bill, please? 16

Unit 7 Future world 65

Cars will fly!

1. Look and answer the questions.

1. Will I fall in love? Yes, you will.
 2. Will I travel to Mars? No, you won't.
 3. Will I be happy? Yes, you will.
 4. Will I live a hundred years? Yes, you will.
 5. Will I be famous? Yes, you will.
 6. Will I have a dog? No, you won't.

2. Complete the questions and answers.

1. Will he be poor? No, he won't.
 2. Will she have a car? Yes, she will.
 3. Will they get married? Yes, they will.
 4. Will they stay at home? No, they won't.
 5. Will she speak French? Yes, she will.
 6. Will he play the piano? No, he won't.
 7. Will she be a chef? No, she won't.
 8. Will he get good marks? Yes, he will.

66 Future world Unit 7

3. Colour the matching pieces with the same colour.

Where will he live? In Florence, Milan, Rome and France.
 Why will he be famous? King Louis XII and Duke Lodovico Sforza.
 Will he be famous? From 1502 to 1519.
 What will he be? A painter, a sculptor, a musician and an engineer.
 Who will he meet? Yes, he will.
 When will he paint it? For painting the Mona Lisa.

4. Write questions.

1. when / discover a new planet
 When will I discover a new planet?
 2. what important missions / have
 What important missions will I have?
 3. how many galaxies / visit
 How many galaxies will I visit?
 4. how many spaceships / fly
 How many spaceships will I fly?
 5. where / study new forms of life
 Where will I study new forms of life?
 6. when / finish my time machine
 When will I finish my time machine?

Unit 7 Future world 67

Activity Book

with answers

Time to practise!

1. Read and circle True or False.



Our survey says that in the year 2050...

- There will be 500 million people in the USA.
- Most people will live to be one hundred years old.
- People will eat only healthy foods.
- There will be no cars in large cities.
- People will only work and study from home.
- There will be airships for passenger traffic.
- We will generate electricity without polluting the Earth.
- Strawberries will be bigger than apples.
- Telephones will connect people on different planets.
- There will be no wild animals except in zoos.

True False
True False
True False
True False
True False
True False
True False
True False
True False
True False

(Check your answers on page 95)

2. Write predictions about the future. Answers will vary

- What country will win the next football World Cup?
England will win the next football World Cup.
- Which country will win the most gold medals in the next Olympic Games?
- Which singer will get the most Grammy awards?
- When will oil reserves be used up?
- Who will be the next president of the USA?
- When will we go to the moon on holiday?

68 Future world Unit 7

Time to write

1. Complete the horoscopes.

play on the school football team

feel very well

visit you

invite you to his party

have an argument with your best friend

get the best marks at school

* Star Horoscopes *

What will the future bring for you? Read to find out...

Aquarius (Jan 21 - Feb 19)

You won't feel very well for a few days. But don't worry: your problem will disappear and life will return to normal.

Pisces (Feb 20 - Mar 20)

You're very popular. Everybody wants to be your friend. Lucky you! A classmate will invite you to his party.

Aries (Mar 21 - Apr 20)

Your hard work will finally have its reward: you will get the best marks at school.

Taurus (Apr 21 - May 20)

A little problem will get big and you will have an argument with your best friend. But don't worry. After you talk, you'll be friends again.

Gemini (May 21 - Jun 21)

Your sports dream will come true. You will play on the school football team.

Cancer (Jun 21 - Jul 22)

A friend of yours will visit you. She moved to a different city years ago. You'll be very happy to see her again!

2. Write two horoscopes using these phrases.

surprise present few days

your team win an important match

Answers will vary

Answers will vary

Unit 7 Future world 49

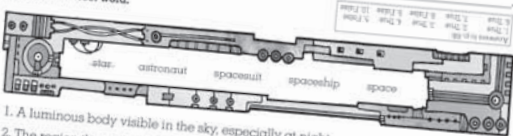
The lighthouse keepers' story

1. Read the first part of the story. A dream come true!

2. Complete the sentences.

- When she was a girl, Anousheh was fascinated by space.
- She used to stand on her balcony and look up at the stars.
- In the USA, she became a successful businesswoman.
- In 2006, she went to Russia for a training programme to become an astronaut.
- She trained for six months, eight hours a day.
- She went running and swimming and did exercise in the gym.
- She learned to speak Russian.
- On 15th September, the big day arrived.
- She signed her bedroom door (a tradition in the Russian space programme).
- She went with two other astronauts.

3. Write the correct word.



- A luminous body visible in the sky, especially at night.
- The region that is beyond Earth's atmosphere.
- Life-supporting equipment to make life in space possible.
- A vehicle designed for travel outside Earth's atmosphere.
- A person who travels beyond Earth's atmosphere.

star
space
spacesuit
spaceship
astronaut

70 Future world Unit 7

2. Read the whole story. A dream come true!

3. Label the pictures.



4. Underline the correct answer.

- How did Anousheh feel at the start of the flight?
a) She was very worried and couldn't sit still.
b) She started missing Earth.
c) She was very happy and couldn't stop smiling.
- What happened when she left her seat?
a) She walked over to the window to look out.
b) She started to float.
c) She took her spacesuit off.
- What was life like on the space station?
a) It was very similar to life on Earth.
b) She had to take a lot of showers.
c) She couldn't do normal things in the usual way.
- What happened to the yoghurt on the flight?
a) People weren't allowed to eat yoghurt.
b) They used to throw it at each other.
c) It floated in the air like bubbles.
- What was the view of Earth like?
a) Anousheh couldn't see Earth very clearly.
b) There was a clear view of the seas, rivers and cities.
c) She could see the borders between the countries.
- How did Anousheh feel when she got back?
a) She wasn't happy after they landed.
b) She was glad to be home.
c) She was relieved.

Unit 7 Future world 91

Unit 7

Activity Book

with answers



Time to check

Write questions and complete the answers.

humans / live on other planets Will humans live on other planets?	scientists / clone humans Will scientists clone humans?
Yes, they will.	Yes, they will.
we / use up all the water on the planet Will we use up all the water on the planet?	plants / talk Will plants talk?
Yes, we will.	No, they won't.

Complete the questions.

How long will I live ? (live) 95 years
Where will I live ? (live) In Australia.
How many houses will I have ? (have) Five houses.
Who will I meet ? (meet) A very beautiful actress.
Will I be famous ? (be famous) Yes, you will.
Why will I be famous ? (be famous) Because you will win a Nobel Prize.

Check what you know!

8 restaurant words

15 menu items

Model answer

Make predictions with will. What will happen in the future? People will discover life on other planets.

Ask about the future using will. What will I be? Will I be famous?

72 Future world Unit 7

My project

Make a balloon rocket.

- Decorate the toilet paper tube with paint and glitter.
- Draw three small rocket stands on a piece of card and decorate them. Then, cut them out and stick them to the bottom of the tube.
- Stick the top of the balloon to the inside of the rocket.
- Make a funnel shape with the card. Colour it and stick it to the top of the rocket.
- Blow up the balloon but do not tie it. Clip the open end with the clothespeg.
- Take your rocket outside and place it on the ground. Remove the clothespeg and watch the rocket fly!

Unit 7 Future world 73

Unit 8

Unit 8

Label the pictures.

light bulb, test tubes, wires, atom, chemicals, thermometer, battery, microscope, magnet

Unscramble the expressions.

How does it work?

I have no idea.

Let me show you.

Let's read the instructions.

74 Experiments are fun! Unit 8

Unit 8

Look and complete the steps.

add disappears evaporates hang fill float form sinks squeeze sucks

The sinking orange

Fill a bowl with water. Put an orange in it and watch it float. Peel the orange and put it in water. It sinks. Finally, squeeze the orange and drink the juice.

The flower that changes colour

Add a few drops of food colouring to a glass of water. Cut the end of a flower's stem. Put the flower in the water. The flower sucks the coloured water through its stem. The petals change colour. Hang the flower to dry and use it as decoration.

Salt crystals

Add a spoon of salt to a glass of water. Stir the salt until it dissolves and disappears. Place the glass in the sun. The water evaporates and salt crystals form.

Unit 8 Experiments are fun! 75

Activity Book

with answers

Unit 8

If you feed the plant, it's happy

1. Match and write.

- the grass doesn't grow.
if it rusts.
you get sunburnt.
you get brown.
you lose weight.

1. If iron gets wet, it rusts.
2. If you don't eat well, you lose weight.
3. If it doesn't rain, the grass doesn't grow.
4. If you don't use sunscreen, you get sunburnt.
5. If you mix orange and purple, you get brown.

2. Write sentences.



not put ice cream in the freezer / melt
if you don't put ice cream in the freezer it melts.



drop ice in water / float
if you drop ice in water it floats.



put two magnets together / repel each other
if you put two magnets together they repel each other.



touch a live wire / get an electric shock
if you touch a live wire, you get an electric shock.

3. Complete the story.

too hot big enough too small tall enough too tired small enough

I can't eat this soup. It's too hot.

These shoes aren't big enough.

I'm not small enough for this chair.

This bed is too small for me.

I'm not tall enough.

Let her sleep. She's too tired to play.

4. Write the opposites.

1. It isn't hot enough. It's too cold.

2. These shoes are too expensive. They aren't cheap enough for me.

3. This coat is too small for me. It isn't big enough.

4. This book is too short for me. It isn't long enough.

5. This problem is too difficult. It's not easy enough.

6. You aren't fast enough. You're too slow.

Time to practise!

1. Write sentences with *if*.

look at things under a microscope the light comes on the temperature goes up it attracts them
take out the batteries they appear bigger put a thermometer in the fridge
press ON the torch stops working the temperature goes down put a magnet near nails
mix red paint and white paint get pink paint

1. If you mix red paint and white paint you get pink paint.
2. If you put a magnet near nails, it attracts them.
3. If you take out the batteries, the torch stops working.
4. If you put a thermometer in hot water, the temperature goes up.
5. If you press ON, the light comes on.
6. If you look at things under a microscope, they appear bigger.
7. If you put a thermometer in the fridge, the temperature goes down.

2. Write sentences with *too* and *enough*.

1. ALAN: We can't have a picnic today. It's too cold.
2. AN: This is very heavy! I'm not strong enough.
3. GEORGE: I can't buy this car. It's too expensive.
4. TARA: They didn't pick me for the basketball team. I'm not tall enough.
5. BOY: We're not camping here. It's too dirty.

Time to write

1. Look and complete.

Experiment

The incredible jumping coin

Materials:

bowl cold water a glass bottle a coin (bigger than the bottle opening)

Method:

1. First, fill the bowl with some cold water. Then, put the bottle and the coin in the bowl of water to chill them.
2. When both the bottle and the coin are cold, put the coin on top of the bottle. Finally, wrap your hands around the bottle and wait a few seconds. Did you see the coin jump?

Unit 8

Activity Book

with answers



The lighthouse keepers' story

1. Read the first part of the story *A frosty invention*.

Complete the chart.

What invention?	When?
toilet paper	around 1550
paper clips	1829
crisps	1853
vacuum cleaner	1860
MP3	1979

Correct the sentences.

A hundred and eighty years ago...

1. it was easier to communicate with people.
It was more difficult to communicate with people.
2. people listened to the radio in their free time.
People didn't listen to the radio in their free time.
3. letters travelled faster than today.
Letters travelled more slowly than today.
4. most people had a bath every day.
Most people never had a bath.
5. there was toilet paper.
There wasn't any toilet paper.

Write what is wrong in the scene.

1. People didn't have mobile phones.
2. People didn't have electricity.
3. Vacuum cleaners didn't exist.
4. Crisps didn't exist.
5. People didn't have MP3 players.



2. Read the second part of the story *A frosty invention*.

Number the pictures.



Read and write True or False.

1. Frank was doing an experiment because he was bored. True
2. San Francisco is normally very cold. False
3. The frozen mixture didn't taste very good. False
4. Frank decided to patent his invention to become rich. False
5. Frank renamed the invention popsicle in honour of his dad. False
6. Popsicles are still very popular. True

Correct the false statements.

- San Francisco is normally not so cold.
- The frozen mixture tasted delicious.
- Frank decided to patent his invention to solve his money problems.
- George renamed the invention 'popsicle' in honour of his dad.

Unit 8 Experiments are fun!

Time to check

Complete the sentences.

1. If you do exercise, you feel good.
2. If you don't replace the battery, your watch stops, you get burnt.
3. If you touch fire, you get burnt.
4. If you eat very spicy food, you get thirsty.
5. If you drop a glass bottle, it breaks.

Complete the sentences with too or enough.

1. I can't understand him. He speaks too fast.
2. I can't join the school football team. I don't play well enough.
3. I didn't buy the leather jacket because it was too expensive.
4. I'm not old enough to drive a car.
5. You can't carry this suitcase. It's too heavy for you.
6. It's not cold enough to go ice skating.

Check what you know!

9 things you can find at a science fair	😊	Zero conditional for general truths. What happens if...? If you mix blue and yellow, you get green.	😊
11 verbs to describe the methods in experiments	😊	too and enough: It is not hot enough to go swimming. The soup is too hot.	😊

Unit 8 Experiments are fun!

My project

Make a magic experiment.



Unit 8 Experiments are fun!

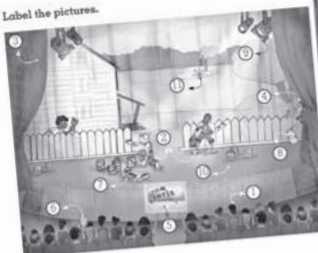
Activity Book

with answers

Unit 9

Unit 9

1. Label the pictures.



1. a_d_d_e_n_c_e
2. c_h_a_r_a_c_t_e_r_s
3. c_u_r_t_a_i_n
4. d_i_r_e_c_t_o_r
5. p_l_a_y
6. p_r_o_g_r_a_m_m_e
7. p_r_o_p_s
8. s_c_r_i_p_t
9. s_p_e_c_i_a_l
10. s_t_a_g_e
11. s_e_t_t_i_n_g

2. Write how they feel.

delighted frustrated furious terrified unhappy

1. I'm not in the play. I forgot my lines at the audition.



She's frustrated.

2. Can I sleep in your bed? I had a terrible dream.



He's terrified.



He's happy.

3. I got an A in my English test!



He's delighted.

4. This room is a mess! And look at your bed!



He's furious.

84 On stage Unit 9

3. Look and complete the dialogues.

pick up laugh at point at turn off put on run away from take off turn on



Turn on the lights. It's too dark.



Put on your coat. It's cold outside.



Turn off the TV before you go to bed, please.



Don't pick up the broken glass. You'll cut yourself.



Take off your shoes!



It's not nice to point at people.



Don't laugh at my sister. She'll get angry.

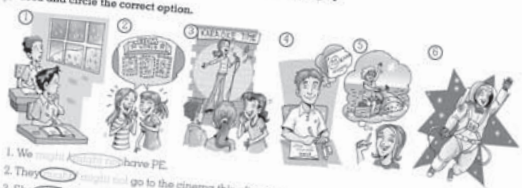


Don't run away from the police.

Unit 9 On stage 85

I might become a famous actor!

1. Look and circle the correct option.



1. We might have PE.
2. They might not go to the cinema this afternoon.
3. She might not be a singer. She sings really well.
4. I might fail the test. I studied a lot.
5. We might not go to Granada this summer. My aunt lives there.
6. He might be a doctor when he grows up.

2. Answer the questions.

an action film a mummy costume an MP3 player Greece medicine the cinema

1. Where are you going on your holiday?
I'm not sure. I might go to Greece.
2. What are you going to study at university?
I don't know. I might study medicine.
3. What are you going to do at the weekend?
I'm not sure. I might go to the cinema.
4. What kind of film are you going to see?
I don't know. I might see an action film.
5. What are you going to ask for your birthday?
I don't really know. I might ask for an MP3 player.
6. What are you going to wear to the Halloween party?
Well, I'm not sure, but I might wear a mummy costume.



86 On stage Unit 9

3. Complete the predictions.

land miss fail be sick rain win

1. Look at those clouds. I think it is going to rain.
2. We're in the last lap of the race and Kubica is four seconds ahead. He is going to win the race!
3. Ladies and gentlemen, fasten your seat belts. We are going to land in a few minutes.
4. Oh, no! Look at the time. We are going to miss the train.
5. Don't eat more cake! You are going to be sick.
6. The tree is going to fall.



4. Write sentences with be going to.

1. She / fall off / the horse.
She's going to fall off the horse.
2. They / climb / the mountain.
They're going to climb the mountain.
3. They / blow up / that building.
They're going to blow up that building.
4. He / blow out / the candles.
He's going to blow out the candles.
5. The ball / hit / the woman.
The ball is going to hit the woman.
6. He / jump off / the cliff.
He's going to jump off the cliff.



Unit 9 On stage 87

Unit 9

Activity Book

with answers



Time to practise!

1. Write sentences with might or might not.

1. The radio doesn't work. (need batteries) It might need batteries.

2. Mike isn't at school today. (be ill) He might be ill.

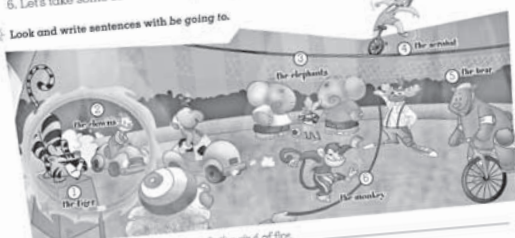
3. He didn't understand me. (speak English) He might not speak English.

4. Don't wait for her. (come) She might not come.

5. Take your umbrella. (rain) It might not rain.

6. Let's take some sandwiches. (get hungry) We might get hungry.

2. Look and write sentences with be going to.



- The tiger is going to jump through the ring of fire.
- The clown is going to crash.
- The elephant is going to play football.
- The acrobat is going to fall.
- The bear is going to fall off the unicycle.
- The monkey is going to skip.

88 On stage Unit 9

Time to write

1. Read and make up the missing information.
Answers will vary.

Play title	Characters
	Two pigeons (Beaks and Speedy) and an eagle (Claws)
Setting	Props
	Pigeon and eagle costumes

Act 1, Scene 1.

BEAKS: (meets Speedy high in the sky) Hi, Speedy. Where are you going?
SPEEDY: (flying quickly) I'm a homing pigeon, Beaks! I'm going home!

2. Complete Scene 2.

Don't worry. Look up! Don't go into the forest! Follow me.

Act 1, Scene 2.

BEAKS: (flies into the woods) I know a shortcut! Follow me.

SPEEDY: (follows Beaks) Don't go into the forest!

BEAKS: (smiling) Don't worry. It's dangerous.

SPEEDY: (screaming) Look up! There's something following us.

3. Choose an ending and write the last scene.

- Claws is a friend and has a birthday invitation for them.
- Claws is lost and wants directions.

Act 1, Scene 3. Answers will vary.

Unit 9 On stage 89

The lighthouse keepers' story

1. Read the first part of the story. A happy ending?

2. Draw the animals.

Moo! Moo! Squeak! Cock-a-doodle-doo! Woof!



Students' own drawing

3. Look and complete the chart.



Play title	Characters
A happy ending	Alex, Mike, Dog
Setting	Props
It's mid-afternoon in a small town. The street is empty.	A rubbish bin

4. Number the events.

- The dog opens the rubbish bin.
- Two cats meet in the street.
- The dog starts chasing them.
- They talk about the night before.
- The cats hide in a rubbish bin.
- They hear a dog behind them.
- The cats think he's going to eat them.
- They go to the park together.



90 On stage Unit 9

2. Read the second part of the story. A happy ending?

3. Complete the sentences.



- The cats were running away because they were scared of the dog.
- The dog lived with cats when he was a puppy.
- He really likes cats and he can be their friend.
- He doesn't like to eat cats because he's a vegetarian.
- Mike thinks that it is better to be his friend than his lunch.
- At the end they are happy but the cats aren't very convinced.

4. Colour the expressions that mean the same.

Here you are

How disgusting!

Yuck!

So am I

Quick!

What do you mean?

Hang up

No way!

Ha-ha?

I don't believe you

Well, well, well!

I am too

I found you

How disgusting! I'm not going to eat it.


Unit 9 On stage 91

Time to check

1. Complete with **might** or **might not**.

1. He's got lots of talent. He might be (be) a famous actor one day.
2. We might not have (have) the test today. The teacher was ill yesterday.
3. I might not go (go) to Jenny's party. I don't feel very well.
4. We might win (win) the competition. The other teams aren't good.
5. If it snows like this tomorrow, they might close (close) the school.
6. Let's take a map. We might get (get) lost.

2. Look and write sentences with **be going to**.



1. He's going to fall off the ladder.
2. He's going to wash the car.
3. They're going to fight.
4. The eagle is going to eat the snake.
5. He's going to make a pizza.
6. They're going to play golf.

Check what you know!

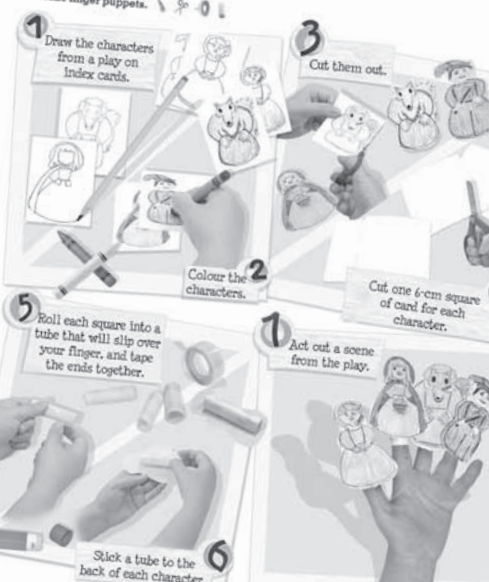
11 words for talking about a play	😊	Talk about possibility with might and might not . She might become a doctor. He might not come to the party.	😊
8 theatre actions	😞	Make predictions with be going to . He's going to win the race. Look at those black clouds. It's going to rain.	😞

92 On stage Unit 9

My project

Make finger puppets.

1. Draw the characters from a play on index cards.
2. Colour the characters.
3. Cut them out.
4. Cut one 6-cm square of card for each character.
5. Roll each square into a tube that will slip over your finger, and tape the ends together.
6. Stick a tube to the back of each character.
7. Act out a scene from the play.

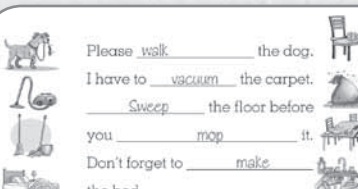


Unit 9 On stage 93

My spelling practice

Unit 1 I help at home!

Look and write the correct word.



Please walk the dog.

I have to vacuum the carpet.

Sweep the floor before you mop it.

Don't forget to make the bed.

Can you dust the chair?

Take out the rubbish, please.

Would you set the table, please?

I don't want to do the washing-up.

Unit 2 Ancient Rome

Read and complete.

- | | |
|-----------------|-----------------|
| 1. aqueduct | 5. temples |
| 2. amphitheatre | 6. theatre |
| 3. fountain | 7. public baths |
| 4. roads | |

Unscramble and complete.

- | | |
|--------------|----------------|
| 1. soldiers | 5. philosopher |
| 2. emperor | 6. scribes |
| 3. citizens | 7. senators |
| 4. gladiator | 8. slave |

My spelling practice

Activity Book with answers



Unit 3 The power of nature

Read and complete the words.

- | | |
|---------------|---------------|
| 1. floods | 7. eruption |
| 2. powerful | 8. volcano |
| 3. tsunami | 9. raging |
| 4. drought | 10. volcanic |
| 5. earthquake | 11. dangerous |
| 6. tornado | |

Unit 4 Let's have a party!

Solve the crossword puzzle.

- | | |
|----------------|---------------|
| 1. music | 9. napkin |
| 2. worry | 10. ready |
| 3. balloons | 11. spoon |
| 4. knife | 12. snacks |
| 5. decorations | 13. fork |
| 6. invitations | 14. plates |
| 7. washing up | 15. everybody |
| 8. drinks | |

Unit 5 International cuisine

Write the countries.

- | | |
|----------------------|------------------|
| 1. the United States | 5. Spain |
| 2. France | 6. Great Britain |
| 3. Italy | 7. Japan |
| 4. China | 8. Mexico |

Correct the verbs.

 Bake the cake.	bake	 Grill the steak.	grill
 Fry the fish.	fry	 Stir the soup.	stir
 Slice the bread.	slice	 Chop the carrot.	chop
 Boil the potatoes.	boil	 Peel the apple.	peel

Unit 6 Modern detectives

Read and write the words.

- | | |
|---------------------|---------------|
| 1. detective | 6. footprints |
| 2. thief | 7. evidence |
| 3. witness | 8. mask |
| 4. magnifying glass | |
| 5. fingerprints | |

Unit 7 Future world

Write the rhyming words.

- | | |
|----------------|-------------|
| 1. customer | 5. salt |
| 2. master | 6. waitress |
| 3. credit card | 7. bill |
| 4. menu | 8. pepper |

Unit 8 Experiments are fun!

Read and write the words.

- | | |
|---------------|----------------|
| 1. microscope | 6. atom |
| 2. batteries | 7. test tubes |
| 3. chemical | 8. thermometer |
| 4. light bulb | 9. wires |
| 5. magnet | |

Unit 9 On stage

Solve the crossword puzzle.

- | | |
|---------------|---------------|
| 1. characters | 7. spotlight |
| 2. script | 8. audience |
| 3. props | 9. stage |
| 4. director | 10. programme |
| 5. play | 11. setting |
| 6. curtain | |

Track List

CD 1

Unit	Track	Rubrics
1	1.1	Listen and repeat.
	1.2	Listen and repeat.
	1.3	Listen and number the pictures.
	1.4	Listen and mark.
	1.5	Listen and chant.
	1.6	Sing a song.
	1.7	Listen to the first part of the story.
	1.8	Listen to the second part of the story.
2	1.9	Listen and repeat.
	1.10	Listen and check.
	1.11	Listen and repeat.
	1.12	Listen and number.
	1.13	Listen and chant.
	1.14	Sing a song.
	1.15	Listen to the first part of the story.
	1.16	Listen to the second part of the story.
3	1.17	Listen and match.
	1.18	Listen and repeat.
	1.19	Listen and complete the text.
	1.20	Listen and repeat.
	1.21	Listen and number the events.
	1.22	Listen and check.
	1.23	Listen and chant.
	1.24	Listen and write the comparisons.
4	1.25	Sing a song.
	1.26	Listen to the first part of the story.
	1.27	Listen to the second part of the story.
	1.28	Listen and complete the table.
	1.29	Listen and repeat.
	1.30	Listen and complete the list.
	1.31	Listen and repeat.
	1.32	Listen and chant.
5	1.33	Listen and number the questions.
	1.34	Sing a song.
	1.35	Listen to the first part of the story.
	1.36	Listen to the second part of the story.
	1.37	Listen and number.
	1.38	Listen and complete the names of the countries.
	1.39	Listen and repeat.
	1.40	Listen and repeat.
6	1.41	Listen and circle the correct picture.
	1.42	Listen and complete the table.
	1.43	Listen and chant.
	1.44	Listen and match.
	1.45	Sing a song.
	1.46	Listen to the first part of the story.
	1.47	Listen to the second part of the story.
	1.48	Listen and underline the correct option.
	1.49	Listen and circle the words you hear.
	1.50	Listen and repeat.
	1.51	Listen and stick.
	1.52	Listen and repeat.
	1.53	Listen and match.
	1.54	Listen and point to the thief.
	1.55	Listen and chant.
	1.56	Listen and number the scenes.
	1.57	Listen and complete what the alien says.
	1.58	Sing a song.
	1.59	Listen to the first part of the story.
	1.60	Listen to the second part of the story.

CD 2

Unit	Track	Rubrics
7	2.1	Listen and repeat.
	2.2	Listen and stick the headings.
	2.3	Listen and repeat.
	2.4	Listen and circle the correct option.
	2.5	Listen and chant.
	2.6	Listen and check.
	2.7	Sing a song.
	2.8	Listen to the first part of the story.
	2.9	Listen to the second part of the story.
	2.10	Listen and stick.
	2.11	Listen to the words in Russian.
8	2.12	Listen and stick.
	2.13	Listen and repeat.
	2.14	Listen and check.
	2.15	Listen and repeat.
	2.16	Listen and match.
	2.17	Listen and chant.
	2.18	Listen and number the pictures.
	2.19	Sing a song.
	2.20	Listen to the first part of the story.
	2.21	Listen to the second part of the story.
	2.22	Listen and stick.
9	2.23	Listen and repeat.
	2.24	Listen and number.
	2.25	Listen and repeat.
	2.26	Listen and mark.
	2.27	Listen and chant.
	2.28	Listen and circle the girl.
	2.29	Sing a song.
	2.30	Listen to the first part of the play.
	2.31	Listen to the second part of the play.
	2.32	Listen and match.
Diagnostic test	2.33	Listen and write the names.
	2.34	Listen and mark.
	2.35	Sing a song.
Pictureary	2.36	Unit 1. Household job accessories.
	2.37	Unit 1. Household jobs.
	2.38	Unit 2. Roman buildings.
	2.39	Unit 2. Roman society.
	2.40	Unit 3. Natural disasters.
	2.41	Unit 3. Adjectives.
	2.42	Unit 4. Parties.
	2.43	Unit 4. Party arrangements.
	2.44	Unit 5. Countries / Nationalities.
	2.45	Unit 5. Kitchen actions.
	2.46	Unit 6. Crime scene.
	2.47	Unit 6. Detective work.
	2.48	Unit 7. Restaurant.
	2.49	Unit 7. Menu.
	2.50	Unit 8. Science.
	2.51	Unit 8. Verbs.
	2.52	Unit 9. Theatre.
	2.53	Unit 9. Phrasal verbs.



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