

Cool!

3

Teacher's Book  
+  
Audio CD

Kids



# Cool Kids 3

## Contents

<b>Introduction</b> .....	<b>2</b>
<b>Scope and sequence</b> .....	<b>12</b>
<b>Unit 1 Welcome back!</b> .....	<b>14</b>
<b>Unit 2 Free time!</b> .....	<b>26</b>
<b>Cool Review 1</b> .....	<b>38</b>
<b>Unit 3 Amazing universe</b> .....	<b>40</b>
<b>Unit 4 Different places</b> .....	<b>52</b>
<b>Cool Review 2</b> .....	<b>64</b>
<b>Unit 5 Past events</b> .....	<b>66</b>
<b>Unit 6 Books! Books! Books!</b> .....	<b>78</b>
<b>Cool Review 3</b> .....	<b>90</b>
<b>Games</b> .....	<b>92</b>
<b>Audio Track List</b> .....	<b>95</b>

# Introduction

**Cool Kids** is a three-level series for primary school students that...

- caters for different learning styles.
- promotes discovery learning and values.
- encourages students' participation.
- fosters learner autonomy.
- enhances creativity and problem-solving skills.

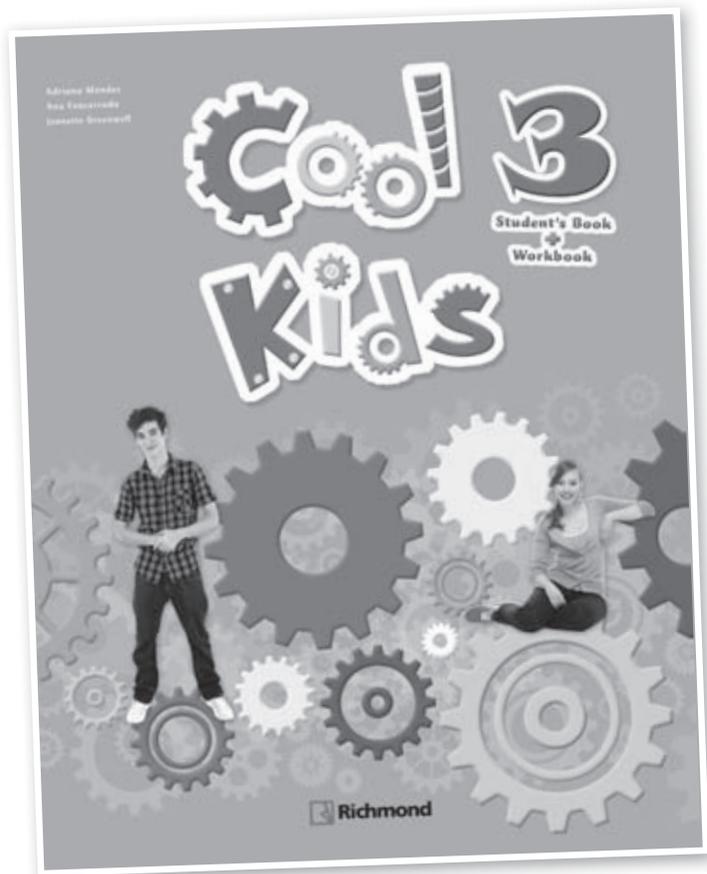
In each level, **Cool Kids** presents a variety of topics appropriate for the age group. Each topic has been chosen carefully in order to satisfy students' interests. In this way, students feel involved with the subject and are motivated to learn. The vocabulary and grammar items in every unit are always presented in meaningful contexts and the activities exploit their language potential.

**Cool Kids** leans on the *Inductive Grammar Method* to have students experiment with language so that they can work out the grammar rules for themselves. Grammar is presented in a logical, step-by-step sequence. In this way, students

learn grammar not as a set of rules, but as a tool to convey their thoughts through language.

**Cool Kids** also uses the *Communicative Approach* to help students communicate effectively in the target language. In other words, Language is taught as a tool for communication. **Cool Kids** gives students opportunities to use English in a meaningful way. It promotes the development of the four skills: reading, writing, listening, and speaking.

Two cool and friendly pre-teen characters appear in all the units of the Student's Book and Workbook pages in **Cool Kids**. These characters are a girl and a boy with whom students can easily identify themselves, and they guide learners in their pathways to learning English. The characters show students Grammar and Language boxes and are also present in many activities. They always praise students on their progress, especially at the end of units and review sections.



## Student's Book

The **Student's Book** contains a Student's Book section and a Workbook section.

The **Student's Book**

- consists of six main theme-based units and three review units: each unit contains 4 lessons and a *Cool Kids' Corner*.
- includes *Project work* activities in the review units to consolidate the language learnt in a meaningful way.
- contains *Extra activities* to expand some grammar items.
- includes a *Vocabulary Reference* section.
- is clearly organised.

**Unit 1 Welcome back!**

**1 Listen and complete Joey's and Chelsea's cards.**

Hi! I'm Chelsea.

And I'm Joey. Welcome back to school!

**Cool Language**

What's your address?  
It's 65 Marshall St.  
What's your email address?  
It's joeyb@coolkids.au  
= at  
= dot

**2 Match the questions with the answers.**

a) What's your full name?      c) Where do you live?  
b) When's your birthday?      d) Where are you from?

1 I live in Córdoba.      2 It's Juan López.      3 I'm Argentinian.      4 It's on 1<sup>st</sup> July.

The first page in every lesson provides an attractive and colorful context to introduce the new vocabulary.

The *Cool Language* and *Cool Grammar* boxes show examples of the new grammar and language items, and also provide useful expressions from everyday English.

The main characters, *Chelsea and Joey*, help students with new language and grammar, and give them learning tips.

**Lesson 2**

**4 Listen, follow along and act out the story.**

– How much soup is there in the fridge?  
– There's some.

– How much chicken is there?  
– There's some.

– How many pancakes are there?  
– There are some.

– How many sausages are there?  
– There are some. Check!

– There isn't any soup. There isn't any chicken. There aren't any pancakes and there aren't any sausages!

– That was delicious! I was hungry.

**5 Classify the words.**

cupcakes   doughnuts   hamburgers   honey   juice  
milk   oranges   salad   strawberries   water

How much... is there?      How many... are there?

honey \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Cool Grammar**

How many **pancakes** are there?  
There are some. / There aren't any.  
How much **sugar** is there?  
There's some. / There isn't any.

**Cool Mini Project**

Design a Fridge with a friend of an open fridge. Cut out pictures of different food items from glossy magazines and glue them onto your fridge. Talk about the items you've got in your fridge.

Draw the shape of different food items and glue them onto the food.

Extra activity page 76  
Workbook page 83

Welcome back!

*Cool Mini Projects* enhance students' creativity through hands-on activities that are used to reinforce their learning.

## Samples of Cool Mini Projects

Making an Extreme Poster with a friend with the objects you like most.



Making a Cartoon Story with a friend.



**Unit 5**

**1 Listen and repeat these past time expressions.**

Yesterday    Eleven years ago    Last year    Three years ago    In 2010

Last week    In 1976    When I was 25 years old

**2 Read about Joey's father life story. Underline the verbs in the past.**

**The Story of my Life**

I was born in 1976 in Cape Town, South Africa. I had a job in my country but the salary wasn't good. When I was 20 years old, I decided to emigrate to Australia. First, I lived in Melbourne for some time. I worked in a bank and I really liked my job there. But eleven years ago, I decided to change job when Joey was born. I started working for a car factory and my family and I moved to Sydney.

I remember it rained a lot when we arrived in Sydney, but it stopped in the afternoon. We finished unpacking everything in the new house in the evening. Today we have a happy life. We can't complain.

**Cool Grammar**

/t/	/d/	/ɪd/
stopped	arrived	started
finished	rained	ended
worked	played	hated
learned	lived	decided
liked	moved	

**Regular verbs**

arrive - arrived    rain - rained  
 end - ended    start - started  
 finish - finished    stop - stopped  
 learn - learned    work - worked

**Irregular verbs**

have - had

**3 Listen and repeat.**

**Cool Kids develops students' reading skills: reading for gist and reading for specific information. The reading activities include pre-reading and / or post-reading tasks.**

**Lesson 3**

Chelsea's mother life story.

Write the words in brackets in the correct form.

**Life in a Nuthsell**

Chelsea was born (be born) in London, England in 1978. I'm a teacher and I work (work) in a school for some years. But I don't like (not like) my job very much and so I stopped (stop) teaching. That's when I married (marry) John, and we had (have) our first baby daughter, Chelsea. It didn't rain (not rain) when Chelsea was born (be) in fact, it was (be) a sunny day! Ten years ago, we had (have) a new baby called Chelsea's brother. We lived (live) in a bigger house in an old house any more. Now there are four of us. Now we live (live) in a new house in the country.

**Exercise 1**

Write the words in brackets in the correct form.

Chelsea was born (be born) in London, England in 1978. I'm a teacher and I work (work) in a school for some years. But I don't like (not like) my job very much and so I stopped (stop) teaching. That's when I married (marry) John, and we had (have) our first baby daughter, Chelsea. It didn't rain (not rain) when Chelsea was born (be) in fact, it was (be) a sunny day! Ten years ago, we had (have) a new baby called Chelsea's brother. We lived (live) in a bigger house in an old house any more. Now there are four of us. Now we live (live) in a new house in the country.

**Exercise 2**

Write the words in brackets in the correct form.

Chelsea was born (be born) in London, England in 1978. I'm a teacher and I work (work) in a school for some years. But I don't like (not like) my job very much and so I stopped (stop) teaching. That's when I married (marry) John, and we had (have) our first baby daughter, Chelsea. It didn't rain (not rain) when Chelsea was born (be) in fact, it was (be) a sunny day! Ten years ago, we had (have) a new baby called Chelsea's brother. We lived (live) in a bigger house in an old house any more. Now there are four of us. Now we live (live) in a new house in the country.

**Workbook page 104**

Past events 57

**Lesson 2**

**6 Fill in the blanks with the appropriate tense.**

arrive    call    check    find    go    look    say    see

Becky, Simon and Lenzy worked at the Space Observation Centre (SOC). Every day, they checked for intelligent life. It was a boring job because nothing ever happened. One day, Simon was at the SOC. Everything was the same: no news from outer space. It was another normal day. Then, just before going home, Simon saw a yellow light on the computer. He called Becky and Lenzy. They didn't know what was going on. They looked at the spaceship, but everything looked OK. They decided to call Mission Control.

—Mission Control, this is SOC. Commander Lenzy speaking. We need your help. Over. Nobody answered. Becky, Simon and Lenzy went home. The next day, Becky received a message on the computer: "Y@\*!@#@". "Oh, no. Look at the door!" said Simon. There was a green sticky substance on the doorknob. They decided to call Mission Control again. —Mission Control, this is SOC. Commander Lenzy speaking. We need your help. Over.

**7 Listen and check your answers above.**

**8 Classify the answers and add two more verbs to each category.**

Regular Verbs	Irregular Verbs
_____	_____
_____	_____

**9 What do you think happened next? Write an ending for SOC.**

Then listen to the rest of the story.

**Extra Activity page 78**

**Workbook page 108**

Books! Books! Books! 65

**Lesson 1**

**6 Read the text and answer the questions.**

**Man in the Desert**

Fonos woke up in the middle of the desert. He appeared behind a sand dune. He felt sorry for the boy. He decided to give the boy his water. He offered Fonos a mandala stone.

**7 Listen and check your ideas.**

Mark (✓) a cover for the book.

**Cool Kids presents various models for students to follow. They practise different writing skills as the series develops.**

**References to the Extra activity and Workbook pages are clearly shown on the Student Book pages.**

**Cool Kids offers activities for students to improve their listening skills: listening for the main idea and listening for detail.**

**4 Listen and complete the information about the trip.**

Day 1 \_\_\_\_\_  
Where \_\_\_\_\_  
Who \_\_\_\_\_  
Day 2 \_\_\_\_\_  
Where \_\_\_\_\_  
Who \_\_\_\_\_  
Day 3 \_\_\_\_\_  
Where \_\_\_\_\_  
Who \_\_\_\_\_  
Day 4 \_\_\_\_\_  
Where \_\_\_\_\_  
Who \_\_\_\_\_

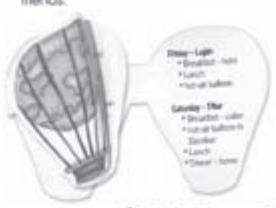


**5 Ask and answer questions about Henry's trip.**

Where was Henry on Wednesday?  
He was in Colombia. When was he in Greece?  
On Thursday. Who was with Henry in Egypt?  
Alice and Charlie.

**Cool Grammar**  
Where were you on day one?  
We were in Colombia.  
Who was with you?  
My sister.

**Cool Mini Project**  
Make a Hot-Air Balloon Diary with a friend.  
Draw a hot-air balloon and cut it out. Write notes about your weekend trip. Share your trip experiences with some friends.



Extra Activity page 77  
Workbook page 100  
Different places

complete your notes.

I was \_\_\_\_\_  
excited  
scared  
hot  
sick  
thirsty  
nervous  
cold  
bored  
hungry  
sleepy

complete the notes.

Were you tired on Monday?  
No, I wasn't.



you in Italy on Monday?  
No, I wasn't.

**Cool Kids features activities for students to enhance their speaking skills: activities to develop accuracy and fluency.**

**Songs provide a valuable source of authentic language and help students recycle what they have learnt in a meaningful way.**

**Cool Kids's Corner**

**1 Listen and underline the**

**Book Addiction**

"Reading is good,"  
My grandma said,  
"Do it every day,  
Before you go to bed."  
I didn't believe her  
Till I read a book.  
It was a lovely story  
About the Greek gods' glory.  
Then I read a comic.  
I want to read more.  
Myth books in my drawer,  
I can't ask for more.  
Will I read a fairy tale  
About Princess Snow?  
Suspense, comedy or romance?  
Give me a book, I'll give it a chance.  
Or it can be the fable  
That I have on my table.  
I'm good at history,  
But I love reading mystery.  
Though science fiction  
Increased my addiction,  
I have no restriction,  
Reading stories is my conviction.

**2 Write a definition for each literary**  
of books or stories for each of the

70 Unit 6

**3 Match the pictures with the words.**



labyrinth wings wax feathers

**4 Read the myth and explain how the words above are related to the story.**

**The Story of Icarus and Daedalus**

Once upon a time, there was a great inventor and architect called Daedalus. He had one son, Icarus. One day, King Minos asked Daedalus to build a labyrinth. When he finished, King Minos thought the labyrinth was perfect. But the king did not want Daedalus to tell his secrets, so he sent him and his son to prison. Daedalus had a plan to escape. He made wings for himself and his son with feathers and wax. Daedalus said to Icarus, "Do not fly too high because the sun can melt the wax." But Icarus did not listen to his father, and he flew very close to the sun. The wax melted and he fell into the ocean. Daedalus never found the body of his son.

**5 Complete the sentences with the ideas from the story.**

1. Daedalus was an inventor and architect.  
2. King Minos asked Daedalus to \_\_\_\_\_  
3. King Minos \_\_\_\_\_ to prison.  
4. \_\_\_\_\_ to escape from prison.  
5. Icarus died because \_\_\_\_\_

Congratulations!  
You've finished Unit 6!

And you've finished the book. Well done!

Workbook page 111  
Books! Books! Books!

**Extra Reading passages help students develop their reading skills and increase vocabulary.**

The **Cool Kids Corner** offers students the chance to round off the topics studied in the unit through songs and reading activities.

**Cool Kids Corner**

**1 Unscramble the first line of the stanzas.**

### Naughty Dogs

dogs. / naughty / two / and / one / Pat / Penny

They like chasing birds and frightening frogs.  
They bark all day and gobble their food.  
Yes, Penny and Pat are very rude.  
d'clock. / And / morning / seven / at / yesterday

My dogs weren't at home—Oh! What a shock!  
Where was Penny and where was Pat?  
They weren't next door scaring the cat.  
ren. / dogs / bakery / at / at / weren't / the / My

But their paw prints were, and then, and then...  
They weren't at the toy shop or outside the bank, and  
They weren't at the pet shop or at the taxi stand.  
/ and / three, / am / now, / butcher's / at / it's / the / past / half

And on the steps of the shop, what do I see?  
Penny and Pat are chewing a bone.  
Home! You naughty dogs, Home! Home! Home!

**2 Listen and check your answers above.**

**3 Correct the sentences.**

- Penny and Pat don't bark all day. Penny and Pat bark all day.
- Penny and Pat are nice and polite. \_\_\_\_\_
- The dogs were at home yesterday at seven. \_\_\_\_\_
- Penny and Pat were at the pet shop. \_\_\_\_\_
- The dogs weren't at the butcher's. \_\_\_\_\_
- Their owner was happy with them. \_\_\_\_\_

Unit 4

and underline them.

at-eaters wings plant-eaters teeth jaws

Imagine you are walking in a forest. You turn around and suddenly you see one of them! What do you do?

We buy them at toy shops as stuffed animals, museums, books, and magazines.

course, dinosaurs weren't lizards, and many of them weren't terrible. herbivores. Only some were meat-eaters, or carnivores. Dinosaurs weren't chickens.

### Dinosaur World

about twice the size of a giraffe. Their legs were short. Can you see the dinosaur's back? Two long horns were on its head and one short horn on its nose.

**Brachiosaurus**  
This is a Brachiosaurus. It was very tall. It was very heavy. Its neck was very long. A Brachiosaurus wasn't aggressive or dangerous.

reptiles. Scientists classify them as flying reptiles called pterosaurs. Their wings were very long and very strong.

mark the sentences

\_\_\_\_\_ T  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ F

Supper! You've finished Unit 4!

Workbook page 101  
Different places

The **Cool Review** section features a game to consolidate in a fun way what students have learnt.

**Cool Review 2**

**1 Play Intergalactic Battle.**

Start

What are you going to do after school?

Start again

Give six adjectives in ten seconds.

What time are you going to go home?

Yes, she has.

Are you going to play football today?

No, I won't.

No, I can't swim.

No, I'm scared of snakes.

I'm very tired. Give me your piece of advice, please.

Start again

Miss a turn.

What time are you going to wake up tomorrow?

Where are you going to eat dinner tonight?

Yes, I am going to the cinema tomorrow.

Yesterday morning.

What's your favourite game?

Make a sentence using 'cheaper'.

They are going to play computer games.

Cool Review 2

**Project Work 2**

### A COOL TRIP

**1 Read the postcard and circle the correct option.**

greeting  
body  
closing  
sender's name  
stamp  
mailing address

Hello Zack,  
How are you? I'm sending you a postcard from the zoo. I was there last month with my family. We were very sad because three baby snakes were born. But my sister was very bored / scared / happy. I hate them! On our way back, we were all very tired. It was a long day!

Zack Gardner  
65 5th Ave.  
Colorado, NM  
80600  
USA

Take care.  
Dave

**2 Choose one of these places. Imagine you were there yesterday and mark (✓) your options.**

**3 Now write a postcard to a friend on a separate page. Use some of these words and phrases and you will be happy.**

Greeting: Hello \_\_\_\_\_ Hi \_\_\_\_\_ Dear \_\_\_\_\_  
Closing: Write soon, Take care

Cool Review 2

Project Work activities foster students' creativity through pair or group work, and give students opportunities to use language in different contexts.



The activities in the *Cool Kids' Corner* provide fun and cross-curricular activities with a twist.

**Cool Kids' Corner**

**1 Look and match.**

question mark    comma    exclamation mark    period

**2 Underline the correct answer.**

**A Punctuation Quiz**

- We use this before the word *Just*.  
a) question mark    b) exclamation mark    c) comma
- We use this to show strong feelings about something.  
a) question mark    b) exclamation mark    c) period
- We use this to separate words or phrases in a list.  
a) comma    b) period    c) question mark
- We use this at the end of a sentence.  
a) period    b) exclamation mark    c) comma
- We use this at the end of a question.  
a) period    b) exclamation mark    c) question mark

**3 Read and punctuate.**

**Cool Kids' Corner**

**1 Imagine you were on holiday last week. Where were you? Write sentences and draw pictures.**

Monday	Tuesday	Wednesday
Thursday	Friday	Saturday

**2 Use your sentences above to write a postcard to your friend. Tell him everything you did last week.**

Alvin Moreton,  
53 North Road,  
Rotherham, South  
Yorkshire, S625NH  
England

(Sign off with your name here)

Different places 101

**Cool Kids' Corner**

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

**Fantastic Planets**

– Arnold Stevens is tall, strong and very intelligent. He is an astronaut. Arnold was on some fantastic planets last year.

– Laina is far away from our planet. It's a very strange planet. The people there are small. They are the smallest people in the Universe!

– In Alix, another strange planet, the people are very tall. The people on Alix are very strong too. They are the tallest and strongest people in the Universe.

– There are some people called Norixes on planet Norix. They are very intelligent. They are the most intelligent people ever!

– Planet Nastix is not nice. Monsters live there. They are the ugliest and most dangerous monsters you can imagine!

– I'm back home now and I'm very glad. Planet Earth is the nicest planet in the Universe. It's also the most beautiful!

- Arnold Stevens travels in space.
- Arnold is from Laina.
- The people on Alix are the weakest people in the Universe.
- You can see monsters in Nastix.
- The people on Alix are more intelligent than the people on Norix.
- Arnold is happy to be back.
- Arnold thinks our planet isn't beautiful.

**2 Correct the false sentences and write them in your notebook.**

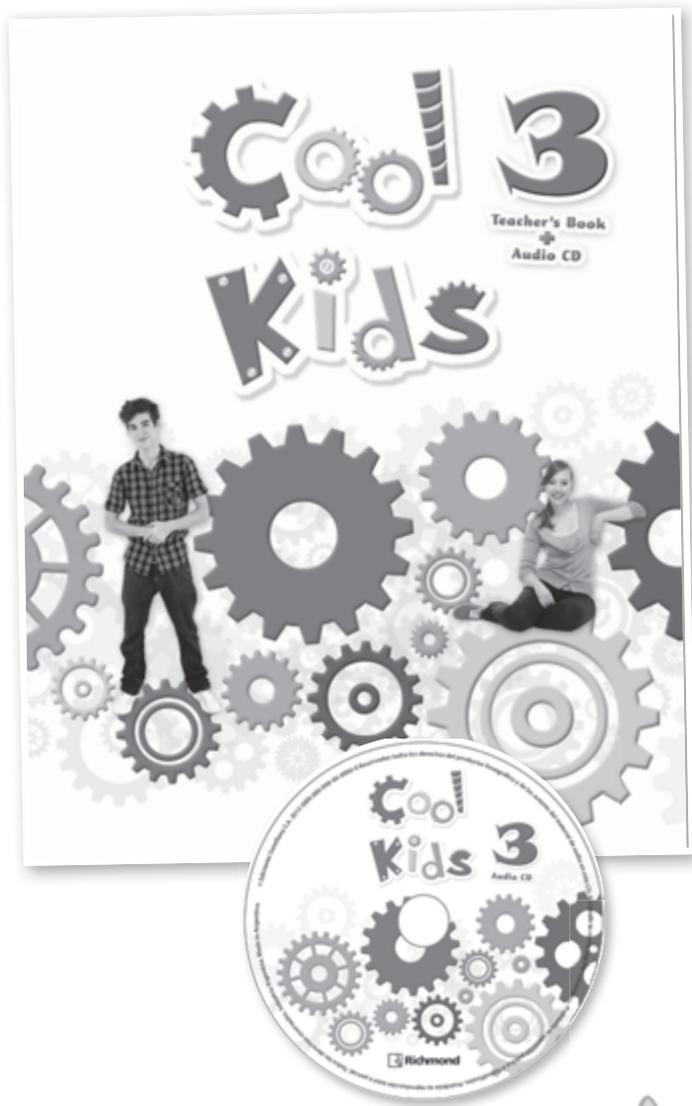
Unit 3

## Interactive Practice Activities

The tasks in the **Student's Book** and the **Workbook** can be reinforced with the **Interactive Practice Activities** available at the Richmond website.

This is a modern and fun tool that reinforces students' learning and can be used in the school computer lab or at home.

# Teacher's Book + Audio CD



## The **Teacher's Book**

- provides the Objectives, Language and Vocabulary to be learnt in every lesson.
- provides instructions for every stage of the lesson and gives suggestions to develop the **Student's Book** activities.
- includes transcripts for the listening activities.
- features the *Answer Key* for the **Student's Book** and the **Workbook** exercises.
- contains a *Games* bank.
- uses icons to facilitate the identification of different elements.

## List of icons:



Listening



Optional activity



Answer Key



Workbook



Warm-up or Wrap-up



Extra activity



Values



**Suggestions for exploiting the Values taught through the texts and exercises in the Student's Book help students understand and learn character-building principles.**

Watch lots of TV. Read a book. Listen to the radio. Go to the Cool Kids Club. The -ing form of the verb (Gerunds) acting as the subject of the question and students to explain their answers with 'Why when' questions. And we can answer these questions with 'Because'.

**2 Share your favourite activities with your friend. Use some of the adjectives in the box.**  
Invite a pair of students to read out the example dialogue. Divide the class into small groups and tell them to talk about their favourite free time activities. Monitor and help with vocabulary if necessary.

**Answer Key**  
Student's own answers.

**Optional Activity**  
Divide the class into pairs and have them talk about a free time activity. One of the students in each pair must say something vague about a free time activity he / she chooses, for example: I like it very much because it's an outdoor activity and I'm in contact with nature. The other student in the pair tries to make five wild guesses for the activity being referred to. This student gets a point for each incorrect guess. Students change roles when either the activity has been guessed correctly or when the fifth guess has been made. The student in the pair with fewer points at the end wins the game.

**Values: Sharing some free time with friends and family**  
Divide the class into small groups and encourage students to talk about why it is good to share our free time with our families and friends. Ask: What special moments do you share with your friends? How do you feel when you spend time with your family or friends? What do you like about sharing your free time with them?

**3 Read the text and underline four items you can use for going sightseeing.**  
Direct students' attention to the photo of the girl and ask what her name is: Karla Smith. Then tell students to read the text quickly and underline four items that can be used when going sightseeing. Check answers with the whole class.

**Answer Key**  
a bottle of water, a camera, sunglasses, backpack.

**Cool Grammar**  
Direct students' attention to the Cool Grammar box. Ask a volunteer to read out the first question and answer. Analyse their form and use with the whole class. We use like + verb in -ing form to talk about likes in general. Invite another student to read out the next question and the two answers. Then proceed to analyse the following structure with the whole class: would (not) like + to + infinitive verb. Point out that we use this structure to express desire or make wishes. Write on the board the two contracted forms for would: I would = I'd and I would not = I wouldn't. Provide some example sentences with I'd and I wouldn't and write them on the board. Ask different students: What about you? What would (wouldn't) you like to do next weekend?

Free time!

about you. What do you like to do next?

**SB page 76: Extra activity**

Once students finish this lesson, you can ask them to do the Extra activity for this unit in class. To check the exercise, ask volunteers to read aloud their answers.

**Answer Key**  
1. doing, 2. like, 3. skateboarding, 4. would, 5. by

**SB page 88: Workbook**

**Answer Key**

**1 Look at the pictures and complete the answers.**

1. picnic, 2. playing board games, 3. like skateboarding, 4. I like going climbing.

**2 Look at the table and complete the information.**

1. having walks, 2. have a picnic, 3. doing sports, 4. like to go climbing, 5. staying at home.

**Suggestions on how to deal with the Cool Grammar and Cool Language boxes in the Student's Book are clearly explained.**

**Cool Language**  
Respecting other people's opinions is fundamental in our society. It is important as it shows a lot of consideration for others. In certain situations in which we have been difficult for them, finally reflect on the benefits of being different. Other people may have positive ideas than ours. We can learn new and benefit from listening to others and their opinions. They will respect our opinions in return.

**Vocabulary:**  
• Computer words: headphones, pen drive, mouse pad, monitor, webcam, speaker, mouse, microphone, keyboard, printer  
• Time sequences: first, then, next, after that, finally

**Warm-up**  
Draw a simple picture of a computer on the board. Ask the class what it is and encourage students to say why computers are important in today's world. Accept of answers and write some on the board.

**1 Discuss with a friend what you like doing on a computer.**  
Go over the list of activities with the whole class and read out the example dialogue. Tell the class to work in pairs and share their ideas. Encourage students in each pair to ask their partners for more information. Monitor the activity and offer help if necessary. Then invite some volunteers to report their partners' opinions to the whole class.

**Answer Key**  
Student's own answers.

**2 Match the pictures with the computer words. Then listen and check.**  
Ask students to write the corresponding number next to the computer words. Play Track 9 to check answers and pause the recording after the first word. Elicit the word: keys. Repeat the same procedure with the words to model and practise pronunciation.

**Track 9**  
**Narrator:** One. Keyboard  
Two. Mouse  
Three. Mouse pad  
Four. Webcam  
Five. Monitor

**Answer Key**  
1. keyboard, 2. mouse, 3. mouse pad, 4. webcam, 5. monitor, 6. headphones, 7. printer, 8. speaker, 9. microphone, 10. drive

**Optional Activity**  
Say some computer words following a set pattern, for example: keyboard - keyboard mouse - keyboard invite students to repeat in chorus. Say the pattern again, adding new word: keyboard - keyboard - mouse keyboard - printer. Continue until student to remember the entire sequence. To make the activity more difficult, increase the length of the pattern.

**3 Solve the computer riddles. Then compare your answers with a friend**

Read aloud the question in the red box. Invite a volunteer to read out the first riddle. Have the class write the answer on the line using one of the words in the box. Check with the whole class. Then, students solve the rest of the riddles individually. Next, divide the class and have them compare their answers. Finally, check answers with the whole class. Ask if anyone knows a lot about computers. Invite students to raise their hands to answer about how much they know about computers. They use and can suggest many different Apps. / They know some new technology and want to share what they mean with their classmates.

**Answer Key**  
1. mouse pad, 2. printer, 3. mouse, 4. drive, 5. monitor, 6. keyboard

**4 Choose two computer words from exercise 2 and write riddles in your notebook. Then ask a friend to solve them.**

Elicit another part of a computer and write it on the board: USB port. Encourage students to invent a riddle for this word. Then have students write riddles for two words in exercise 2. Monitor the activity and offer help if needed. Get students to exchange riddles with a friend. They should solve their partners' riddles. Finally, invite some volunteers to read out their riddles for the class to guess.

**Answer Key**  
Student's own answers

**5 Listen and underline the words you hear.**  
Refer students to the pictures and explain that the boy is cleaning the computer keyboard. Get some volunteers to read out the phrases to check understanding. Play track 10 and tell the class to underline the correct word for each step. Finally, check answers with the whole class.

**Track 10**  
**Narrator:** Here are some ways to clean your keyboard. First, disconnect the computer. Then turn the keyboard upside down and shake it. Next, use compressed air to blow the dirt away. After that, clean the keys with cotton swabs. Finally, clean the keyboard with a cleaning rag.

**Answer Key**  
1. disconnect, 2. turn, 3. blow, 4. clean

**Cool Language**  
Direct students' attention to the Cool Language box. Invite a volunteer to read about the example sentences. Point out the use of time sequences to organise the steps when giving instructions. Remind students of the use of the imperative form to give instructions.

**Optional Activity**  
Have students write in their notebooks the steps to follow when cleaning a computer keyboard. Encourage them to use time sequences and the imperative. Monitor the activity and offer help if needed. Finally, ask some volunteers to read out their sets of instructions.

**6 Now tell a friend how to do one of the computer actions in the box. Use time sequences.**

Divide the class into pairs. Students in each pair choose one of the actions listed and explain their partners how to do it. Encourage students to explain the steps using time sequences: first, then, next, after that and finally. Monitor the activity and offer help if necessary. Finally, invite some volunteers to share their explanations with the rest of the class.

**Answer Key**  
Student's own answers

**Wrap-up**  
Play Buzz Words with the whole class, using some computer vocabulary items: I like listening to music with BUZZ. These BUZZ are very small. You shouldn't listen to loud music with your BUZZ. Elicit the word: headphones. Play the game once again using a different computer word and then invite different

**Ideas for Warm-ups, Wrap-ups and Optional activities are suggested to spice up your lessons.**

# Teacher's Resource Material

Extra optional photocopiable material for teachers can be found at the Richmond website. The extra material can be downloaded and printed for classroom use.

This material consists of *Extra Activites*, *Cool Tips* and *Tests* for every unit in the **Student's Book**.

**Cool Extra Activity 4**

1 Read the story and answer the questions.

*A Cool Friendship*

—What are you going to do on Saturday, Jeff?  
—Do you like going to the cinema?  
—No, I don't.

1. Where is Jeff going to go?  
He's going to \_\_\_\_\_.

2. Where is Todd going to go?  
\_\_\_\_\_.

3. Who is sad about the weekend?  
\_\_\_\_\_.

4. What is Jeff's idea?  
\_\_\_\_\_.

5. Is Todd going to go to the cinema?  
\_\_\_\_\_.

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**Test 3** \_\_\_\_\_ / 18

Name \_\_\_\_\_ Date \_\_\_\_\_

1 Circle nine more literary genres. \_\_\_\_\_ / 3

B I O G R A P H Y T G B H Y T V C Q G A R L I W F  
H N C U J N M I K O L P O Z H R O M A N C E N Y A  
A Q O X S E W M Y S T E R M B M K S L H K J G B  
E D M C R F V B G T Y H R N Y N E P H D R S D K L  
S C I E N C E F I C T I O N T X D F B R Z W B U E  
M X C U I K L O P U Y T R R H J Y A K H J Q T L X  
E M W Q A S D F G H N K L M L F A I R Y T A L E T

2 Listen and write A, B, or C. \_\_\_\_\_ / 2

1. The customer wants to eat A.  
A. a salad and a hamburger B. pizza C. a hot dog

2. The girl needs a \_\_\_\_\_ T-shirt.  
A. small B. medium C. large

3. Anna can only see \_\_\_\_\_.  
A. sandwiches B. sandwiches and hot dogs C. hot dogs

4. The man wants to \_\_\_\_\_.  
A. buy a watch B. rent a car C. see a movie

5. Her name is \_\_\_\_\_.  
A. Lauren Smith B. Lauren Harris C. Paula Smith

3 Complete the dialogue. \_\_\_\_\_ / 1

I agree I disagree I think

I think Harry Potter is a great book!

I love it

It isn't fun

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# Digital Book

The **Digital Book** is an interactive version of **Cool Kids Student's Book**, which includes the audio material, for use with an IWB or a projector.

**Welcome back!**

1 Listen and complete Jerry's and Chelsea's cards.

Read name: Jerry / Chelsea  
Surname: \_\_\_\_\_ / \_\_\_\_\_  
Birthday: 3<sup>rd</sup> December / 15<sup>th</sup> November  
Nationality: Australian / British  
Address: 45 Myrtle Street / 123 London  
City: Sydney / London  
Mobile phone number: \_\_\_\_\_ / \_\_\_\_\_  
Email address: \_\_\_\_\_ / \_\_\_\_\_

2 Match the questions with the answers.

What's your full name?  
When's your birthday?  
Where do you live?  
What's your address?  
What's your email address?

3 Now work in pairs and interview each other. Complete your friend's card.

What's your mobile phone number?  
Full name: \_\_\_\_\_  
Surname: \_\_\_\_\_  
Date of birth: \_\_\_\_\_  
Nationality: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_  
Mobile phone number: \_\_\_\_\_  
Email address: \_\_\_\_\_

4 Read about Jerry and complete the answers. Use these words.

breakers / breaks / breaks / breaks / breaks / breaks / breaks / breaks

What's Jerry like?  
Jerry's \_\_\_\_\_ and he's got short dark \_\_\_\_\_ and big green eyes.

What does he look like?  
Jerry's \_\_\_\_\_ and he's got short dark \_\_\_\_\_ and big green eyes.

What's he wearing?  
He's wearing \_\_\_\_\_ and he's got a pair of new \_\_\_\_\_ shoes.

5 Now look at Chelsea and write about her. Use the cues in brackets.

What's Chelsea like? (friendly / helpful)  
What does she look like? (short / slim / long arms / long straight hair)  
What's she wearing?

© Workbook page 10

# Contents

Unit	Vocabulary
 <b>Welcome back!</b> Page 4	Personal details: <i>full name, address, nationality, email address, mobile phone number, etc.</i> Food items: <i>bacon, cheese, eggs, honey, strawberries, tomatoes, yoghurt, oil, doughnuts, etc.</i> Meals and mealtimes in different countries. Adjectives: <i>nice, sociable, friendly, tall, short, fit, talkative, slim, etc.</i>
 <b>Free time!</b> Page 14	Free time activities: <i>having a picnic, going sightseeing, skateboarding, having a walk, reading, going to parties, dancing, drawing, listening to music, surfing the Internet, etc.</i> Outdoor and indoor activities and equipment. Computer words: <i>headphones, pen drive, mouse pad, monitor, webcam, speaker, mouse, microphone, keyboard, printer</i> Adjectives: <i>fantastic, funny, entertaining, sad, angry, relaxing, antisocial, dangerous, etc.</i>
 <b>Project Work 1</b> Page 24	
 <b>Amazing universe</b> Page 28	Animals: <i>crocodile, hippo, turtle, lion, snake, cat, rhino, elephant, etc.</i> Special gadgets. The planets in our solar system. Adjectives: <i>obedient, disobedient, fast, slow, big, small, light, heavy, old, young, short, long, weak, strong, amusing, convenient, effective, unusual, expensive, useful, etc.</i>
 <b>Different places</b> Page 38	City places: <i>pet shop, police station, toy shop, museum, sweet shop, chemist's, bookshop, bakery, etc.</i> The days of the week. (revision) / Telling the time. (revision) Adjectives: <i>late, bored, lost, worried, cold, scared, sick, thirsty, sleepy, excited, hot, nervous, hungry, tired, polite, naughty, etc.</i>
 <b>Project Work 2</b> Page 48	
 <b>Past events</b> Page 52	Some other animals: <i>monkey, giraffe, zebra, vulture, hyena, leopard, baboon, etc.</i> Gifts and souvenirs: <i>posters, rulers, bookmarks, stickers, stuffed toys, key rings, T-shirts, etc.</i> Wh-words: <i>when, where, who, why, what, etc. (revision)</i> Regular verbs: <i>arrive, end, finish, learn, rain, start, stop, work, move, decide, hate, like, etc.</i>
 <b>Books! Books! Books!</b> Page 62	Literary genres: <i>romance, comedy, biography, mystery, fairy tale, horror, science fiction, comic, fable, myth</i> Irregular verbs: <i>be, buy, come, drink, eat, fall, find, get, go, have, know, make, meet, put, read, see, say, take, think, etc.</i> Nouns: <i>labyrinth, wings, wax, feathers, desert, sand dune, stone, miles, oasis, compass, outer space, doorknob, etc.</i> Adverbs: <i>somehow, immediately, enthusiastically, however, easily</i> Adjectives: <i>perfect, huge, dry, following, next, sticky, didactic, etc.</i>
 <b>Project Work 3</b> Page 72	
<b>Extra Activities</b> Page 76	<b>Vocabulary Reference</b> Page 79

Language and Grammar	Values
<p><i>What's your full name? / What's your address? / What's your mobile phone number?</i>  <i>What's he like? / What does he look like? / What's he wearing?</i> (revision)  <i>There's (are) some... / There isn't (aren't) any... / How much? / How many?</i>            Countable and uncountable nouns.            Simple Present (revision)</p>	<p>Getting to know each other in the classroom.            Respecting different people's meal habits and food preferences.            Eating healthily and taking good care of ourselves.</p>
<p>Present Continuous (revision) / <i>Must and mustn't (Dancing) is my favourite free time activity. / Why do you like it? / Because it's...</i>  <i>What do you like doing in your free time? / I like (listening to music).</i>  <i>What would you like to do? / I would (wouldn't) like to...</i>            Time sequencers: <i>First... , Then... , Next... , After that... , Finally...</i></p>	<p>Sharing some free time with friends and family.            Being open to listening to different opinions.            Following safety rules when doing indoor and outdoor activities.</p>
<p>Comparative form of short and long adjectives.            Superlative form of short and long adjectives.  <i>What are you going to do? / I'm going to...</i>            Going to Future (affirmative, interrogative and negative)</p>	<p>Being open to listening to different opinions.            Being cooperative and making decisions together with others.            Being assertive when making plans.</p>
<p><i>What's wrong? / Why don't you...? / Good idea!</i>  <i>Was and were (affirmative, interrogative and negative)</i>  <i>When were you in...? / I was in.... (last week).</i>  <i>Where were you (on Monday)? / I was in...</i>  <i>Who was with you? / (My sister.)</i>            Past time expressions: <i>last week, last month, etc.</i></p>	<p>Being open to listening to our friends' suggestions.            Admitting that it is not wrong to feel scared sometimes.            Sharing past experiences with friends.</p>
<p><i>There was... / There were... / There wasn't (anything). / There weren't (any).</i>  <i>Was there (a hippo)? Yes, there was. / No, there wasn't.</i>  <i>Were there (two lions)? Yes, there were. / No, there weren't.</i>            Past time expressions: <i>yesterday, three years ago, last year, in 2010, when I was 26 years old, etc.</i>            Simple Past of regular verbs (affirmative, interrogative and negative)  <i>(What) / (Where) / (When) / (Why) did you...?</i></p>	<p>Warning people about dangerous situations.            Remembering people we love when we are away and buying them gifts.            Sharing our everyday life experiences with friends.            Understanding that we all have different skills and talents.</p>
<p><i>I disagree. / I don't think so. / I agree. / I think... / I'm not sure. / You're right.</i>  <i>Sorry! / Excuse me? / Can you say that again? / Can you repeat that, please? / Pardon?</i>            Simple Past of irregular verbs (affirmative, interrogative and negative)  <i>(Wh- words) + did...? / Regular vs. irregular verbs in the past</i></p>	<p>Agreeing and disagreeing politely with others.            Encouraging reading for pleasure at school and at home.            Showing good manners in everyday situations.</p>



# Welcome back!

## SB pages 4 and 5

### Objectives

- To ask for and give personal details.
- To describe people's physical appearance.
- To describe people's personality traits.
- To revise vocabulary related to clothes and accessories.

### Language:

- *What's your full name?*
- *What's your address?*
- *What's your mobile phone number?*
- *What's he like? He's (sociable).*
- *What does he look like? He's (tall) and (slim).*
- *What's he wearing? He's wearing (a T-shirt) and (trousers).*

### Vocabulary:

- Personal details: *full name, address, nationality, email address, mobile phone number*
- Adjectives: *nice, sociable, friendly, tall, short, fit, talkative, slim*

### Warm-up

Greet students and introduce yourself to the class: *Hello! I'm (Ms...)*. Get to know your students by revising some questions and vocabulary items. Bring to the class a dice and a large sheet of paper with six questions: **1.** What's your favourite food? **2.** When's your birthday? **3.** What's your favourite colour? **4.** How many brothers and sisters have you got? **5.** What's your favourite animal? **6.** What's your favourite film? Display the questions and ask students to read them silently and think of the answers without saying them aloud. Put the paper with the questions on your desk. Invite a volunteer to come to your desk, say his / her name aloud and roll the dice. He / she should answer the question that corresponds to the number indicated by the dice roll. The rest of the class should listen to the volunteer. Invite those students in the class who happen to have exactly

the same answer to clap their hands and join in the activity by saying, for example: *Coincidence! My favourite colour's (red) too!* Continue playing the game for a couple of minutes asking different volunteers to come to your desk and roll the dice.

Now ask students to open their books at page 4. Take this opportunity to introduce the characters in level 3: Chelsea and Joey.

### 1 Listen and complete Joey's and Chelsea's cards.

Direct students' attention to the pictures of Chelsea and Joey and read aloud the texts in their speech bubbles. Encourage students to describe the pictures. Explain that they are going to listen to the characters completing their personal cards for a local competition. Students should write down the missing information. First, invite some volunteers to read aloud the cards for the class to be able to identify what they have to listen for. Then, play track 2 more than once. To check, ask some students to come to the board and write their answers.

### Track 2

**Chelsea:** Hi, Joey! I've got the ID cards for the local competition. Let's complete them!

**Joey:** Great! Can you write down my information, please?

**Chelsea:** Mmm... Ok. I know your surname is Bernardi. But how do you spell it?

**Joey:** B-E-R-N-A-R-D-I.

**Chelsea:** Ok. And what's your mobile phone number?

**Joey:** It's 9976589878.

**Chelsea:** 9976589878. And your email address is [joeyb@coolkids.uk](mailto:joeyb@coolkids.uk).

**Joey:** No, it isn't .uk. It's [joeyb@coolkids.au](mailto:joeyb@coolkids.au)

**Chelsea:** You're right. You're Australian. Sorry!

**Joey:** And what's your email address?

**Chelsea:** It's [chelseabrown@coolkids.uk](mailto:chelseabrown@coolkids.uk)

**Joey:** And when's your birthday? Is it in July or in August?

**Chelsea:** I can't believe you don't remember my birthday! It's on 10<sup>th</sup> August.

**Joey:** Sorry! I have a terrible memory.

**Answer Key**

1. Bernardi; 2 9976589878;  
 3. joeyb@coolkids.au; 4 10<sup>th</sup> August;  
 5. chelseabrown@coolkids.uk

**Cool Language**

Direct students' attention to the *Cool Language* box. Read aloud the questions and answers, and then ask students to repeat them. Highlight the pronunciation of @ and dot in email addresses. Explain that these questions and answers are used to talk about personal information. Finally, ask some volunteers their addresses, email addresses and mobile phone numbers to practise.

**2 Match the questions with the answers.**

Now tell students to match other questions about personal information with their answers. Ask some learners to read aloud their answers and encourage some pairs of volunteers to ask each other these questions and provide their personal information.

**Answer Key**

a. 2; b. 4; c. 1; d. 3

**3 Now work in pairs and interview each other. Complete your friend's card.**

Invite two volunteers to read out the example dialogue. Then tell students to work in pairs and ask their partners questions to complete the card. Monitor the activity and offer help if necessary. Finally, invite some students to share the information about their partners with the whole class.

**Answer Key**

*Students' own answers*

**Cool Language**

Now call students' attention to the *Cool Language* box. Ask some volunteers to read aloud the questions and answers. Encourage the class to identify the differences in form and elicit when we use each of the questions: *We use What's he like? to ask about somebody's personality traits, and we use What does he look like? to enquire about the physical appearance of a person.*

**4 Read about Joey and complete the answers. Use these words.**

Ask students to read the questions and complete the answers with the words in the boxes. Encourage the class to pay attention to the words before and after the gaps for guidance and help. To check, invite some volunteers to read out their answers.

**Answer Key**

1. nice; 2 sociable; 3 tall; 4 hair; 5. trousers;  
 6. trainers

**5 Now look at Chelsea and write about her. Use the cues in brackets.**

Tell students to answer the questions about Chelsea using the words provided. Then check the activity by asking some learners to read aloud their answers.

**Answer Key**

Chelsea's friendly and talkative. She's short and slim. She's got a nice smile and long straight hair. She's wearing a T-shirt, jeans and she's got brown shoes on. She's got a headband and earrings on too.

## Optional Activity

Ask students to work in pairs and take turns to ask and answer some questions about their personalities and physical appearance. They should write their partners' answers in a separate piece of paper. Collect all the papers and read aloud the descriptions so that the class can identify what student is being described in each case.

## Values: Getting to know each other in the classroom

Discuss with students why it is important to get to know each other in the classroom and what they can learn from each other: *They may have different or similar personalities, likes and dislikes or share some interests. This may help them become friends more easily and understand that they can count on each other for mutual assistance.*

## Wrap-up

**Materials** Old magazines and newspapers  
Invite students to work in pairs and have them cut out a picture of a famous person from a newspaper or magazine and glue it onto a sheet of paper. Ask pairs to write a short description of the celebrity's personality traits and appearance on a different piece of paper. Then tell students to hand in their descriptions and pictures. Display the pictures on the classroom walls. Give each pair a description from another pair so that they can read it and match it with the corresponding picture of the famous person on the wall. When pairs find the correct picture, they stick the description below the photo.

## SB page 82: Workbook

### Answer Key

#### 1 Read and complete the questions.

1. does Elsa look;
2. 's Jim;
3. does Anita;
4. does Mark live

#### 2 Write about your best friend. Use these questions to organise your paragraphs.

*Students' own answers*

## SB pages 6 and 7

### Objectives

- To identify and revise some food items.
- To talk about quantity.
- To distinguish between countable and uncountable nouns.

### Language:

- *There's some (cheese). There are some (strawberries).*
- *There isn't any (soup). There aren't any (sausages).*
- *How much (juice) is there? There's some.*
- *How many (pancakes) are there? There aren't any.*

### Vocabulary:

- Food items: *bacon, cheese, eggs, honey, strawberries, tomatoes, yoghurt, oil, doughnuts*

## Warm-up

Play *Categories Game* with the class. Ask students to draw two columns in their notebooks and write these titles on top: *Sweet Food* and *Salty Food*. Then dictate the following series of words: *bacon, bananas, cheese, cookies, doughnuts, grapes, honey, pineapples, fizzy drinks* and *strawberries*. Students have to write them in the correct column. After checking the activity, invite students to add some more examples to the categories.

#### 1 Number the food items.

Focus students' attention on the list and ask them to number the food items. Invite learners to compare their answers in pairs. Finally, check with the whole class.

 **Answer Key**

(From left to right) **First row:** 8, 7, 3 **Second row:** 2, 9, 1 **Third row:** 5, 4, 6

## 2 Listen and mark the ingredients Joey's friends have got (✓) or haven't got (X) in the kitchen.

Invite some volunteers to read out the lists of ingredients needed to make an omelette and a fruit salad. Ask students to listen carefully to the audio CD and mark if Joey's friends have got the ingredients on the lists or not. Then invite students to compare their answers in pairs. Finally, check with the whole class.

**Track 3** 

**Sam:** I'm hungry. Are you hungry too, Pete?

**Pete:** Yes! Let's make an omelette.

**Sam:** Let's check what we have.

**Pete:** There are some eggs, but there isn't any cheese.

**Sam:** But there's some bacon. Forget it. There aren't any tomatoes and there isn't any oil!

**Pete:** Then let's make a fruit salad. I'm hungry!

**Sam:** OK, OK... There are some bananas, but there aren't any strawberries.

**Pete:** There's some yoghurt, but there isn't any honey. I have a better idea!

**Sam:** Now what?

**Pete:** Let's order some sushi!

 **Answer Key**

**Omelette:** bacon ✓, cheese X, eggs ✓, oil X, tomatoes X

**Fruit salad:** bananas ✓, honey X, strawberries X, yoghurt ✓

**Cool Grammar**

Draw students' attention to the *Cool Grammar* box. Read aloud the affirmative sentences and encourage the class to discuss why we say *There is some chicken* but *There are some sausages*. Accept the best explanation students can offer, or help them come up with one: *Because we can count the number of sausages we have, but it's difficult to specify how much chicken there is*. Explain that we can use some with countable and uncountable nouns to express a defined quantity (*There are some*) or an undefined amount (*There is some*). Then read out the negative examples and highlight the use of *any* in these sentences in a similar way as mentioned above.

## 3 In your notebook, write sentences about the ingredients in exercise 2.

Write on the board *There's \_\_\_\_\_ bacon. There isn't \_\_\_\_\_ cheese*. Elicit the missing words and complete the sentences. Divide the class into pairs. Ask students to look at the lists in exercise 2 and write sentences about all the ingredients. Invite students to write both what Joey's friends have got and haven't got. Divide the class into small groups and ask them to take turns to read aloud their sentences.

 **Answer Key**

**1.** There's some bacon. **2.** There isn't any cheese. **3.** There are some eggs. **4.** There isn't any oil. **5.** There aren't any tomatoes. **6.** There are some bananas. **7.** There isn't any honey. **8.** There are some strawberries. **9.** There's some yoghurt.

**Optional Activity**

Explain to students that you are going to read aloud a short text with some mistakes. Encourage them to stop you and say: *That's not correct!* when they notice something wrong. Have them help you correct the mistakes in the following text: *Sam, I need help. There are some bacon, but there isn't cheese. There are bananas, but there isn't any strawberries. What can I cook?*

## Answer Key

Sam, I need help. There **is some** bacon, but there isn't **any** cheese. There are **some** bananas, but there **aren't** any strawberries. What can I cook?

## 4 Listen, follow along and act out the story.

Invite the class to mention the food items they can see in the pictures. Play track 4 for students to listen and follow along. Play the track again, pausing after the first question. Have the class repeat the question and then have some individual repetitions. Play the rest of the track and repeat the same procedure with the remaining questions. Check comprehension by asking the whole class: *What does the girl want to know? What happens in the end? Are there in the fridge any of the food items mentioned? Why?* Finally, divide the class into groups of three and have students choose a role. Invite them to act out the dialogue and then switch roles. Invite volunteers to act out the story for the rest of the class.

### Track 4

**Girl 1:** How much soup is there in the fridge?

**Girl 2:** There's some.

**Girl 1:** How much chicken is there?

**Girl 2:** There's some.

**Girl 1:** How many pancakes are there?

**Girl 2:** There are some.

**Girl 1:** How many sausages are there?

**Girl 2:** There are some. Check!

**Girl 1:** There isn't any soup. There isn't any chicken. There aren't any pancakes and there aren't any sausages!

**Cat:** That was delicious! I was hungry.

## Cool Grammar

Direct students' attention to the *Cool Grammar* box. Invite some volunteers to read aloud the example sentences. Elicit the use of *how much* and *how many*: *We use how much to ask about the amount of something. We use how many to ask about the quantity of something.* Then ask: *When do we ask questions with How many? When we want to know the number of things (Countable Nouns). What about 'How much?' When we want to know the amount of something (Uncountable Nouns).* Reinforce the idea that we use *much* with uncountable nouns and *many* with countable nouns.

## 5 Classify the words.

Ask a volunteer to read out the words in the box and have the class classify them in their books. Then write the two category headings on the board and invite different students to write their answers in the corresponding category to check.

## Answer Key

**How much ... is there?:** honey, juice, milk, salad, water

**How many ... are there?:** cupcakes, doughnuts, hamburgers, oranges, strawberries

## Optional Activity

Divide the class into small groups. Prepare a set of cards with the following food words for each group: *apple, egg, milk, pancake, rice, salad, sausage* and *water*. Distribute the cards to the groups and ask students to place them face down, and to imagine these are food items they've got in their school rucksacks. Invite students in each group to take turns picking a card and asking a question with *How much* or *How many* and the corresponding word, for example: (*apple*) – *How many apples are there in my backpack?* Encourage the rest of the students in each group to check if the question was properly made.

## Cool Mini Project

**Materials:** old magazines, construction paper

Read the instructions aloud and check for understanding. Divide the class into pairs. Distribute materials and have students design the fridge mentioned in the activity. Walk around the classroom and offer help if needed. Divide the class into small groups and invite them to ask and answer questions about their fridges.

## Wrap-up

Write the sentences below on the board:

1. There isn't any milk.
2. There are some cupcakes.
3. There aren't any hamburgers.
4. There aren't any oranges.
5. There is some water.
6. There is some honey.

Ask students to write the corresponding questions with *How much* or *How many* in their notebooks. Divide the class into small groups and give each a dice. Explain that they are going to take turns rolling the dice and reading out the question that corresponds to the roll of the dice and the number of the sentences above. Check questions with the whole class.

## SB page 76: Extra activity

Once students finish the *Cool Mini Project* you can ask them to do the *Extra activity* for this unit in class. To check the exercise, ask volunteers to come to the board and write their answers.

## Answer Key

Complete the questions and answers using *How much, How many, some or any*.

1. How many, some; 2. How much, some;
3. How many, any; 4. How many, some;
5. How much, some; 6. How much, any

## SB page 83: Workbook

### Answer Key

#### 1 Circle the correct options. Then answer the questions.

1. How many sausages are there? There are three sausages. 2. How much juice is there? There's some. 3. How many cupcakes are there? There are four cupcakes. 4. How much water is there? There isn't any water. 5. How many oranges are there? There are five oranges.

#### 2 In your notebook, write questions using *How much* or *How many*. Then write the answers.

1. How many strawberries are there? There are three. 2. How many oranges are there? There's one. How much juice is there? There's some. 3. How much spaghetti is there? There's some. 4. How many sausages are there? There are some.

## SB pages 8 and 9

### Objectives

- To talk and read about meal habits and mealtimes in different countries.
- To talk about different people's favourite food and special meals.
- To write about meal habits.
- To revise the Simple Present tense.

### Language:

- *What's your favourite meal? It's (Sunday lunch).*
- *What do you have for breakfast? I have (eggs) and (bacon).*
- *What time do you have dinner? I have dinner at (9.30 pm).*

### Vocabulary:

- Meals and mealtimes in different countries: *black pudding, Yorkshire pudding, fish and chips, roast beef, breakfast, lunch, tea, dinner*

## Warm-up

Invite the class to play a *Word Chain Game* using different food words. Start by saying the word *milk shake* and encourage one student in the class to think of another word that begins with the last letter of the word mentioned before, for example: *eggs*. Continue playing the *Word Chain Game* with the rest of the students for two minutes or until they can't come up with any new word.

### 1 Discuss with a friend.

Ask students to work in pairs and discuss the questions. Then check answers with the whole class. Have students vote for the local dish they like the most.

## Answer Key

*Students' own answers*

### 2 Read the interview to Janice, who comes from England. Match the questions to the answers. Then listen and check.

Read out the title of the text and ask students if they know any English dishes. Have students scan the text to underline all the English dishes they can find: *Black pudding, roast beef, Yorkshire puddings and fish and chips*. Direct students' attention to the pictures. Ask what each picture represents: *The picture on the left is Janice's breakfast. The picture on the right is Janice eating breakfast with her family. The picture at the bottom is fish and chips*. Explain to students that the text is an interview. Read aloud question 10 and its answer. Ask what words connect them: *bad and good*. Have students read the answers to choose the appropriate questions. Suggest underlining the key words. Then divide the class into pairs and ask students to compare their answers. Play track 5 for students to check their answers. Check with the whole class and invite volunteers to read aloud the key words they underlined. Finally, ask how many students would like to taste Yorkshire pudding, black pudding or fish and chips.

## Track 5

- I:** Is English food as bad as they say?  
**J:** No, it isn't. English food is very good.
- I:** What do you have for breakfast?  
**J:** I usually have a big breakfast, including eggs and bacon, fried tomatoes, and sausages or black pudding.
- I:** What's black pudding?  
**J:** It's a thick sausage. There's some blood and some fat in it. It sounds horrible, but it's very nice.
- I:** What about lunch?  
**J:** I have lunch at school. We eat between 12:30 and 1:30. I eat a sandwich and some fruit.
- I:** What time do you finish school?  
**J:** At 5:30. So we have dinner between 6:30 and 8:00.
- I:** What do you have for dinner?  
**J:** Meat, potatoes, and vegetables.
- I:** What's your favourite meal?  
**J:** It's Sunday lunch. I love it. I eat together with my family. My mother makes roast beef and Yorkshire pudding.
- I:** What's that?  
**J:** It's a bread to eat with gravy.
- I:** What's your favourite food?  
**J:** Fish and chips, definitely!
- I:** What are chips?  
**J:** I think you call them French fries.
- I:** Do you like tea?  
**J:** English people love tea. They drink tea all the time, but I prefer apple juice.

## Answer Key

10, 1, 6, 11, 2, 9, 3, 5, 7, 8, 4

### 3 Read *The Truth about English Food* again and answer the questions.

Invite volunteers to read aloud the questions to check understanding. Tell students to read the text again and answer the questions. When they finish, divide the class into pairs and have them compare their answers. Finally, check with the whole class.

### Answer Key

**1.** Yes, she does. **2.** No, she doesn't. **3.** Janice has lunch at school. **4.** She has dinner between 6:30 and 8:00. **5.** Her mother cooks lunch on Sundays. **6.** They eat fish and chips.

### Optional Activity

Divide the class into small groups. Explain that you are going to read out some information about English food. The team that knows what food you are describing should stand up and answer. Award a point for each correct answer. The team with the most points wins the game.

- 1.** You can eat this meal with peas, salt and vinegar.
- 2.** The ingredients to make this savoury cake are flour, salt and eggs.
- 3.** It's a thick sausage made with fat and blood.
- 4.** Sausages, fried tomatoes, eggs and bacon are part of this daily meal.
- 5.** A sandwich or fruit are part of this meal.

### Answer Key

**1.** Fish and chips; **2.** Yorkshire pudding; **3.** Black pudding; **4.** Breakfast; **5.** Lunch

### Values: Respecting different people's meal habits and food preferences.

Discuss with the class what they think about Janice's meal habits and encourage students to think of local dishes that might be strange for Janice to taste. Take this topic as an opportunity to talk about people's different preferences and why we should respect other people's choices. Explain that we are all different in many ways, and that being different is not necessarily a bad thing. It can be an enriching and enlightening experience to get to know about other people's culture and customs.

### **4** Write out notes about food and meal habits in your country.

Divide the class into small groups. Invite students to discuss and help each other write the missing information in the cards provided. Walk around the classroom offering help if needed.

### Answer Key

*Students' own answers*

### **5** Use your notes to write about food and meal habits in your country.

Write the following text on the board:

I usually have a (1) \_\_\_\_\_ breakfast, including (2) \_\_\_\_\_. I have lunch at (3) \_\_\_\_\_. I eat lunch (4) \_\_\_\_\_. We have dinner (5) \_\_\_\_\_. We eat (6) \_\_\_\_\_. I love (7) \_\_\_\_\_! My favourite drink is (8) \_\_\_\_\_ and my favourite food is (9) \_\_\_\_\_.

Ask students to help you complete the text using Janice's information: **1.** *big*; **2.** *eggs and bacon*; **3.** *school*; **4.** *between 12:30 and 1:30*; **5.** *between 6:30 and 8:00*; **6.** *meat, potatoes and vegetables*; **7.** *Sunday lunch*; **8.** *apple juice*; **9.** *fish and chips*. Then invite students to use their notes to write about food in their country. Tell students that they can use the text on the board as a model. Finally, ask a couple of students to read out their paragraphs for the whole class.

### Answer Key

*Students' own answers*

### Optional Activity

Divide the class into pairs. Have students interview each other using questions 1-4, 7 and 9 from *The Truth about English Food* as a guide. Invite volunteers to tell the class about their classmates' answers.

## **Wrap-up**

Write *Healthy Diet* on the board. Elicit what a healthy diet is: *Eating some fruit and vegetables daily. Drinking a lot of fresh water, etc.* Divide the class into pairs and invite them to discuss if their local food is healthy. Invite volunteers to share their answers with the class. Write the following chart on the board and ask students to copy it in their notebooks:

Question	never	sometimes	every day
1	0	5	10
2	10	5	0
3	10	5	0
4	10	5	0
5	0	5	10

Read out the following questions and ask students to circle their answers in their notebooks:

**1.** How often do you eat fruit? **2.** How often do you eat sweets? **3.** How often do you drink fizzy drinks? **4.** How often do you eat pizza? **5.** How often do you eat vegetables?

Copy the score on the board and have students check their results.

Score: 40 = Excellent. Keep it up!

20 = Good! Keep trying!

10 = Oh, no! Try to start eating more healthily!

Divide the class into small groups. Ask students to share their results and think of ways to improve their diets. Invite volunteers to share their conclusions with the rest of the class.

## **SB page 84: Workbook**

### **Answer Key**

#### **1** Number the scenes of the story.

**(From top left to right) First row: 5, 2 Second row: 3, 4 Third row: 6, 1**

#### **2** Underline your answers.

*Students' own answers* (Possible answers:

**1.** can't; **2.** horrible; **3.** isn't)

## **SB pages 10 and 11**

### **Objectives**

- To talk about people's favourite restaurants and food.
- To listen for specific information.
- To talk about quantity.

### **Language:**

- *There's some (milk) but there aren't any (carrots).*
- *There are some (raspberries).*

### **Vocabulary:**

- Food items: *sausages, hamburgers, cheese, steaks, pears, chocolate, strawberries, doughnuts, peach pie, fish, soup*

## **Warm-up**

Divide the class into small teams. Distribute pictures of different food items to each team. Ask students in each team to write as many sentences as they can, using the food words related to the pictures they have received. Give them three minutes. Then ask how many sentences they were able to write to find out which group wrote the most. Elicit the sentences that the winning team wrote.

#### **1** Answer and share with some friends.

Read aloud the questions and ask students to answer them in their notebooks. Divide the class into small groups to share their answers. Check if there is a restaurant that several students mentioned and ask why they like this place.

## 2 Listen and underline the correct word.

Invite some volunteers to describe the picture. Then read out the lyrics of the song to check understanding. Teach vocabulary if necessary. Focus students' attention on the options in italics and explain that as they listen to the song, they are going to underline the correct word. Play track 6 more than once. Finally, check with the whole class. You may also ask some comprehension questions: *Where is the restaurant? In France. What can you eat there? Cheese, steaks and many cakes. In which month are there strawberries or doughnuts? In July. What is the Chef's special? Frogs' legs.*

### Track 6

There is a restaurant in the heart of France.  
Everyone there likes to eat, drink, and dance.  
Come with me there—yes! Come with me, I say!  
And let's all try the dish of the day!

There are some sausages, there is some cheese,  
and there are some juicy steaks.

There are some cookies with chocolate and so  
many cakes!

There aren't any strawberries, except in July,  
But there are some raspberries and apples, and try  
the peach pie!

There is some pork in a dish...

There isn't any fish...

Though, of course there is some bacon and eggs.  
But 'What is the Chef's special?' I hear you ask...  
Well, the dish of the day is... Frogs' legs!

There is a restaurant in the heart of France.  
Everyone there likes to eat, drink, and dance.  
Do you want to try the dish of the day?  
'No, thank you! No way!' I hear you say!

### Answer Key

there, sausages, chocolate, strawberries,  
apples, dish, fish, bacon, you, dish, try

## Optional Activity

Write the following food words on the board: *cheese, chicken, milk shake, pancakes, salad, soup and strawberries*. Write these headings below: *Cold, Hot, Fresh and Savoury*. Invite volunteers to come to the front of the classroom and write the food words under the corresponding adjective. Then divide the class into pairs and ask students to write a sentence with each combination of words. Ask different pairs to read out their sentences.

### Answer Key

*Cold:* milk shake; *Hot:* soup, chicken; *Fresh:* strawberries, salad, cheese; *Savoury:* pancakes

## 3 Play a guessing game with a friend.

Ask students to look at the trays and name the food items on them. Then choose one tray and describe the food on it. Encourage volunteers to guess the number of your tray. Invite three volunteers to read aloud the example dialogue. Have students underline what to say when their classmates fail to guess the correct tray: *No, sorry. There aren't any...* Divide the class into groups of three. Ask each student in the groups to choose one tray and write its number in their notebooks for them to be able to check the activity when in doubt. Encourage students to take turns describing and guessing their trays. Walk around the classroom, monitoring the activity.

### Answer Key

*Students' own answers*

## 4 Choose different food items and draw your lunch tray. Compare it with a friend's.

Write *My Ideal Lunch* on the board. Have students draw their ideal lunch using food items from exercise 3. Then divide the class into pairs and ask students to describe their trays to their partners. Encourage pairs to identify the differences and similarities in their ideal lunches and to write them in their notebooks, for

example: *There isn't any fruit on your tray. There are some eggs on our trays.*

## Answer Key

Students' own answers

## Wrap-up

Write on the board:

Find someone who...

likes \_\_\_\_\_ (food).

loves \_\_\_\_\_ (fruit).

doesn't like \_\_\_\_\_ (drink).

Ask students to copy in their notebooks the information written on the board. Then tell them to fill in the blanks with any food item they can think of. Next, ask them to stand up and interview as many classmates as they can in three minutes: *Do you like (eggs)?; Do you love (cupcakes)?; Don't you like (yoghurt)?* Remind students to write down the names of the students who happen to provide the answers for this activity: Find someone who... Divide the class into small groups and ask them to share their results. Finally, invite volunteers to report their findings, for example: *Three students in my class like (eggs). Six students love (cupcakes) And, finally, eight students don't like (yoghurt) at all.*

## SB page 85: Workbook

## Answer Key

### 1 Re-read *My Favourite Dish* on page 84. Then match the sentence halves.

1. his favourite dish; 2. onions and tomatoes in the fridge; 3. cheese in the fridge; 4. milk in the pizza; 5. chili peppers; 6. Hot and Spicy Pizza; 7. or juice for Ned

### 2 Mark (✓) eight food items for your kitchen.

Students' own answers

### 3 Now draw your choices in the kitchen.

Students' own answers

## 4 Finally, write a short description.

Students' own answers

## SB pages 12 and 13

### Objectives

- To make sentences with countable and uncountable nouns.
- To read for specific information.
- To reflect on healthy and unhealthy eating habits.

### Language:

- *There is some (juice).*
- *There isn't any (cheese).*
- *There are some (hot dogs).*
- *How much (sugar) is there?*
- *How many (sausages) are there?*

### Vocabulary:

- Food items and meals in different countries

## Warm-up

Divide the class into pairs and assign each pair five different food words. Invite students in each pair to draw the five food items in their notebooks but encourage them to vary the quantity or amount of them, for example: *a pear, three doughnuts, eight pizzas, an empty glass of fruit juice, a full bottle of milk, etc.* Ask students not to show their pictures to their partners. Then tell pairs to ask each other questions to find out (how much food there is / how many food items there are) in their notebooks. For example: *How many (sausages) are there in your notebook? There aren't any. / How much (fruit juice) is there? There's some.* Tell students to draw what their partners describe. Then have pairs compare their drawings. Invite volunteers to show their pictures and describe them to the class.

### 1 Play *Sentence Net Game* with a friend.

Ask students to open their books at page 12. Explain that they will have to make meaningful and grammatically correct sentences by

joining words that are next to each other in the chart provided. Direct students' attention to the example. Divide the class into pairs and ask students in each pair to take turns to make different sentences and to write them down in their notebooks. Walk around the classroom to check this activity and award one point per word in each correct sentence. The pair with the most points wins the game.

### Answer Key

Students' own answers

## 2 Read and colour the squares.

Direct students' attention to the pictures and the title of the text. Ask the class if they know anything about the properties of these food items. Then invite students to read the text silently and colour the squares in the sentences below according to the information. Encourage students to compare their answers in pairs and then invite some volunteers to read them aloud. Ask students to provide information from the text to support their answers.

### Answer Key

**Red squares:** 1, 2; **Blue squares:** 3, 5; **Green squares:** 4, 6

## 3 Re-read the text and complete the sentences.

Ask students to read the text again and complete the sentences with the corresponding information. Invite some volunteers to read out their answers to check.

### Answer Key

**1.** keeps the doctor away; **2.** they increase blood flow and make the nerve system stronger.

### Values: Eating healthily and taking good care of ourselves

Invite a volunteer to read aloud Joey's text in the speech bubble and discuss with the class: *How*

*can we take good care of ourselves?; Do you try to have a healthy diet?; How often do you exercise?; What is your favourite fruit?; And your favourite vegetable?*

### Wrap-up

Play a *Guessing Game* with the whole class using some of the food items mentioned in the text *Natural Remedies*. Choose one of the food items and encourage students to ask you *Yes / No questions* to try to guess it. For example: *Are you (a vegetable)? / No, I'm not; Are you (a fruit)? / No, I'm not; Can I take you when I (eat a salad)? / Yes, you can. / Are you (oil)? / Yes, well done!* Set a limit of four questions for each item you choose. Reveal the item in question in case they fail to guess it and proceed with a new one. Continue playing like this for a couple of minutes.

## SB page 86: Workbook

### Answer Key

#### 1 Look and match.

! exclamation mark; , comma; ? question mark; . period

#### 2 Underline the correct answer.

**1.** comma; **2.** exclamation mark; **3.** comma; **4.** period; **5.** question mark

#### 3 Read and punctuate.

**1.** What's your name? **2.** Be careful! **3.** I am ten years old. **4.** I have a pen, a pencil, an eraser and a notebook. **5.** Help! **6.** Tom, Linda, Jack and Brian are my best friends. **7.** Where's my new laptop? **8.** I can ice-skate well.

#### 4 Check your answers.

Students turn the book upside down to read and check their answers in the previous exercise.

## SB pages 14 and 15

### Objectives

- To introduce vocabulary related to free time activities.
- To describe actions happening now / at this moment.
- To revise the Present Continuous tense.

### Language:

- *What's he / she doing? He / she's (playing a board game).*
- *They aren't (running). They're (skateboarding).*
- *Are you (drawing)? Yes, I am. / No, I'm not.*

### Vocabulary:

- Free time activities: *having a picnic, going sightseeing, skateboarding, having a walk, reading, going to parties, chatting online, playing board games, going window-shopping, etc.*

### Warm-up

Tell the class they are going to talk about free time activities. Draw two columns on the board with the headings *Indoor Activities* and *Outdoor Activities* and elicit examples from the students. Write the words under the corresponding heading as they mention them. Then show pictures to present new vocabulary related to free time activities: *playing board games, having walks, having picnics, climbing (a mountain), chatting online, skateboarding, going sightseeing, going to parties, going window-shopping and reading*. Write the free time activities on the board as you present them. Finally, ask students to decide which category each picture belongs to and stick the photos under the corresponding categories on the board.

## 1 Complete the free time activities. Then listen and check.

Now ask students to look at the pictures and complete the words. Then play the audio CD to check. Play it once again to practise pronunciation.

### Track 7

**Narrator:** One. Having picnics

Two. Going sightseeing

Three. Skateboarding

Four. Having walks

Five. Reading

Six. Going to parties

### Answer Key

1. having picnics; 2 going sightseeing;
3. skateboarding; 4 having walks; 5. reading;
- 6 going to parties

## 2 Look at Chelsea's picture of her family and friends and correct the sentences.

Direct students' attention to the scene and encourage them to name the activities they can see: *running, swimming, having a picnic, reading, sleeping, etc.* Then invite a volunteer to read aloud the example sentence. After that, have students correct the remaining sentences individually. Finally, check answers with the whole class and write them on the board.

### Answer Key

1. She's having a walk. 2 He's reading a book.
3. They're swimming in the lake. 4. They're having a picnic. 5. They're running down the hill.

**Cool Grammar**

Direct students' attention to the Cool Grammar box. Read the examples aloud and analyse them with the class. Elicit the use of the Present Continuous: *to refer to events happening now*. Revise the form of the Present Continuous tense with the class: *Subject + verb to be (Simple Present) + (verb) - ing*.

**3 Test your memory. Ask questions about the picture in exercise 2.**

Divide the class into pairs and get a pair of volunteers to read out the example dialogue. Tell students in each pair to take turns to ask and answer other questions about the scene in exercise 2.

**Answer Key**

*Student's own answers.*

**Cool Grammar**

Now focus students' attention on the other *Cool Grammar* box on this page. Read aloud the questions and answers. Revise the form of *Yes / No questions* with the whole class and invite volunteers to ask their classmates some *Yes / No questions* to practise. Also remind students that we do not use contractions in affirmative short answers, for example: *Yes, I am. / Yes, she is. / Yes, we are*. However, we can do so in negative answers, for example: *No, we aren't. / No, he isn't. / No, we aren't*.

**4 Answer the questions.**

Tell students to answer the questions about the pictures. To check, invite some volunteers to read out their answers. When the answer is negative, encourage them to say what the people are doing.

**Answer Key**

1. No, they aren't. (They're having a picnic)
2. No, he isn't. (He's using a computer / chatting online.)
3. Yes, they are.
4. No, they aren't. (They're playing a board game / chess.)

**5 Play a Guessing Game using only negative sentences.**

Invite two volunteers to read aloud the example dialogue. Tell students to work in pairs and say negative sentences about the people in exercise 2 for their partners to guess. Monitor and help if necessary.

**Answer Key**

*Student's own answers.*

**Wrap-up**

Play *Hangman* with vocabulary related to free time activities. Choose a word (or phrase) and, on the board, draw a blank for each letter and write the first and last letter of the word (or phrase) selected. Then draw a noose on one side of the board. Ask students to say the letters, one at a time that they think are in the word or phrase. Each time they guess correctly, write the letter in the corresponding space. If the guess is incorrect, begin drawing a stick figure under the noose and write the wrong letter off to one side. Explain that the game ends when they guess the word or when you finish drawing the 'hanged man'.

**SB page 87: Workbook****Answer Key****1 Look at the picture. Are the sentences True (T) or False (F)?**

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

## 2 Rewrite the false sentences.

- 2 They're sunbathing. 3 She's riding a bike.  
4 He's running. 5 They're playing volleyball.

## 3 Write questions for the answers.

1. Are you reading a book? 2. Are they eating sandwiches? 3. Are they watching TV? 4. Is he skateboarding? 5. Is she window-shopping?  
6. Are we playing a board game?

## SB pages 16 and 17

### Objectives

- To revise vocabulary related to free time activities.
- To ask and answer about personal preferences and give reasons.
- To talk about people's favourite activities.
- To talk about activities one would like to do.

### Language:

- *(Dancing) is my favourite free time activity.*
- *What do you like doing in your free time? I like (listening to music).*
- *What would you like to do? I would / wouldn't like to (go sightseeing).*

### Vocabulary:

- Free time activities: *go bowling, skating, watching TV, listening to music, reading, cycling, going sightseeing*
- Adjectives: *fantastic, funny, entertaining, cool, great, relaxing*

## Warm-up

Play *Draw It!* to revise words related to free time activities. Divide the class into four teams and invite a volunteer from one team to come to the board. Whisper a free time activity into the volunteer's ear and blindfold him / her. Wearing the blindfold, the volunteer has one minute to draw on the board the activity for

his or her team to guess. Guide the volunteer so that he /she can get to the board surface area without any difficulty. If the team guesses correctly, they earn a point. If they cannot guess, the first of the remaining teams to guess correctly earns a point. Play one or two more rounds so that more than one student per team has the chance to draw on the board. The team with the most points wins the game. In case of a tie, play one more round.

## 1 Listen to the song and underline the free time activities.

Draw students' attention to the picture of Chelsea and read out the text in the speech bubble. Ask some students about their favourite free time activities. Then tell the class to listen to the song and underline the free time activities they hear. Have students compare answers with a friend to check this activity. Finally, check answers with the whole class and ask different students to choose the activities mentioned in the song that they like or dislike and give reasons: *I like (love)... because... / I hate (don't like)... because....*

## Track 8

Free time is great!  
Catch a bus at the station,  
Go and lie on the beach  
And have a long vacation!

Free time is fun!  
Go to your favourite shop,  
Go for a pizza,  
Go bowling, skating or more!

Free time is cool!  
You can stay home, rest and sleep,  
Watch lots of TV,  
Read a book and drink iced tea!

## Answer Key

Lie on the beach; Go to your favourite shop;  
Go for a pizza; Go bowling, skating; Stay (at)

home, rest and sleep; Watch lots of TV; Read a book; Drink iced tea

### Cool Language

Direct students' attention to the *Cool Language* box. Read aloud the example sentence and highlight the -ing form of the verb in the Subject position (Gerunds acting as nouns). Then read out the question and answer, and encourage students to explain their uses: *We ask questions with Why when we want to know about reasons. And we answer these questions with Because.*

## 2 Share your favourite activities with your friend. Use some of the adjectives in the box.

Invite a pair of students to read out the example dialogue. Divide the class into small groups and tell them to talk about their favourite free time activities. Monitor and help with vocabulary if necessary.

### Answer Key

*Student's own answers.*

### Optional Activity

Divide the class into pairs and have them talk about a free time activity. One of the students in each pair must say something vague about a free time activity he / she chooses, for example: *I like it very much because it's an outdoor activity and I'm in contact with nature.* The other student in the pair tries to make five wild guesses for the activity being referred to. This student gets a point for each incorrect guess. Students change roles when either the activity has been guessed correctly or when the fifth guess has been made. The student in the pair with fewer points at the end wins the game.

## Values: Sharing some free time with friends and family

Divide the class into small groups and encourage students to talk about why it is good to share our free time with our families and friends. Ask: *What special moments do you share with your friends? How do you feel when you spend time with your family or friends? What do you like about sharing your free time with them?*

## 3 Read the text and underline four items you can use for going sightseeing.

Direct students' attention to the photo of the girl and ask what her name is: *Karla Smith.* Then tell students to read the text quickly and underline four items that can be used when going sightseeing. Check answers with the whole class.

### Answer Key

a bottle of water; a camera; sunglasses; backpack

### Cool Grammar

Direct students' attention to the *Cool Grammar* box. Ask a volunteer to read out the first question and answer. Analyse their form and use with the whole class: *We use like + verb in -ing form to talk about likes in general.* Invite another student to read aloud the next question and the two answers. Then proceed to analyse the following structure with the whole class: *would (not) like + to -infinitive verb.* Point out that we use this structure to express desire or make wishes. Write on the board the two contracted forms for would: *I would = I'd and I would not = I wouldn't.* Provide some example sentences with *I'd* and *I wouldn't* and write them on the board. Ask different students: *What about you? What would (wouldn't) you like to do next weekend?*

#### 4 Now write about you. What do you like doing? What would you like to do next weekend?

Invite students to complete the gapped paragraph with their own ideas. Monitor the activity and help with vocabulary if necessary. Finally, ask some volunteers to read aloud their paragraphs.

#### 🔑 Answer Key

*Student's own answers.*

#### 5 Ask three friends about their ideas in exercise 4. Do you like doing similar activities?

Encourage students to ask three of their classmates about their ideas in the previous exercise to find out if they have similar preferences. When they finish, invite some volunteers to report their findings to the whole class.

#### 🔑 Answer Key

*Student's own answers.*

#### 🧠 Values: Being open to listening to different opinions

Draw students' attention to the picture of Chelsea and read out the text in the speech bubble. Encourage students to explain Chelsea's idea in their own words: *Respecting other people's ideas and opinions is fundamental to live in a harmonious society. Waiting for our turn to speak is also important as it shows a sign of respect and consideration for others.* Ask students to mention situations in which these issues have been difficult for them. Finally, invite students to reflect on the benefits of being tolerant: *Sometimes other people may have better or more innovative ideas than ours. We can learn something new and benefit from it if we are open to listening to others and respecting them. Other people will respect our ideas and opinions in return.*

### SB page 76: Extra activity

Once students finish this lesson, you can ask them to do the *Extra activity* for this unit in class. To check the exercise, ask volunteers to read aloud their answers.

#### 🔑 Answer Key

1. doing; 2. like; 3. skateboarding; 4. would; 5. try

### SB page 88: Workbook

#### 🔑 Answer Key

##### 1 Look at the pictures and complete the answers.

1. picnics; 2. playing board games; 3. like skateboarding; 4. I like going climbing.

##### 2 Look at the table and complete the information.

1. having walks; 2. have a picnic; 3. doing sports; 4. like to go climbing; 5. skateboarding; 6. to go window-shopping; 7. reading; 8. join

### SB pages 18 and 19

#### Objectives

- To introduce vocabulary related to computers.
- To listen for specific information.
- To explain how to perform different actions using a computer.
- To give instructions and connect them by means of time sequencers.

#### Language:

- *First, disconnect the computer.*
- *Next, put the keyboard upside down.*

#### Vocabulary:

- Computer words: *headphones, pen drive, mouse pad, monitor, webcam, speaker, mouse, microphone, keyboard, printer*
- Time sequencers: *first, then, next, after that, finally*

 **Warm-up**

Draw a simple picture of a computer on the board. Ask the class what it is and encourage students to say why computers are important in today's world. Accept all answers and write some on the board.

**1 Discuss with a friend what you like doing on a computer.**

Go over the list of activities with the whole class and read out the example dialogue. Tell the class to work in pairs and share their ideas. Encourage students in each pair to ask their partners for more information. Monitor the activity and offer help if necessary. Then invite some volunteers to report their partners' opinions to the whole class.

 **Answer Key**

*Student's own answers.*

**2 Match the pictures with the computer words. Then listen and check.**

Ask students to write the corresponding number next to the computer words. Play track 9 to check answers and pause the recording after the first word so that students can repeat it. Follow the same procedure with the other words to model and practise pronunciation.

**Track 9** 

**Narrator:** One. Keyboard  
Two. Mouse  
Three. Mouse pad  
Four. Webcam  
Five. Monitor  
Six. Headphones  
Seven. Printer  
Eight. Speaker  
Nine. Microphone  
Ten. Pen drive

 **Answer Key**

**1.** keyboard; **2.** mouse; **3.** mouse pad;  
**4.** webcam; **5.** monitor; **6.** headphones;  
**7.** printer; **8.** speaker; **9.** microphone; **10.** pen drive

 **Optional Activity**

Say some computer words following a certain pattern, for example: *keyboard – keyboard – mouse – keyboard*. Invite students to repeat in chorus. Say the pattern again, adding a new word: *keyboard – keyboard – mouse – keyboard – printer*. Continue until students fail to remember the entire sequence. To make the activity more difficult, increase the speed of the pattern.

**3 Solve the computer riddles. Then check your answers with a friend**

Read aloud the question in the red box. Invite a volunteer to read out the first riddle. Have students write the answer on the line using one of the words in the box. Check with the whole class: *mouse pad*. Then, students solve the rest of the riddles individually. Next, divide the class into pairs and have them compare their answers to check. Finally, check answers with the whole class and ask if anyone knows a lot about computers. Get students to raise their hands to answer and talk about how much they know about computers: *They use and can suggest many different Apps. / They know some new technology words and want to share what they mean with their classmates.*

 **Answer Key**

**1.** mouse pad; **2.** printer; **3.** mouse; **4.** pen drive; **5.** monitor; **6.** keyboard

**4 Choose two computer words from exercise 2 and write riddles in your notebook. Then ask a friend to solve them.**

Elicit another part of a computer and write it on the board: *USB port*. Encourage students to invent a riddle for this word. Then have students write riddles for two words in exercise 2. Monitor the activity and offer help if needed. Get students to exchange riddles with a friend. They should solve their partners' riddles. Finally, invite some volunteers to read out their riddles for the class to guess.

**Answer Key**

*Students' own answers*

**5 Listen and underline the words you hear.**

Refer students to the pictures and explain that the boy is cleaning the computer keyboard. Get some volunteers to read out the phrases to check understanding. Play track 10 and tell the class to underline the correct word for each step. Finally, check answers with the whole class.

**Track 10** 

**Narrator:** Here are some ways to clean your keyboard. First, disconnect the computer. Then turn the keyboard upside down and shake it. Next, use compressed air to blow the dirt away. After that, clean the keys with cotton swabs. Finally, clean the keyboard with a cleaning rag.

**Answer Key**

1. disconnect;
2. turn;
3. blow;
4. clean;
5. clean

**Cool Language**

Direct students' attention to the *Cool Language* box. Invite a volunteer to read aloud the example sentences. Point out the use of time sequencers to organise the steps when giving instructions. Remind students of the use of the imperative form to give instructions.

**Optional Activity**

Have students write in their notebooks the steps to follow when cleaning a computer keyboard. Encourage them to use time sequencers and the imperative. Monitor the activity and offer help if needed. Finally, ask some volunteers to read out their sets of instructions.

**6 Now tell a friend how to do one of the computer actions in the box. Use sequencers.**

Divide the class into pairs. Students in each pair choose one of the actions listed and explain their partners how to do it. Encourage students to explain the steps using time sequencers: *first, then, next, after that* and *finally*. Monitor the activity and offer help if necessary. Finally, invite some volunteers to share their explanations with the rest of the class.

**Answer Key**

*Students' own answers*

**Wrap-up**

Play *Buzz Words* with the whole class, using some computer vocabulary items: *I like listening to music with BUZZ. These BUZZ are very small. You shouldn't listen to loud music with your BUZZ on.* Elicit the word: *headphones*. Play the game once again using a different computer word and then invite different

students to take over from you and conduct the game.

## SB page 89: Workbook

### Answer Key

#### 1 Read and identify the computer parts.

Draw pictures and label them.

1. speaker and headphones; 2. monitor;
3. printer; 4. mouse; 5. keyboard;
6. microphone

#### 2 Choose an action and write instructions.

Use sequencers.

*Students' own answers*

## SB pages 20 and 21

### Objectives

- To introduce and revise vocabulary related to sports equipment.
- To talk about following rules for some sports and games.
- To write some simple rules for some sports and games.
- To listen for specific information.

### Language:

- *You must (wear a helmet).*
- *You mustn't (run around the swimming pool).*

### Vocabulary:

- Outdoor and indoor activities and equipment

### Warm-up

Write five outdoor activities on the board and elicit objects or equipment needed for each activity, for example: *going sightseeing – a camera; having walks – comfortable trainers,*

*cycling – helmet, going climbing – knee pads, swimming – goggles, etc.* Write on the board all the answers you can elicit from students and suggest some more.

#### 1 Solve the riddle. Where Chelsea?

Invite a volunteer to read the riddle aloud. Encourage the class to complete the last sentence. If they have trouble getting the right answer, give them the first letter: s.

### Answer Key

swimming pool

## Cool Grammar

Refer the class to the Cool Grammar box and read out the example sentences. Focus students' attention on the first sentence and ask: *Is this a suggestion or a rule? / A rule. What verb do we use to give rules? / Must.* Then analyse the use of the negative form of *must* to give negative rules or prohibitions: *We use mustn't to talk about prohibitions.* Explain that *must* and *mustn't* are used with all persons: *I, you, he, she, it, we, you, they.*

#### 2 Listen and mark the pictures with (✓ or X).

Tell the class to look at the pictures and read the text silently. Ask who the children in the pictures are, where they are and what Tom is doing. Present vocabulary that may be new to students (*sandals, around, shower, deep end, return, etc.*) by using the pictures. Play track 11 and ask students to mark the pictures with (✓ or X) according to what they hear. Warn students that rules are not given in the same order as in the pictures on the book page. Then have learners compare their answers in pairs. Check with the whole class by playing track 11 once again.

## Track 11

**Narrator:** This is Zoe. She's new at the Sports Club. Her friend Tom is explaining the rules.

**Boy:** This club is fun and the pool is great. Remember you must have a shower before you go in the pool. And you must always wear your sandals in the pool area. You mustn't run around the pool, and you mustn't go to the deep end. Hmm... What else is there? Oh, you must return all the equipment at the end of the class. And the most important: you must listen to the teacher at all times!

### Answer Key

1. ✓; 2. ✓; 3. X; 4. ✓; 5. ✓; 6. X

### 3 Tell a friend what you *must* or *mustn't* do in the pool.

Divide the class into pairs. Ask pairs to look at the example dialogue. Then students in each pair take turns choosing different pictures from the previous exercise and saying the corresponding rules about them. Encourage students to use body language to convey meaning. Check the activity by asking a couple of pairs to act out different dialogues for the whole class.

### Answer Key

*Students' own answers*

### 4 Complete the sentences using *must* or *mustn't* and a word from the box. Then add two more sentences to the list.

Read out the words from the box and elicit which picture in exercise 2 is related to each of them. Check understanding. Then read aloud the example and have students do the activity on their own. Suggest that they write the words from the box first and that they later on decide

if they need to write *must* or *mustn't*. Finally, ask students to add two more rules of their own to the list. Then divide the class into small groups. Have students compare their answers and choose two rules they consider the most useful. Finally, invite some volunteers to read aloud the rules.

### Answer Key

1. must, shower; 2. mustn't, pool; 3. must, sandals; 4. mustn't, end; 5. must, equipment; 6. must, teacher / *Students' own answer*

### Optional Activity

Ask students to take a sheet of white paper and draw a symbol for each rule in exercise 4. The pictures should be in random order. Then get students to exchange pictures with a friend. Students should number the symbols according to the rules in exercise 4. When they finish, encourage them to show their answers to their friends to check. Finally, invite some volunteers to draw one of their symbols on the board for the class to guess and say the rule.

### 5 What are they doing? Number the sentences.

Ask students to name the sports in the pictures 1 to 4. Then have learners number the sentences. Check with the whole class.

### Answer Key

2, 3, 1, 4

### 6 Complete the rules for the sports.

Focus students' attention on picture 1 in exercise 5, and ask volunteers to give rules about going scuba diving. Read out the example. Then have students do the activity individually. Encourage different students to

read aloud the complete sentences to check the activity. Finally, name the sports at random and have volunteers say the corresponding sentences including the rules.

### **Answer Key**

**1.** you mustn't dive alone; **2.** you must wear a helmet; **3.** you mustn't wear shoes; **4.** you must warm up

### **Optional Activity**

Invite students to work in pairs and write some more rules for the activities in exercise 5. Then ask them to work with another pair to compare their ideas. Monitor the activity and offer help if necessary. When students finish, have some volunteers read aloud their rules.

### **Values: Following safety rules when doing indoor and outdoor activities**

Discuss with the class why it is important to respect safety rules when doing outdoor and indoor activities. Encourage students to mention different means by which they can keep safe when doing these activities.

### **Cool Mini Project**

**Materials:** old magazines, coloured paper, coloured pencils or markers

The previous lesson, ask students to bring to class the materials mentioned above to make a brochure. Tell them to cut out pictures from old magazines showing their favourite free time activities. Write the following questions on the board for students to plan their brochure texts: *What equipment do you need to do this activity? How do you do this activity? Who can participate? Where can you do it? When is the best time to do it? What must / mustn't you do?* Encourage students to exchange their texts

for peer correction. Then they should glue the cutouts onto a piece of coloured paper and add their texts below. Students may decorate their brochures with drawings using coloured markers. Display students' brochures on the classroom walls and give two sticky notes to each student. They walk around the classroom, looking at the brochures and writing on the sticky notes some positive comments about other students' pieces of work. Encourage learners to stick their notes around the brochures they liked.

### **Wrap-up**

Write *School Rules* on the board. Divide the class into small groups. Tell students in each group that they will have to make a list of rules to display on the classroom walls. Have students brainstorm their ideas and choose six school rules. Distribute construction paper and encourage students to write their sentences on the piece of paper and illustrate them with drawings. Invite different groups to display their work on the classroom walls. Have the class vote on the most useful school rules.

## **SB page 90: Workbook**

### **Answer Key**

**1** Complete the sentences with the sports. Then circle the correct option.

**1.** scuba diving, must; **2.** horse riding, must; **3.** track, must; **4.** ice-skating, mustn't

**2** Look at the list and write the rules using *must* or *mustn't*.

**1.** You mustn't eat or drink in the pool. **2.** You mustn't bring any animals to the place. **3.** You must wear a cap and goggles. **4.** You mustn't run or jump. **5.** You must have a shower before going in the pool.

### 3 Think about your favourite sport and write three rules.

Students' own answers

## SB pages 22 and 23

### Objectives

- To revise vocabulary related to outdoor and indoor activities.
- To describe events happening now / at this moment.
- To write about one's favourite activities and give reasons for these preferences.
- To write some simple sports rules.
- To give instructions on how to do different things.
- To read for specific information.

### Language:

- *What's he doing? He's (dancing).*
- *Is she (singing)? Yes, she is. / No she isn't.*
- *My favourite activity is (running) because (it's healthy).*
- *You must (wear a cap). You mustn't (eat or drink in the library).*

### Vocabulary:

- Indoor and outdoor activities
- Adjectives: *creative, antisocial, dangerous, angry, sad*

### Warm-up

Have students write three sentences about activities happening now on separate slips of paper, for example: *He's window-shopping. / She's climbing a mountain. / They're surfing the Internet.* Collect all the students' slips of paper and shuffle them. Then invite a volunteer to take one and read it silently. He or she should act out the activity written on the paper for the rest of the class to guess. Give the class four chances to guess by asking the volunteer *Yes / No* questions. If the class fails to guess correctly,

ask the volunteer to reveal the activity. Play the game again with a new volunteer. Continue playing for a couple of rounds so that some other volunteers can have a go at acting out.

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

Ask students to read the questions silently and underline the verbs ending in *-ing*: *doing, singing, drinking, climbing* and *talking*. Then tell learners to write the answers on the lines provided. Invite some volunteers to read out their answers and encourage them to say what the children are doing when the answer is negative.

### Answer Key

1. He's eating a hamburger. 2. No, they aren't. (They're dancing.) 3. Yes, she is. 4. No, she isn't. (She's going / walking into the room.) 5. Yes, they are.

### 2 Look and complete the ideas with the activities.

Have students look at the pictures and complete the sentences. Get some volunteers to share their answers with the whole class.

### Answer Key

1. having picnics; 2. ice-skating, *Students' own answers*; 3. going sightseeing

### 3 Complete the rules with *must* or *mustn't*.

Ask the class to look at the pictures and complete the rules. To check, have some students read out the answers.

### Answer Key

1. must; 2. mustn't; 3. mustn't

#### 4 Tell a friend how to play your favourite game or sport. Use the phrases in the box.

Have students work in pairs and explain to each other the steps to follow when playing their favourite sports or games. Monitor the activity and offer help if needed.

#### Answer Key

*Students' own answers*

#### 5 Read the article and choose a title for it.

Divide the class into groups of three and have students in each group take turns reading aloud different paragraphs of the text. Then invite groups to choose an appropriate title for the text. Check answers with the whole class. After that, ask some simple comprehension questions: *Does the article say that computers are bad? What do you understand by a balance of activities?*

#### Answer Key

1 Computers: Are they bad?

#### 6 Complete the table.

Direct students' attention to the three table headings and get volunteers to read out the examples provided. Then have learners complete the table using information from the article they have just read. To check, copy the table on the board and invite volunteers to come to the front of the classroom and complete it.

#### Answer Key

**Ways computers can help you:** read magazines and stories; spend a limited time to meet your friends online; learn crafts projects

**Signs of computer addiction:** spend too much time on them; forget to eat; forget to do your homework

Other ways to spend your time: play with your toys; go to the park with your family; play a board game

#### Wrap-up

Now play *Spot the False Sentence* with information taken from the article in exercise 5. Invite students to write down three sentences related to this text and tell them that one of the sentences should be false. Then divide the class into small groups so that students in each group have a chance to read their sentences for their group members to guess which sentence is false.

### SB page 91: Workbook

#### Answer Key

#### 1 Unscramble the questions. Then look and answer them.

1. Are Jenny and Matt having a walk? Yes, they are. 2. Is Tara skateboarding? Yes, she is. 3. What is Jimmy doing? He's reading a book.

#### 2 Read the article and circle the title.

2 How to protect yourself on the Internet

#### 3 Re-read the text and complete the rules using *must* or *mustn't*.

1. *mustn't*; 2. *mustn't*; 3. *must*

## SB pages 24, 25, 26 and 27

### Warm-up

Play *Ten things* with the class. Ask students to write ten things related to the topics presented in Units 1 and 2, for example: *Ten food items you like. Ten places you would like to visit. Ten free time activities you like doing. Ten adjectives you can use to describe your friends' personality traits and physical appearance. Ten actions you can do with a computer.* Then invite students to share their lists in small groups. Finally, ask some groups to report to the whole class only those items they have found similar within their groups.

### 1 Play Memory Game.

Invite students to work in pairs. Tell them to look at the picture for two minutes, then cover it up and try to remember what the people are doing. After that, ask learners to open their books and answer the questions in their notebooks. Encourage them to use complete sentences. Students exchange notebooks with a classmate and correct the sentences assigning a final score according to the marking scheme in item 3. Check answers with the whole class just to make sure the corrections were made properly. Finally, ask students to close their books and work in pairs. Students in each pair challenge each other to describe what they remember about the picture in item 1.

### Answer Key

**Item 2:** **1.** No, he isn't. **2.** She's reading.  
**3.** They're eating sandwiches. **4.** They're buying balloons. **5.** Yes, he is. **6.** He's playing the guitar.  
**7.** They're taking a picture. **8.** No, he isn't. (He's reading the newspaper.) **9.** No, they aren't.  
**10.** No, he isn't.

### 2 Read the descriptions and identify the children. Then complete the cards.

Focus students' attention on the picture and encourage them to mention the countries.

Then ask them to read the texts silently and identify the children. Check answers with the whole class. After that, students complete the cards with the corresponding information. Finally, invite some volunteers to read out their answers and encourage others to describe the rest of the children in the picture.

### Answer Key

1, 2  
**1.** Pedro; **2.** Gonzalez; **3.** 28<sup>th</sup> April; **4.** 11;  
**5.** Spanish; **6.** pedrog@coolkids.es; **7.** tall, fit, short brown hair and green eyes; **8.** very sociable;  
**9.** Katy; **10.** Brown; **11.** 3<sup>rd</sup> August; **12.** 12;  
**13.** Egyptian; **14.** katybrown@coolkids.eg;  
**15.** short dark hair and brown eyes; **16.** nice but a bit shy

### 3 In your notebook, write a description of your best friend. Then ask your partner about his / her best friend.

Ask students to write a description of their best friends. They can use the ones in exercise 2 as a model. When students finish, invite them to work in pairs and take turns to ask their partners about their best friends. Monitor the activity and offer help if necessary.

### Answer Key

*Students' own answers*

### 4 Look and circle the words.

Write *much* and *many* on the board. Elicit examples of words that can be used with *much* and *many*. Then ask students to circle the words listed in exercise 4 with the corresponding colour code. Divide the class into pairs and have students compare their answers. Check with the whole class, encouraging volunteers to make a sentence with each word.

### Answer Key

**Many (red):** strawberries, milk shakes, eggs, pancakes, sausages, chicken (as animals)

**Much (blue):** soup, chicken (as a dish), salad, cheese, spaghetti

## 5 Use the information to write about Steve.

Direct students' attention to the picture of Steve. Ask where he lives: *In Egypt*. Then ask students to write a description of Steve and his typical day using the information provided on the right hand side of the book page. When students finish, tell them to exchange texts with a friend for peer correction. They should read their friends' descriptions to check that all of the information is there and show their friends any mistakes that they may have found. Monitor the activity and offer help if needed. Finally, invite a volunteer to read out his / her description to the class.

### Answer Key

Steve is English and he lives in Egypt. He gets up at 8 o'clock and has eggs, bacon and orange juice for breakfast. He goes to school at 9 o'clock. He has lunch at half past twelve and eats a sandwich and some fruit. In the afternoon, he goes for a walk.

## 6 Unscramble the questions. Then write your answers.

Ask students to put the questions in order and answer them. To check, invite some volunteers to read aloud their answers.

### Answer Key

1. What do you like doing? 2. What would you like to do at the weekend? 3. Do you like playing board games? 4. What time do you have dinner?  
*Students' own answers*

## 7 Look at the signs and complete the rules using *must* or *mustn't* and a word from the box.

Ask students to look at the icons representing different rules and complete the sentences with *must* or *mustn't* and a word from the box. Ask some volunteers to read out the sentences to check the exercise.

### Answer Key

1. *mustn't* run; 2. *must* silence; 3. *must* be;  
4. *mustn't* drink; 5. *mustn't* share

## Project Work 1: Cool Recipes

To finish the first review, students do a project individually.

### 1 Read the recipe and underline.

Write *Apple wrap* on the board and invite students to guess the type of recipe it may be (*main course, dessert, etc.*) and the ingredients that are necessary to make it. Then direct their attention to the three sets of words they have to underline in the text and check comprehension. When students finish the activity, invite some volunteers to read their answers aloud.

### Answer Key

**Four kinds of food:** flour tortilla, peanut butter, apple, bacon

**Five verbs:** cook, heat up, spread, top, roll up

**Five sequence words:** First, Then, Next, After that, Finally

### 2 Write a recipe for a healthy dish. Use the sequence words in the box.

Invite students to think about their favourite dish. Ask: *What's your favourite dish? Is it healthy?, etc.* Encourage them to think of the ingredients they need and the steps they should follow to prepare their dish. Ask students to make notes which they can later on use to write their recipes using the sequence words in the box to help them organise their ideas. Students can use the recipe in exercise 1 as a model. Recipes can be handed in for correction.

### Answer Key

*Students' own answers*

### Wrap-up

For next class, ask students to surf the Internet and download a recipe that is simple to prepare. Students bring to class a paper copy of the recipes and exchange them with their classmates. Students read the recipes they receive. Ask some volunteers to tell the class how to prepare the recipes.

## SB pages 28 and 29

### Objectives

- To introduce some adjectives and their opposites.
- To listen for specific information.
- To compare different animals.
- To exchange opinions about different animals.

### Language:

- *(A hippo) is heavier than (a turtle).*
- *(Lions) are more dangerous than (cats).*

### Vocabulary:

- Animals: *crocodile, hippo, turtle, lion, snake, cat, rhino, elephant*
- Adjectives: *obedient, disobedient, fast, slow, big, small, light, heavy, old, young, short, long*



### Warm-up

Show students an item you have close at hand, a book, for example. Ask them how they can describe the book and write it on the board: *It's interesting, new, small, etc.* Ask students what type of words are used to describe something: *Adjectives.*

### 1 Match the opposite adjectives.

With books closed, elicit the opposite of *fast*. Invite students to check their answer on page 28, exercise 1. Read out the adjectives one by one and check understanding. Ask students to match the opposites. Then check answers with the whole class.

### Answer Key

fast – slow, big – small, light – heavy, obedient – disobedient, short – long, old – young

### Cool Grammar

Now direct students' attention to the *Cool Grammar* box. Explain that they are going to learn how to compare two people, places or objects using different adjectives (short and long ones). Get different volunteers to read aloud the example sentences. Elicit the base form of the short adjective in the first sentence and how it changes: *old is the base form and we add -er to the adjective, followed by the word than.* Then analyse the form of the other adjective in the second sentence: *We add more before the adjective because it is a long adjective, followed by than.* Finally, elicit the use of the comparative form: *We use comparatives to express differences between two people, places or objects.* Write the list of adjectives in exercise 1 on the board and their corresponding comparative forms for students to copy them into their notebooks, for example: fast – faster than, obedient – more obedient than, heavy – heavier, etc.

### 2 Listen and mark (✓) the animals.

Ask students what they think a *Space Zoo* looks like and how big it is. Elicit the animals in the *Space Zoo Spaceship* (*snake, cat, rhino, turtle, hippo and lion*) and read out the adjectives below the pairs of pictures. Tell students to listen to the audio CD and mark the correct animal. Play track 12 twice and check answers with the whole class.

**Track 12** 🎧

**Zookeeper 1:** Good morning. I'm here to choose the animals for my zoo.

**Zookeeper 2:** Please come in. Here we have the snakes. The one in cage A is longer than the one in cage B.

**Z1:** Then I want the snake in cage B, please.

**Z2:** OK. You also need a cat, right? The cat in cage A is more obedient.

**Z1:** Hmm, but I like the cat in cage B! Send me cat B, please.

**Z2:** Good. I also have a pair of rhinos.

**Z1:** Wow! They look heavy!

**Z2:** Yes, the rhino in cage A is 950 kilos. The rhino in cage B is only 800 kilos.

**Z1:** Hmm, then send me rhino B.

**Z2:** Sure. Now look at the turtles. Turtle B is slower than turtle A.

**Z1:** OK. I want turtle B then.

**Z2:** Good. You're missing a hippo and a lion.

**Z1:** Yes, I like the hippo in cage A. He looks bigger.

**Z2:** Yes, he's bigger than the other hippo.

**Z1:** Fine. Now I need the youngest lion.

**Z2:** Let me check. Lion B is younger than lion A.

**Z1:** Perfect! Please send all the animals to my zoo.

**Z2:** Sure! Let me check your information.

**Track 13** 🎧

**Zookeeper 1:** Good morning. I'm here to choose the animals for my zoo.

**Zookeeper 2:** Please come in. Here we have the snakes. The one in cage A is longer than the one in cage B.

**Z1:** Then I want the snake in cage B, please.

**Z2:** OK. You also need a cat, right? The cat in cage A is more obedient.

**Z1:** Hmm, but I like the cat in cage B! Send me cat B, please.

**Z2:** Good. I also have a pair of rhinos.

**Z1:** Wow! They look heavy!

**Z2:** Yes, the rhino in cage A is 950 kilos. The rhino in cage B is only 800 kilos.

**Z1:** Hmm, then send me rhino B.

**Z2:** Sure. Now look at the turtles. Turtle B is slower than turtle A.

**Z1:** OK. I want turtle B then.

**Z2:** Good. You're missing a hippo and a lion.

**Z1:** Yes, I like the hippo in cage A. He looks bigger.

**Z2:** Yes, he's bigger than the other hippo.

**Z1:** Fine. Now I need the youngest lion.

**Z2:** Let me check. Lion B is younger than lion A.

**Z1:** Perfect! Please send all the animals to my zoo.

**Z2:** Sure! Let me check your information.

**Answer Key**

**1.** A; **2.** A; **3.** A; **4.** B; **5.** A; **6.** B

**3 Listen again and circle the correct option.**

Tell students to read the sentences silently. Play track 13 and ask learners to circle the correct option in each sentence. Ask some volunteers to read aloud their answers to check.

**Answer Key**

**1.** A, B; **2.** A, B; **3.** A, B; **4.** B, A; **5.** A, B; **6.** B, A

**4 Compare the animals on page 28 using these adjectives.**

Ask students which snake on page 28 is shorter and write the sentence on the board. Have students write sentences describing the other animals, using the adjectives in brackets. Then invite volunteers to read out their answers to check.

## Answer Key

**1.** Snake B is shorter than snake A. **2.** Hippo B is smaller than hippo A. **3.** Turtle A is faster than turtle B. **4.** Cat B is more disobedient than cat A. **5.** Lion A is older than lion B. **6.** Rhino B is lighter than rhino A.

## **5** Colour the stars in the chart. Then write sentences comparing the animals.

Tell the class to colour the stars to rate the animals in the pictures. Ask, for example: *How many stars for dangerous and a crocodile?* Encourage students to suggest the answer. Have students colour the other stars and then write sentences in their notebooks with the comparisons. Accept all reasonable answers. Check by asking some volunteers to read out their sentences.

## Answer Key

Some possible answers: *A crocodile is more dangerous than an elephant. An elephant is taller than a crocodile (Only option). An elephant is heavier than a crocodile (Only option). An elephant is more obedient than a crocodile.*

## **6** Now choose animals from this lesson for your *Space Zoo* and explain why.

Encourage students to pretend that they own a zoo. Invite them to look at the animals on page 28 and think about which animals they would like to have and why. Then have students work in pairs, compare their choices and give reasons to support their opinions. Pairs may refer to the example dialogue for this activity.

## Answer Key

*Students' own answers*

## Values: Being open to listening to different opinions.

Remind students of this important value they discussed in Unit 2.

## Optional Activity

Ask students to work in small groups and look around the classroom to compare different objects, for example: *My schoolbag is lighter than my desk.* Tell groups to write as many sentences as they can in three minutes. Then have only one volunteer per group read out their sentences. Award one point per correct answer. The team with the most points is the winner.

## Wrap-up

Dictate the following sentences and ask students to complete them in their notebooks: *1. Snakes are longer than... 2. Hippos are heavier than... 3. Dogs are more obedient than... 4. Lions are... than... 5. ... are faster than...* Then invite some volunteers to read their answers aloud.

## **SB page 92: Workbook**

## Answer Key

### **1** Unscramble the adjectives and number the pictures.

**1.** fast; **2.** big; **3.** dangerous; **4.** long; **5.** heavy  
**Pictures (clockwise, from top right):** 4, 2, 3, 5, 1

### **2** Compare the animals using the adjectives in brackets.

**1.** Snail B is slower than snail A. **2.** Rhino A is heavier than rhino B. **3.** Answers may vary. **4.** Elephant A is bigger than elephant B. **5.** Mouse B is older than mouse A.

### 3 Use these adjectives to compare three animals.

Students' own answers

## SB pages 30 and 31

### Objectives

- To revise some adjectives and introduce new ones.
- To use the superlative form of short and long adjectives.
- To listen for specific information.

### Language:

- *This computer is the (most expensive gadget).*
- *This is the (slowest) spaceship.*

### Vocabulary:

- Adjectives: *strong, light, amusing, convenient, effective, unusual, expensive, useful, etc.*
- Special gadgets: *flying alarm, moodpets, virtual keyboard, etc.*

### Warm-up

Play *Opposites* with the class. Write on the board an adjective from each of the following pairs and ask students to say the opposite: *old-young, heavy-light, slow-fast, long-short, obedient-disobedient, big-small, hot-cold.*

### 1 Circle eleven adjectives in the *Space Snake*.

Ask students to look at the words inside the snake and circle eleven adjectives. Invite learners to compare their answers in pairs and then check with the whole class.

### Answer Key

weak, fast, fat, big, low, dirty, new, heavy, hot, long, old

## Cool Grammar

Direct students' attention to the *Cool Grammar* box and read out the example sentences. Explain when we use the superlative form of adjectives: *We use superlative adjectives to compare three or more people or objects.* Help the class to come up with the rules for the superlative form of short adjectives and write them on the board: *We add the and -est at the end of short adjectives (old - the oldest). If the word ends in: consonant-vowel-consonant, we double the consonant and add -est (fat - the fattest). If the adjective ends in y, we change the y into i and add -est (heavy - the heaviest).*

### 2 Listen and complete the sentences with the names.

Ask the class to describe the Makians (creatures on planet Mak) that appear in the picture. Play track 14 and have students write the characters' names in the sentences. Invite volunteers to read out the sentences to check answers. Have choral repetition for the first sentence, emphasising the superlative form: *V-32 is the strongest Makian.* Ask additional questions to check comprehension, for example: *Is there any Makian stronger than V-32? No, there isn't.* Repeat the procedure with the remaining answers.

### Track 14

**Narrator:** Welcome to Planet Mak. Please watch this video. It shows the most famous Makians. If you find them, you can ask for an autograph! This is V-32. He's very strong. He's the strongest Makian. This is H-16. He's very intelligent. He invented the first spaceship, the Zoomoff. Now a Zoomoff isn't very fast. It's the slowest spaceship on the planet. H-16 eats all day. He's the fattest inventor on Mak. This is WE-2. She's very intelligent. She's the youngest inventor on the planet. WE-2 invented the Minibyte. The Minibyte is the lightest computer on Mak. Finally, we have Mrs. J-8. She's the oldest Makian. She was born 300 years ago!

### Answer Key

1. V-32; 2. Zoomoff; 3. H-16; 4. WE-2; 5. Minibyte;
6. Mrs J-8

### 3 Label the pictures. Then complete the sentences.

Now ask students to label the pictures using the adjectives provided. Check with the whole class. Then have students complete the sentences using the superlative form of these adjectives. Get some volunteers to read out the sentences to check.

### Answer Key

1. V-A Woosh is the fastest spaceship on Mak.
2. K-72 is the thinnest Makian. 3. L-99 is the weakest Makian.

### Cool Grammar

Refer students to the *Cool Grammar* box. Encourage them to identify the form of the superlative adjective in the example sentence: *the most effective*. Ask the class why in this case they think the adjective has the preceding phrase *the most* instead of *-est* at the end: *Because the adjective is long*.

### 4 Look at the gadgets. What are they for? Choose characteristics for them. Then listen and check.

Direct students' attention to the gadgets. Explain that a gadget is usually a practical small device. Encourage the class to guess what the gadgets are for. Read out the words in the box and check understanding. Ask students to choose a characteristic for each gadget. Then play track 15 to check.

### Track 15

**Susy:** Hi! These are the top gadgets of the year. This is one of the kids' favourites: Moodpets. They're the most amusing pets because they detect your mood first. Then, based on the results, they interact with you. You can get them for only \$19.99. Or you can buy the Sugar Bubble-Maker. It's the most unusual bubble-maker because the bubbles are made of cotton candy. They are delicious! You need only \$79.99 to fill your house with sugar bubbles! Next, we have the most expensive gadget. It's a portable shower – excellent for camping. It's \$199.99 for Shower-in-a-Bag! Now I want to show you the most convenient gadget for everybody. Watch a movie anywhere with Movie Glasses. They cost only \$19.99! Do you usually arrive late because you can't wake up? Here is the most effective alarm clock ever! It's the Flying Alarm. The top flies when the alarm goes off. You have to put the top back to turn it off. And finally we have the most useful gadget: Virtual Keyboard. The image of the computer keyboard appears on any surface. It's only \$109.99

### Answer Key

**Movie Glasses:** convenient; **Shower-in-a-Bag:** expensive; **Virtual Keyboard:** useful; **Sugar Bubble-maker:** unusual; **Flying alarm:** effective; **Moodpets:** amusing

### 5 Correct the sentences with a friend.

Have students work in pairs to correct the sentences and write them in their notebooks. Check answers with the whole class.

### Answer Key

1. The Movie Glasses are the most convenient glasses. 2. The Moodpets are the most amusing toys. 3. The Flying Alarm is the most effective alarm clock. 4. The Virtual Keyboard is the most useful gadget. 5. Shower-in-a-Bag is the most expensive gadget. 6. The Sugar

Bubble-Maker is the most unusual bubble maker.

## Cool Mini Project

**Materials:** construction paper, magazines

At the end of the previous lesson, ask students to bring to class the materials mentioned above to make an *Extreme Poster* (a poster with ten items students like and they can compare using superlatives). Divide the class into pairs and encourage students to decide which items to include in their posters. Then tell them to cut out pictures representing their items from the magazines and glue them onto the construction paper. Ask students to work in small groups to show and describe their posters to one another using superlative adjectives, for example: *This modern Ferrari is one of the most expensive cars in the world. This new iPad is the fastest on the market.* Finally, have the class vote on the five coolest posters and display them around the classroom.

## Values: Being cooperative and making decisions together with others.

Get a volunteer to read out what Joey says to the class in his speech bubble. Then ask: What is the advantage of working together? *What problems can a team face? How can we avoid those problems? How can we exchange and negotiate our ideas to arrive at a joint decision?* Finally, encourage students to mention situations in which it is important to work together: *in sports, at home, at school.*

## Wrap-up

Elicit the best inventions ever and write them on the board: *paper, the telephone, the printing press, computers, etc.* Ask students to work in groups and write a top-five list of the inventions written on the board. Invite volunteers to

say why they chose those inventions using superlative adjectives, for example: *I think... is one the of the top-five inventions because it is... (superlative adjective).*

## SB page 93: Workbook

### Answer Key

#### 1 Complete the description with superlative adjectives. Then draw Tixy and his pet.

1. the strongest; 2. the longest; 3. the biggest;  
4. the sharpest; 5. the most dangerous

#### 2 Now write a description of Boxy and his pet.

*Students' own answers*

#### 3 Use the superlative form of the adjectives in the box to write about the gadgets.

*Students' own answers*

## SB pages 32 and 33

### Objectives

- To read a factual text about the planets in our Solar System.
- To identify specific information in a text.
- To revise the superlative form of adjectives.
- To ask and answer questions about the planets.

### Language:

- *Mars has the biggest canyon in the Solar System.*
- *It is the most interesting planet ever.*
- *Which is the furthest planet from the Sun?*

### Vocabulary:

- The planets in our Solar System
- Adjectives: *long, big, far, cold, large, light, small, hot, interesting*

## Warm-up

Play *Brainstorming* with the class. Write *Solar System* in the middle of the board and ask students to suggest words they associate with it. Write each suggestion around the original word, connecting it to central phrase with a line, for example: *planets, astronaut, space, satellite, moons, etc.*

### 1 Discuss your answers with a friend.

Divide the class into pairs and tell students to discuss the questions. Check answers with the class.

## Answer Key

*Students' own answers*

### 2 Complete the text with the name of the planets. Then listen and check.

Write the following exercise on the board:

- |            |                               |
|------------|-------------------------------|
| 1. dust    | a. to destroy                 |
| 2. tin can | b. very big                   |
| 3. heat    | c. to become liquid           |
| 4. bright  | d. a metal container          |
| 5. far     | e. the condition of being hot |
| 6. huge    | f. small pieces of sand       |
| 7. crush   | g. distant                    |
| 8. melt    | h. full of light              |

Divide the class into pairs and ask students to scan the text in exercise 2 and circle the numbered words above. Tell them to read the sentences where these words appear to infer what they mean. Then have students copy the exercise on the board and match the words with their meanings. Check answers with the class.

## Answer Key

1. f; 2. d; 3. e; 4. h; 5. g; 6. b; 7. a; 8. c

Finally, have students read the text silently and write the name of the planets in the blanks. To check, play track 16.

## Track 16

The Sun is a star like the other stars we see in the sky at night. It is a huge ball of hot gas. It provides light and heat to support life on our planet. The Solar System is made up of the Sun and all the objects that travel around it –from planets and moons to rocks, ice and dust.

Mars is known as the Red Planet because of its bright red color. It has the biggest canyon in the Solar System, called Valles Marineris. It is about 4,000 km long.

Jupiter is the largest planet in the Solar System. It is so big that all the other planets could fit inside it! It has more than 50 moons.

Saturn is famous for its beautiful rings. It is the lightest planet in the Solar System. It could float on a huge lake!

Mercury is the closest planet to the Sun. It has the fastest orbiting speed around the Sun. It takes 88 days to go around it.

Uranus has the longest-lasting seasons; each pole receives 42 years of sunlight, then 42 years of darkness!

Venus is the closest planet to Earth. It is also the warmest. And it is the deadliest planet. Its atmosphere can crush a tin can, its heat can melt it and its acid clouds can dissolve it!

Pluto, a dwarf planet, is the coldest and darkest body in the Solar System.

Eris was discovered in July 2005 by the astronomer Mike Brown. This dwarf planet is more than three times farther than Pluto from the Sun. It is bigger than Pluto and it has one moon.

Neptune has eight moons. Its winds are the fastest in the Solar System. Triton, Neptune's largest satellite, is the coldest place in the Solar System.

Earth -our planet- is the only planet to support life. Its name should be the Water Planet because this liquid covers about 70% of its surface.

The universe is a very mysterious place. How much do you think we really know about it?

 **Answer Key**

Mars, Jupiter, Saturn, Mercury, Uranus, Venus, Pluto, Eris, Neptune, Earth

**3 Read *The Solar System* again and name the planet.**

Read aloud the sentences and encourage students to scan the previous text to identify the reference mentioned in each sentence. Then check answers with the class.

 **Answer Key**

**1.** Uranus; **2.** the Sun; **3.** Mars; **4.** Jupiter; **5.** Saturn; **6.** Pluto and Eris; **7.** Venus; **8.** Neptune; **9.** Mercury; **10.** water

**4 Challenge three friends with these questions.**

Divide the class into groups of three. Have students in each group assign themselves a number from one to three so that they can use one of the three columns to write their answers. Tell students not to check the text in exercise 2 yet. Read out the questions one by one and give groups some time to record the answers. Then tell students to check the answers with the text. Students award themselves one point per correct answer. Ask the class to tell you who were the winners in each group.

 **Answer Key**

**1.** Eris; **2.** Pluto and Triton; **3.** Mercury; **4.** Jupiter; **5.** Venus; **6.** Saturn

**5 Read Paul's planet report and draw his pictures. Then make your own planet report.**

Tell students to read Paul's report silently and then ask questions: *What's the name of the planet? What does the planet look like? How many moons has it got? What's the largest and the smallest moon? What's the weather like? What do scientists say about this planet?* Then have students draw different features that are representative of Paul's

planet. Finally, students work in pairs. They compare their drawings and write a report on their own planet on a separate sheet of paper.

 **Answer Key**

*Students' own answers*

 **Wrap-up**

Divide the class into eight groups. Assign a planet to each group and distribute a sheet of construction paper. Explain that they are going to make a poster of their planet according to the description in the text '*The Solar System*'. Elicit some possible features in connection with the planets and write them on the board: *moons, satellites, canyons, spaceships*, etc. Display students' work around the classroom and invite the groups to describe their posters. Then ask the class to compare the planets, for example: *Mercury is the smallest planet.*

**SB page 94: Workbook** **Answer Key****1 Use the information to write about the planets.**

**1.** Pluto is the coldest planet. **2.** Jupiter is the largest planet. **3.** Venus is the warmest planet. **4.** Saturn is the lightest planet. **5.** Mercury is the closest planet to the Sun.

**2 Read about Pluto and write True (T) or False (F). Correct the false sentences.**

**1.** T; **2.** F. Pluto is very far from the sun. It's 39 times the distance between Earth and the sun. **3.** T; **4.** F. There are other large rocks similar to Pluto: Ceres, Eris, Makemake and Haumea, for example. **5.** T

## SB pages 34 and 35

### Objectives

- To introduce *be going to* to talk about future plans.
- To listen for specific information.
- To ask and answer questions about future plans.

### Language:

- *What are you going to do? I'm going to (buy presents). I'm not going to (swim in the lake).*
- *Is he / she going to travel (next month)? Yes, he / she is. / No, he / she is.*

### Vocabulary:

- Action verbs and phrases: *swim, travel, climb, do homework, play a sport, buy souvenirs, etc.*

### Warm-up

Invite students to imagine that they can go on holiday to space. Encourage them to mention funny activities they could do there, for example: *taking interesting photos, jumping on the moon, exploring other planets, etc.*

### Cool Grammar

Draw students' attention to the *Cool Grammar* box. Get different volunteers to read out the examples and elicit the form and use of *be going to*: *We use be going to before the base form of the verb to talk about future plans. To aid comprehension, write on the board: What are you going to do at the weekend? And elicit some answers from different students: I'm going to...*

#### 1 Listen and mark (✓) or (X).

Focus students' attention on the picture and encourage them to mention where the people are and the activities shown in the posters. Then tell students to listen to the audio CD. As they listen in, they should write a tick for the activities people are going to do, or a cross for

the ones they aren't going to do (or that are not mentioned) next to each of the sentences in the box. Play track 17 twice and then check answers with the class.

### Track 17

**Man:** Here are your tickets, Mrs Rogers. Have a nice trip.

**Woman:** Thank you very much. Let's go, Hannah.

**Girl:** Mum, I'm so excited! I can't wait to go to Omega. Are we going to travel in a spacecraft?

**Woman:** Yes. Isn't it amazing? It's called the Razzle Rocket. It's very fast. And we're going to stay at the Stardust Hotel. It's a big hotel that floats in space.

**Girl:** Wow! What else are we going to do there?

**Woman:** Your dad loves climbing so we are going to climb the Purple Mountains.

**Girl:** Are we going to explore the Blue Caves?

**Woman:** Yes, we already have the tickets.

**Girl:** Great! What about the meteor shower?

**Woman:** We aren't going to see it. We are going to leave the planet before.

**Girl:** Is the food nice on Omega?

**Woman:** I don't know. We are going to try it.

**Girl:** OK and I'm going to take a lot of photographs and buy lots and lots of souvenirs for all my friends and...

### Answer Key

1. ✓; 2. ✓; 3. ✓; 4. X; 5. ✓; 6. X

#### 2 Write True (T) or False (F).

Tell students to decide whether the sentences are true or false. Finally, have some volunteers read out their answers to check.

### Answer Key

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

#### 3 Listen and complete the chart.

Encourage the class to say where Maria and Andy are: *They're probably just outside school on a strange planet.* Play track 18 twice

for students to complete the chart with the children's future plans. Then check with the whole class.

### Track 18

**Boy:** What are you going to do tomorrow, Maria?

**Girl:** I'm going to do my English homework. What about you, Andy?

**Boy:** I'm not going to do my homework. I'm going to play baseball with my friends. What is Sally going to do tomorrow?

**Girl:** She's going to see you play at the park.

### Answer Key

**Maria:** ✓ do her English homework; **Andy:** ✓ play baseball with his friends, ✗ do his homework; **Sally:** ✓ see Andy play at the park

### Cool Grammar

Direct students' attention to the *Cool Grammar* box. Ask some volunteers to read out the examples. Encourage students to say where the verb *to be* goes in *Yes / No questions* used when talking about future plans: *At the beginning*. Analyse the structure with the class: To form *Yes / No questions* with *be going to*, we use the verb *to be* before the subject, then *going to* with the base form of the verb.

### 4 Answer the questions.

Now, tell students to answer the questions. Then check with the class.

### Answer Key

1. Yes, she is. 2. No, he isn't. 3. No, she isn't.

### 5 Imagine that you are going to visit a strange planet. What are you going to do? Choose and mark five options.

Ask students to describe the pictures and help them with vocabulary if necessary. Then invite

learners to choose five things they are going to do on a strange planet.

### 6 Now talk about your plans with a friend.

Ask two volunteers to read out the example dialogue. Then have students work in pairs and ask and answer questions about their future plans on a strange planet.

### Values: Being assertive when making plans.

Invite the class to reflect on their attitude when making plans. Discuss the idea of being assertive and how they can do so. Ask: *Why is it important to be assertive when you make plans? How may you feel if you are not assertive? In what ways can you be assertive?*

### Wrap-up

Say *I'm going to go on holiday and I'm going to take a camera*. Toss a small ball to a volunteer and encourage him or her to repeat what you said and add another idea: *I'm going to go on holiday. I'm going to take a camera and a swimsuit*. The volunteer passes the ball onto another student, who repeats and adds a new item. Continue until a student fails to remember one of the items previously mentioned.

### SB page 77: Extra activity

Once students finish the lesson you can ask them to do the *Extra activity* for the unit in class. To check the exercise, ask volunteers to write the answers on the board.

### Answer Key

1. My mum is going to do the shopping. 2. Joey isn't going to see the dentist. 3. Chelsea is going to study at school. 4. My friends and I aren't going to do homework. 5. My parents are going to eat in a restaurant.

## SB page 95: Workbook

### Answer Key

1 Read this interview to an astronaut and circle the correct answer below.

1. isn't going to; 2. is going to; 3. is going to;  
4. is going to; 5. isn't going to; 6. is going to

2 Complete the sentences using the correct form of *be going to*.

Students' own answers

## SB pages 36 and 37

### Objectives

- To listen to a song for specific information.
- To revise comparative and superlative adjectives.
- To ask and answer questions about future plans.
- To read a text and correct some wrong information.

### Language:

- *Explorer Dan is the bravest man.*
- *What are they going to do? / They're going to see a musical.*
- *Are they going to go to the theatre? Yes, they are. / No, they aren't.*
- *It's lighter than common balls.*
- *You're in the middle of the most exciting game ever.*

### Vocabulary:

- Adjectives: *brave, handsome, hungry, poisonous, scary, hot, dangerous, amazing, ultramodern, invisible, expensive*

### Warm-up

With books closed, play *Listen and Draw* with the class. Describe the following scene and students draw the description in their notebooks: *There's a tree on the left. There's a boy next to the tree. He's wearing boots and*

*a hat. He's scared. There are two snakes in front of him. Then have students compare their pictures in pairs.*

1 Listen and number the lines in order.

Now encourage the class to compare their drawing with the picture of Explorer Dan. Have students read silently the sentences that they are going to put in order using numbers and play track 19. Then check answers. Finally, ask questions: *What's Dan like?* (He's the bravest explorer.) *Where does he travel?* (He travels the world, from Peru to Japan.) *What time does he come home?* (By two.) *Where does Dan have adventures?* (In desert sands, the hottest jungles and the coldest lands.) *Is there anything Dan is afraid of?* (No, there isn't.)

### Track 19

#### Chorus

Explorer Dan is the bravest man,  
And he's the most handsome, too.  
He travels the world from Peru to Japan,  
But he likes to be home by two.

Yes, Dan has adventures in desert sands,  
In the hottest jungles and the coldest lands.  
He has no fear of the most dangerous creatures,  
The most poisonous snakes, the scariest leeches.  
He likes to explore for the biggest treasure.  
To meet him is the greatest pleasure!  
But at the end of the day, he's the hungriest son.  
It's true, I tell you, because I'm his mum.

#### Chorus

### Answer Key

(From the top down): 7, 1, 4, 5, 2, 8, 6, 3

2 Unscramble the questions. Then listen and answer the questions in your notebook.

Tell students to unscramble the questions about Mandy and Jackie. Then play track 20 for students to check. Finally, students answer the questions in their notebooks. Play track 20 again and then check answers with the class.

**Track 20** 🗣️**Mandy:** Hello?**Jackie:** Hi, Mandy. This is Jackie.**Mandy:** Hi, Jackie. What's up?**Jackie:** My parents are taking me to the theatre on Saturday. Do you want to come with us?**Mandy:** Sure! Let me ask my mum... She says it's OK. What are we going to see?**Jackie:** Cats.**Mandy:** Awesome. I love musicals.**Jackie:** And then we're going to eat at a Chinese restaurant. The reservation is at eight o'clock.**Mandy:** Great, I love Chinese food. Where are we going to go?**Jackie:** To the restaurant that is next to the theatre. Do you like it?**Mandy:** Yes, it's my favourite! I'm going to eat shrimp with rice. It's delicious. So what time are you going...**Answer Key**

**1.** Where are Jackie and Mandy going to go? They're going to go to the theatre; **2** Who is going to go with them? Jackie's parents are going to go with them. **3.** Are they going to see a musical? Yes, they are. **4** What time are they going to eat? They're going to eat at eight o'clock. **5.** Are they going to eat in a restaurant? Yes, they are.

**3 Read the ads and number the pictures.**

Read the heading and subheadings. Encourage students to predict what the gadgets do and write some ideas on the board. Have students underline the characteristics of each gadget to check if their predictions were correct.

Finally, tell the class to number the pictures 1 or 2 according to the corresponding gadgets described in the ads. Check answers and ask some volunteers to say why they chose 1 or 2.

**Answer Key**

**Top (from left to right):** 2, 2, 1 **Bottom (from left to right):** 1, 1, 2

**4 Re-read the text and correct the sentences.**

Ask students to read the text again and write the correct information. To check, invite some volunteers to read aloud their answers.

**Answer Key**

**1.** The New Century Ball is brighter than Naughty-Buddy. **2** The New Century Ball is lighter than common balls. **3.** Naughty-Buddy isn't easy to find because it becomes invisible. **4** Naughty-Buddy is cheaper than the New Century Ball. **5.** Naughty-Buddy is noisier than the New Century Ball.

**Wrap-up**

Write this saying on the board: *Necessity is the mother of invention.* Ask students to say what it means and how it applies to the design of new gadgets. Then brainstorm actions students may need help with: *Walking the dog, doing homework, finding interesting TV programmes,* etc. Get students to work in pairs and think about a new gadget that can be fun and useful to have to solve these problems. Tell pairs to write a description of the gadget and a short explanation of its function. Monitor students' work and help if necessary.

**SB page 96: Workbook****Answer Key****1 Read the story and write True (T) or False (F).**

**1.** T; **2.** F; **3.** F; **4.** T; **5.** F; **6.** T; **7.** F

**2 Correct the false sentences and write them in your notebook.**

**2** Arnold is from Earth. **3.** The people on Atix are the strongest people in the Universe. **5.** The people on Norix are the most intelligent people ever. **7.** Arnold thinks our planet is the most beautiful in the Universe.

## SB pages 38 and 39

### Objectives

- To revise and increase vocabulary related to places in a city.
- To listen to people's suggestions and learn how to give some.
- To talk about where different people were at certain times.
- To talk about when different people were at certain places.

### Language:

- *What's wrong? / Why don't you...? / Good idea!*
- *I was (at home) yesterday.*
- *They were at the (bank) on (Monday morning).*
- *Where was (Oliver) at eleven?*
- *When were (James and Oliver) at the (toy shop)?*

### Vocabulary:

- City places: *pet shop, police station, toy shop, museum, sweet shop, chemist's, bookshop, bakery, etc.*
- Adjectives: *late, bored, wrong*

### Warm-up

Write on the board: *Where can I get (see)...? At the... and say out loud: Where can I get an aspirin and some medicine?* Explain that *get* is the same as *buy*. Encourage students to look at the pictures and words in exercise 1 on page 38 to come up with the answer: *At the chemist's*. Continue in the same way using these questions: *Where can I get some video games and a teddy bear? (At the toy shop) Where can I get a puppy or a pet dog? (At the pet shop) Where can I get a good novel to read at home? (At the bookshop) Where can I get some chocolate and chewing gum? (At the sweet shop) Where can I get some bread? (At the bakery) Where can I see pictures by*

*famous painters? (At the museum) And where can I report a crime? (At the police station)*

### 1 Label the pictures.

Students work individually and label the pictures. Check answers with the whole class. If time allows, write on the board questions to revise other city places students have learnt in other levels of the book series. Ask the whole class to answer them orally: *Where can I read or borrow books? (At the library) Where can I have a coffee and something to eat? (At a café) Where can I play games in the open air? (At the park) Where can I see a doctor? (At the hospital) And where can I ask for help if there's a fire in my city? (At the fire station)*

### Answer Key

1. museum; 2. chemist's; 3. toy shop;
4. bookshop; 5. police station; 6. pet shop;
7. sweet shop; 8. bakery

### 2 Listen and mark (✓) the correct suggestion.

Pre-teach the following expressions used when either asking for or making suggestions: *What's wrong (with you)? Why don't you...? Good idea, thanks!* Write these expressions on the board and ask a volunteer the first question by saying: *You don't look well. What's wrong? = What's the problem?* Encourage the volunteer to say what his / her problem is, for example: *I've got a stomachache*. Proceed by making a suggestion: *Why don't you go to the doctor?* Encourage the volunteer to respond: *Good idea, thanks!* Repeat the same procedure with other students. Now ask the class to look at the two pictures in exercise 2 and teach the expressions: *I'm late!* and *I'm bored!* Play track 21 twice and ask students to mark the corresponding picture in each case. Check answers with the whole class.

**Track 21** **Narrator:** One**Dad:** Oh, no! It's seven fifty already! I'm late!**Daughter:** Why don't you take a taxi?**Dad:** Good idea, thank you!**Daughter:** You're welcome!**Narrator:** Two**Teenager 1:** We're so bored!**Mum:** Why don't you go to the cinema?**Teenager 2:** Cool idea, thanks. **Answer Key**

1. picture of a taxi; 2. picture of a cinema film

**3 Make three dialogues with each option. Then practise them with a friend.**

Go over the dialogue and the options with the class to check comprehension. Clarify any questions if necessary. Then students write the three possible dialogues in their notebooks. After that, ask students to try to memorise the dialogues so that they can act them out with a partner. Walk around the classroom monitoring this activity.

 **Answer Key***Students' own answers* **Values: Being open to listening to our friends' suggestions.**

Take this opportunity to discuss with the class the idea that we should all be open to listen to our friends' suggestions. We may at times think that what we are doing is right but fail to accept other possibilities to do the same thing in a different way. Suggestions coming from our friends and people that really like us should always be welcome. They may help us rethink if what we are doing is fine and effective. Sometimes good suggestions can make us

change our mind in many ways and act differently and more efficiently. It is just a question of being ready to listen to people when they offer them to us.

**Cool Grammar**

To teach the Simple Past of *be* (affirmative form), write the following pairs of sentences on the board: *I am at school now. I was at school last week.* / *You are at school now. You were at school last week.* Explain and teach that *was* is the past form of *am* and *is*, and *were* is the past form of *are*. Provide more similar examples to clarify ideas. Also teach some common past expressions: *yesterday, last week, last Monday, etc.* Now direct students' attention to the *Cool Grammar* box and ask some volunteers to read aloud the example sentences.

**4 Listen to the report and write what time James (J), Oliver (O) or both (B) were at each place.**

Tell students they are going to listen to a TV report on James and Oliver Phelps, the two actors who are identical twins in real life and played the Weasley twins in the Harry Potter films. Ask learners to listen carefully for the places the twins were together or separately and write down the corresponding letters (*J, O, B*) in the boxes provided below each icon representing a different place on the city map. Play track 22 twice. Then ask students to listen for the times the twins were at each place and write them down on the lines. Play again track 22 twice. Check answers with the whole class.

## Track 22

**Narrator:** A Day in the Life of...

**Woman:** Good morning, Keith. What's new this week?

**Man:** Do you remember James and Oliver Phelps?

**Woman:** Sure! They are the Weasley twins in the Harry Potter movies.

**Man:** Exactly! Well, let me tell you where they were yesterday.

**Woman:** Where were they?

**Man:** At 9:00 a.m. they were at the bank. Then at 9:30 the twins were at the museum.

**Woman:** And then?

**Man:** At 11:00 James was at the bakery and Oliver was at the sweet shop.

**Woman:** When were the twins together again?

**Man:** Later, at eleven thirty, they were at the pet shop.

**Woman:** Oh, OK. And then? Where were the twins?

**Man:** At twelve thirty, Oliver was at home, with a headache and James was at the chemist's buying medicine.

**Woman:** Poor Oliver!

**Man:** Yes, but I think he was better later on because they were at the cinema at 7:00 p.m. They...

## Answer Key

At the bank: (B) 9 a.m.; At home: (O) 12:30; At the bakery: (J) 11; At the pet shop: (B) 11:30; At the sweet shop: (O) 11; At the museum: (B) 9:30; At the cinema: (B) 7 p.m.; At the chemist's: (J) 12:30

## 5 In pairs, ask where the Phelps twins were at different times yesterday and answer the questions.

Ask two volunteers to read out the example dialogue. Then students work in pairs asking and answering similar questions as they look at the map in exercise 4 for guidance. Monitor and help if needed.

## Answer Key

Students' own answers

## Optional Activity

Take this opportunity to revise the days of the week and how to tell the time. Start off by saying a day of the week, for example: *Wednesday*. Ask the class: *What day is next? Thursday*. Continue working like this in order to revise the rest of the days. Finally, draw six clocks on the board with different times on them, for example: *nine o'clock; half past eleven; a quarter to six; a quarter past twelve; twenty to five; ten past ten*. As you show one of the clocks on the board, ask: *What's the time, please? What time is it, please? Can you tell me the time, please?* Write these questions on the board to help students remember different ways to ask for the time. Remind them to answer beginning with: *It's (eight o'clock)*.

## Wrap-up

**Materials:** cards (a set per pair of students) with these past time expressions written on them: *Last week; Yesterday; Last month; Last Monday at 8 o'clock in the morning*

Ask the class to work in pairs and hand out the sets of cards. Tell pairs to put the cards on a pile face down on their desks. Then students take turns to lift a card from the pile and ask their partners: *Where were you (time expression indicated on the card)? And what time were you (place mentioned by student in the previous question)?* Extension: You may play the game two more times inviting pairs to ask questions referring to other phrases, such as: *your sister / brother and your best friends* to practise *he / she was and they were*.

## SB page 97: Workbook

## Answer Key

### 1 Decode and write sentences about the pictures taken on Tuesday.

1. At five he was at the museum. 2. They were

at the bakery in the morning. **3.** They were at the cinema in the afternoon. **4.** She was at the toy shop at 2 p.m.

**2 Complete the questions with was or were.**

**1.** was; **2.** were; **3.** was; **4.** were

**3 Now match the questions above with the answers in exercise 1.**

**1.** 4; **2.** 3; **3.** 1; **4.** 2

**SB pages 40 and 41**

**Objectives**

- To revise the affirmative form of *be* in the Simple Past tense.
- To revise some *Wh-questions* with *was* and *were*.
- To present the negative forms of *be* in the Simple Past tense.
- To act out a simple dialogue based on a story.

**Language:**

- *Emma was at the supermarket on Thursday.*
- *Where was Ralph on Tuesday?*
- *Where were you this morning?*
- *Toc wasn't at the toy shop. They weren't at the police station.*
- *Miscellaneous expressions: He's worried; They're lost; an hour ago*

**Vocabulary:**

- Days of the week (revision)
- City places (revision)

**Warm-up**

Have students open their books at page 40, exercise 1. Ask who the actors are and if they know what characters they were in the Harry Potter films. If students fail to remember, you may write the names of the actors on the left hand side of the board: *Emma Watson, Daniel Radcliffe, Ralph Fiennes, Robbie Coltrane and Rupert Grint*. Then write the names of the

characters in random order on the right hand side of the board: *Lord Voldemort, Ron Weasley, Harry Potter, Rubeus Hagrid and Hermione Granger*. Ask the class to match the actors with the characters and make sentences using *was*, for example: *Emma Watson was Hermione Granger*. The rest of the answers are: *Daniel Radcliffe was Harry Potter. Ralph Fiennes was Lord Voldemort. Robbie Coltrane was Rubeus Hagrid. Rupert Grint was Ron Weasley.*

**1 Where were the actors last week? Write sentences about them.**

Ask students to work individually and follow the lines to write sentences. Check answers with the whole class.

**Answer Key**

- 1.** Emma was at the supermarket on Thursday. **2.** Daniel and Robbie were at the bookshop on Monday. **3.** Ralph was at the museum on Tuesday. **4.** Rupert was at the toy shop on Wednesday.

**2 Write questions with was or were.**

Ask students to write questions for the answers provided. Then invite them to compare their questions in pairs. Finally, ask volunteers to read out their questions to check.

- 1.** Where was Ralph on Tuesday? **2.** When were Daniel and Robbie at the bookshop? **3.** Where was Rupert on Wednesday? **4.** When was Emma at the supermarket?

**3 Ask a friend these questions.**

Invite students to work in pairs and take turns to ask and answer the questions provided. Walk around the classroom, monitoring the activity.

**Answer Key**

*Students' own answers*

## Cool Grammar

Draw students' attention to the *Cool Grammar* box. Write on the board: *was not = wasn't* and *were not = weren't* to present the negative forms of *was* and *were*. Work with the whole class on the correct pronunciation of *wasn't* and *weren't*. Then ask volunteers to read out the example sentences in the *Cool Grammar* box.

### 4 Read and follow along.

Have students look at the pictures in the story. Encourage them to predict what happens without reading the text. Play track 23 and have students follow along in their books. Check if their predictions were correct.

### Track 23

**Narrator:** Rupert has three strange pets: Tic, Tac and Toc. He's worried because they are lost...

**Rupert:** Hello, Tom. Are my pets here?

**Tom:** No, Rupert. Tic was here at eleven, but Tac and Toc weren't here today.

**Rupert:** Hi, Anna. Are my pets here?

**Anna:** Tac and Toc were here in the morning, but Tic wasn't with them.

**Rupert:** Hi, Al. Are my pets here?

**Al:** Hmm. Tic wasn't here. Tac wasn't here. Toc wasn't here. Your pets weren't here today. Sorry.

**Policeman:** Your pets were at the museum half an hour ago. Go and check.

**Rupert:** Oh, no!

### 5 Match the sentence halves.

Ask students to read the story again to match the two parts of the sentences. Check answers with the whole class.

### Answer Key

1. Tic was at the cinema at eleven. 2. Tic, Tac and Toc were at the museum. 3. Tic wasn't at

the police station. 4. Tic, Tac and Toc weren't at the toy shop. 5. Tic wasn't at the bakery.

## Cool Mini Project

**Materials:** strips of construction paper, markers and coloured pencils

Divide the class into pairs. Distribute the strips of paper and invite pairs to draw three scenes from the story and colour them. Suggest using different characters and settings. Remind students to use speech bubbles to write the dialogues. Monitor the activity and offer help if needed. Encourage pairs to use their scenes to act out the dialogues they have written. Finally, invite three pairs to display their scenes on the board and act out their dialogues for the whole class.

## Wrap-up

Ask students to write one false and two true sentences about themselves using *wasn't* and *weren't* and different city places, for example: *My mum wasn't at the supermarket this morning. My family and I weren't at school last week. I wasn't at the bank with my dad yesterday.* Divide the class into small groups. Have students in each group read out their sentences for their partners to guess the false sentences.

## SB page 98: Workbook

### Answer Key

#### 1 Look and complete the sentences.

1. wasn't; 2. were; 3. was; 4. wasn't; 5. weren't

#### 2 Complete the sentences about you with *was(n't)* or *were(n't)*.

*Students' own answers*

**SB pages 42 and 43**

**Objectives**

- To talk about feelings and emotions.
- To revise the Simple Present tense.
- To listen for specific information.
- To ask and answer Yes / No questions using was and were.

**Language:**

- *Are you scared of spiders? Yes, I am. / No, I'm not.*
- *What are you scared of? I'm scared of birds.*
- *Was Danny hungry? Yes, he was. / No, he wasn't.*
- *Were Amy and Steve tired? Yes, they were. / No, they weren't.*

**Vocabulary:**

- Adjectives: *cold, scared, sick, thirsty, sleepy, excited, hot, nervous, bored, hungry, tired*

 **Warm-up**

Ask students how they feel today. Divide the class into small groups and have them act out how they feel for their partners to guess.

S1: *(touching his / her belly)*

S2: *Are you hungry?*

S1: *No, I'm not.*

S3: *Are you sick?*

S1: *Yes, I am.*

**1 Unscramble the words and label the pictures.**

Write *excited* on the board and encourage students to unscramble the feeling: *excited*. Help them if necessary by providing the first letters and writing them on the board. Clarify the meaning of this adjective and give examples of when you feel excited about something: *I'm excited about my summer holidays. = I feel very happy and enthusiastic about it.* Then ask students to unscramble the words in the box and write them down in their notebooks. Circulate around the classroom offering help. Once students have unscrambled the words,

ask them to label the pictures. Do not check answers at this stage.

**2 Listen and check your answers above.**

Play track 24 for students to check their answers. Divide the class into pairs. Have students ask each other questions about the pictures.

S1: *How does she feel? (pointing at picture 5)*

S2: *She feels thirsty.*

**Track 24** 

- Narrator:** One. Excited  
Two. Scared  
Three. Hot  
Four. Sick  
Five. Thirsty  
Six. Nervous  
Seven. Cold  
Eight. Bored  
Nine. Hungry  
Ten. Sleepy

 **Answer Key**

- 1.** excited; **2.** scared; **3.** hot; **4.** sick; **5.** thirsty;  
**6.** nervous; **7.** cold; **8.** bored; **9.** hungry; **10.** sleepy

**3 Listen and follow along.**

Ask questions about the pictures but do not allow students to read the text: *How many animals can you see? How does the boy feel? How does the girl feel? What are they scared of?* Play track 25 and invite students to follow along with the story. Ask students what the children were afraid of and why.

**Track 25** 

Are you scared of spiders?  
No, I'm not.

Are you scared of snakes?  
No, I'm not.

What are you scared of?  
I'm scared of birds!

## Optional Activity

Play *Opposites* with the whole class. Write these adjectives in a column on the left hand side of the board: *hot, bored, sick, afraid, sleepy* and *hungry*. Then write in a column on the right hand side of the board: *full, excited, cold, healthy, unafraid* and *alert*. Ask the class to guide you to match the opposite adjectives: *hot* † *cold*, *bored* † *excited*, *sick* † *healthy*, *afraid* † *unafraid*, *sleepy* † *alert*, *hungry* † *full*.

### 4 Draw what you *are* or *aren't* scared of. Then act out the situations you drew with a friend.

Elicit scary things and write them on the board: *spiders, ghosts, being alone in the dark, rats*, etc. Help students choose two things they aren't scared of and another they are really scared of. Encourage them to draw the corresponding pictures. Then elicit the dialogue from exercise 3 and write it on the board, replacing *spiders, snakes* and *birds* with blanks. Ask students to work in pairs and take turns telling each other what they aren't and are scared of. Suggest using the story on the board as a guide. Invite volunteers to act out their stories for the rest of the class.

### Answer Key

Students' own answers

### Values: Admitting that it is not wrong to feel scared sometimes.

Direct students' attention to the picture of Chelsea at the bottom of the page. Ask a volunteer to read out the speech bubble. Give an example of something you are really scared of: *I'm really scared of (being alone in the dark)*. Encourage students to suggest ways to help you feel better, for example: *You can keep a candle nearby*. Ask students what their parents and friends are scared of. Explain that everybody is afraid of something, and that it is natural to feel that way.

### 5 Listen and write the children's names.

Explain to students that the children in Class 4 in exercise 5 were in a hot-air balloon last week. Point to different pictures and encourage students to describe them, for example: (first picture) *The boy is / feels cold*. Play track 26 twice and have students write the children's names below the corresponding picture. Check answers with the whole class.

### Track 26

**Mike:** Mum, look at the photos from my class trip.

**Mum:** Let's see... Who are they?

**Mike:** They're Sue and Matt. They were really nervous. But Josh, Meg and Oscar were very excited. Look, they're laughing!

**Mum:** Oh... This boy looks sick.

**Mike:** Yes, Danny was sick with a stomachache.

**Mum:** Is this your friend Andy?

**Mike:** Yes. Here he's eating a sandwich.

**Mum:** And who's this girl? Was it very hot up there?

**Mike:** Not really. Mandy was hot. We think she was sick, too. And this is George. He was cold. Look, he's wearing gloves and a scarf!

**Mum:** And these two? Were they thirsty?

**Mike:** Let me see... Ah! They're Amy and Steve. No, they were tired.

**Mum:** Well, here are you and Evelyn, and you don't look very happy. Why are you making faces, Mike?

**Mike:** Because we were very scared!

### Answer Key

(From left to right) **First row:** George; Evelyn and Mike; Mandy; Steve and Amy **Second row:** Danny; Josh, Meg and Oscar; Sue and Matt; Andy

### 6 Underline the correct answer.

Read aloud question 1 and ask the class to give you the answer that is already underlined as an example. Then have students complete the activity individually. Check answers with the whole class and make sure students understand how to ask and answer *Yes / No* questions with *was* and *were*. Finally, check comprehension by asking: *Was Meg excited? Were Evelyn and Mike hungry?*

### Answer Key

**1.** Yes, she was. **2.** No, he wasn't. **3.** Yes, they were. **4.** Yes, they were.

### **7** Ask and answer questions about the children.

Bring a dice for each pair of students in the class. Roll your dice twice and say the numbers, for example: *Three and four*. Elicit the corresponding elements using the code provided on the book page: *Andy, sick*. Encourage two volunteers to read the example dialogue to check comprehension. Divide the class into pairs and distribute the dice. Tell students to take turns rolling the dice twice to ask their partners the corresponding question as in the example. Monitor and offer help if needed.

### Answer Key

*Students' own answers*

### Wrap-up

Ask students to choose a character from the story and write it down in their notebooks, secretly, for example: *George*. Divide the class into pairs. Individually, invite students in each pair to write down several questions in their notebooks to guess their partners' character, such as: *Was he sick?* Then ask students to exchange notebooks so that they can read out and answer the questions, for example: *Was he sick? No, he wasn't*. Tell students in each pair to repeat the procedure until they both have guessed their characters correctly.

### Optional Activity

Write *The First Day at School* on the board. Ask students to remember how they felt on that day. Divide the class into small groups to say how they felt on their first day at school. Ask volunteers to report their answers: *The first day at school, (Maria and Tim) were nervous. (Elizabeth) was excited.*

## SB page 99: Workbook

### Answer Key

**1** These people were at the amusement park yesterday. Label the pictures with the correct adjective from the box.

**(Clockwise, starting from 12 o'clock):** hungry; sick; scared; excited; thirsty; cold

**2** Complete the questions with *was* or *were* and answer them.

**1.** Was; No, she wasn't. She was cold. **2.** Was; No, he wasn't. He was hungry. **3.** Was; Yes, she was. **4.** Was; Yes, he was. **5.** Were; Yes, they were. **6.** Were; No, they weren't. They were excited.

## SB pages 44 and 45

### Objectives

- To talk about past experiences during a trip.
- To revise vocabulary about feelings and emotions.
- To listen for specific information.
- To ask and answer *Yes / No* questions using *was* and *were*.
- To ask and answer some *Wh-questions* using *was* and *were*.

### Language:

- *Were you tired on Monday? Yes, I was. / No, I wasn't.*
- *Where were you on Friday? I was in Colombia.*
- *Who was with you? My sister.*

### Vocabulary:

- Days of the week (revision)
- Countries (revision)
- Adjectives about feelings and emotions (revision)

## Warm-up

Read the following sentences aloud and invite students to guess the corresponding country:

1. *Tango is a popular dance in this country.*
2. *Hamburgers come from this country.*
3. *This country is number 1 in making robots.*
4. *Kangaroos and koalas live in this country.*

## Answer Key

1. Argentina; 2. Germany; 3. Japan; 4. Australia

## 1 Imagine you were on a trip last week. Complete your notes.

Say the countries on the list and ask students which continent they belong to: *Africa: Kenya; Asia: India, Japan; Europe: England, Germany, Italy; Australia: Australia; America: Argentina, Colombia, USA.* Encourage students to pretend they were on a hot-air balloon trip around the world last week. Ask them to choose where they were and help them imagine how they felt to complete their notes.

## Answer Key

Students' own answers

## Cool Grammar

Draw students' attention to the *Cool Grammar* box. Ask two volunteers to read out the questions and answers to revise how to ask and answer *Yes / No* questions with *was* and *were*. This grammar item was introduced as an exercise in the previous lesson.

## 2 Ask a friend about his / her trip and complete the notes.

Have students work in pairs and complete the notes about their partners' trip (exercise 1). Suggest using the questions in the *Cool Grammar* box as a model. Monitor and offer help if needed. Finally, ask different students questions about their partners' trips, for example: *When was (Alice) in (England)? Today? Last*

*week? (She) was in (England) last week. Was she (scared)? Yes, she was. When was (Alice) scared? (She) was scared last week.*

## Answer Key

Students' own answers

## 3 Unscramble the questions and answer them.

Write the first scrambled question on the board. Elicit how to unscramble it by asking which word goes first, then the next word, and so on. Have students unscramble the questions in their notebooks. Check with the whole class and write the questions on the board. Divide the class into pairs. Have students take turns asking and answering the questions.

## Answer Key

1. Was your trip fun? 2. Were you in Kenya on Friday? 3. Were you hot during your trip? 4. Were you in Italy on Sunday? 5. Were you sick during the trip?

## Optional Activity

Write the questions below on the board for students to copy them into their notebooks.

1. \_\_\_\_\_ the teacher at school last week?
2. \_\_\_\_\_ you sleepy this morning?
3. \_\_\_\_\_ you and a friend at the park yesterday?
4. \_\_\_\_\_ your mother happy last Friday?
5. \_\_\_\_\_ you thirsty an hour ago?

Ask students to complete the questions with *was* or *were*. Check answers. Divide the class into pairs. Have students take turns asking and answering the questions.

## Answer Key

1. Was; 2. Were; 3. Were; 4. Was; 5. Were

#### 4 Listen and complete the information about the trip.

Ask students to look at the picture and predict what the listening may be about: *A man talking to some children about his trip around the world.* Then have students focus on the notes and the missing information: *day, place, and people.* Play track 27 for students to complete the information. Play the track again if necessary. Ask full questions to check answers, for example: *Where was Henry on Wednesday?*

#### Track 27

**Interviewer:** Good morning, Mr Lobato. Can you tell us about your trip around the world? Where were you on day one?

**Mr Lobato:** Call me Henry, please. Well, we were in Colombia on day one. It was last Wednesday.

**Interviewer:** I see, and who was with you in Colombia?

**Mr Lobato:** My friend Charlie. He was with me in England, Greece, South Africa and Egypt, too.

**Interviewer:** When were you in Greece?

**Mr Lobato:** On day two - it was last Thursday. We were in England and Greece.

**Interviewer:** Wow! And where were you on Friday?

**Mr Lobato:** Charlie and I were in South Africa. Then we were in Egypt the same day. It was day three.

**Interviewer:** Egypt? Wow! Who else was with you?

**Mr Lobato:** My sister, Alice. She lives there.

**Interviewer:** Oh. And where were you on day four?

**Mr Lobato:** Alice and I were in Asia. We were in India in the morning. Then we were in China in the evening.

**Interviewer:** Well, Henry, it seems you...

#### Answer Key

**Day one:** Wednesday; **Where:** Colombia; **Who:** Henry and Charlie; **Day two:** Thursday; **Where:** Greece and England; **Who:** Henry and Charlie; **Day three:** Friday; **Where:** South Africa and Egypt; **Who:** Henry, Charlie and Alice; **Day four:** Saturday; **Where:** India and China; **Who:** Henry and Alice

#### 5 Ask and answer questions about Henry's trip.

Ask students to work in pairs and take turns asking and answering questions about Henry's trip. Write *Where, When, and Who* on the board. Elicit when to use these words: *To ask about places, time and people.* Encourage a student to ask a question in the past using *Where* and write it on the board. Then invite a volunteer to answer it. Repeat the procedure with *When* and *Who*. Help the class notice that we use the question word first, then the verb *to be* in the past, and then the subject to make questions. Refer students once again to the *Cool Grammar* box to check if the questions follow this pattern.

#### Answer Key

*Students' own answers*

#### Cool Mini Project

**Materials:** construction paper, markers and coloured pencils

Explain to students that they will write a sketchy diary with a friend. Tell them to pretend that they travelled together to different places in a hot-air balloon. Distribute construction paper and read the instructions aloud to check understanding. Explain to students that they need to fold the paper so that it looks like a card. Walk around the classroom offering help if necessary. Finally, divide the class into small groups. Encourage students from different groups to share their trip experiences with the whole class and show their diaries.

#### Values: Sharing past experiences with friends.

Talk with the whole class about the importance of sharing our past experiences with our friends. This surely contributes to strengthening bonds with our friends since it opens up possibilities for genuine interest and conversation.

## Wrap-up

Invite students to draw a picture of a trip they remember. Divide the class into pairs to ask each other about their trips: *Where were you? I was at the beach. When were you there? I was there last year. Who was with you? I was with my family.*

## SB page 77: Extra activity

Once students finish this lesson, you can ask them to do the *Extra Activity* for this unit in class. To check the exercise, ask volunteers to read out their answers.

## Answer Key

Complete the dialogues with a suitable form of **was** or **were**.

**Dialogue 1:** **1.** wasn't; **2.** was; **3.** were; **4.** were; **5.** were **Dialogue 2:** **1.** were; **2.** were; **3.** were; **4.** weren't; **5.** was

## SB page 100: Workbook

## Answer Key

### 1 Circle six countries and match them with the pictures.

Greece (picture of the Parthenon); England (picture of a double-decker bus); Egypt (picture of a mummy); Mexico (picture of a Mayan pyramid); Italy (picture of spaghetti on a plate); Canada (picture of a maple tree leaf); Peru (picture of a llama)

### 2 Unscramble and answer the questions.

**1.** Where was Angelina on Sunday? She was in Canada. **2.** Was Bono in Egypt on Monday? No, he wasn't. **3.** When were Bono and Angelina in Italy? They were in Italy on Wednesday. **4.** Were Bono and Angelina in Mexico on Friday? Yes, they were. **5.** Who was Angelina with on Wednesday? She was with

Bono. **6.** Where was Bono on Thursday? He was in Canada. **7.** When was Angelina in Greece? She was in Greece on Monday.

## SB pages 46 and 47

### Objectives

- To listen for specific information.
- To read a text to extract detailed information.
- To write a short paragraph about a dinosaur in Patagonia.
- To revise the Simple Past of *be*.

### Language:

- *My dogs weren't at home. Oh! What a shock!*
- *Their owner was happy with them.*
- *Triceratops was about twice the size of a rhinoceros.*

### Vocabulary:

- Adjectives of feelings and emotions  
Miscellaneous words: *neck, lizard, horns, meat-eaters, plant-eaters, wings, teeth, jaws*

## Warm-up

Invite students who are pet dog owners to put up their hands. Ask them: *What's your dog's name? What breed is it? Where do you think your dog is now? What's it doing? Can you describe your dog? Is it well-behaved or is it a naughty dog?*

### 1 Unscramble the first line of the stanzas.

Elicit the basic elements in a sentence and write them on the board: *Subject + verb + complement*. Then write *was / the / cat / in / garden / the*. Invite students to help you write the words in the correct order: *The cat was in the garden*. Divide the class into pairs to unscramble the sentences in the song. Do not check answers at this stage.

### 2 Listen and check your answers above.

Play track 28 for students to check their answers.

## Track 28

Penny and Pat are two naughty dogs.  
They like chasing birds and frightening frogs.  
They bark all day and gobble their food.  
Yes, Penny and Pat are very rude.

And yesterday morning at seven o'clock,  
My dogs weren't at home—Oh! What a shock!  
Where was Penny and where was Pat?  
They weren't next door scaring the cat.

My dogs weren't at the bakery at ten,  
But their paw prints were, and then, and then...  
They weren't at the toy shop or outside the bank, and  
They weren't at the pet shop or at the taxi stand.

I am at the butcher's now, and it's half past three,  
And on the steps of the shop, what do I see?  
Penny and Pat are chewing a bone.  
Home! You naughty dogs. Home! Home! Home!

### Answer Key

Penny and Pat are two naughty dogs. / And yesterday morning at seven o'clock, / My dogs weren't at the bakery at ten, / I am at the butcher's now, and it's half past three,

### 3 Correct the sentences.

Ask students to correct the sentences about the song. Then they correct their answers in pairs.

### Answer Key

1. Penny and Pat bark all day. 2. Penny and Pat are very rude. 3. They weren't at home yesterday at seven. 4. They weren't at the pet shop. 5. The dogs were at the butcher's. 6. Their owner wasn't happy with them.

### 4 Find the words in the text and underline them.

Ask students to read the text silently and underline the words in the box. Circulate around the classroom, offering help with vocabulary and checking the activity.

### Answer Key

**Opening paragraph:** lizard; plant- eaters; meat- eaters **Tyrannosaurus Rex:** jaws, teeth;

**Triceratops:** horns; **Brachiosaurus:** neck;  
**Pterodactyls:** wings, meat- eaters

### 5 Read *Dino World* again and mark the sentences T for true or F for false.

Students re-read the text and write their answers next to the sentences. Check with the whole class.

### Answer Key

1. T; 2. F; 3. F; 4. T; 5. F; 6. T; 7. T

### 6 Look up information about a dinosaur in Patagonia and write about it in your notebook.

Assign this activity as homework. Students look up the information (on the Internet or in Science books) and write a paragraph in their notebooks for the following week. Check students' work by asking them to hand in their notebooks at different stages during the week.

### Answer Key

Students' own answers

### Wrap-up

Play *Disappearing Text* using some sentences from the text in exercise 4, for example: *The Brachiosaurus was very \_\_\_\_\_. It wasn't \_\_\_\_\_ or dangerous.* Ask the class to try to remember the missing information and say it out loud.

## SB page 101: Workbook

### Answer Key

#### 1 Imagine you were on holiday last week. Where were you? Write sentences and draw pictures.

Students' own answers

#### 2 Use your sentences above to write a postcard to your friend Alvin. Tell him everything you did last week.

Students' own answers

**SB pages 48, 49, 50 and 51**

 **Warm-up**

Play *Bingo!* to revise vocabulary from Units 4 and 5. Design different Bingo cards (one per student) containing the words and distribute them. Also make cards with all the words in the Bingo cards. Put them in a bag and shuffle them to play *Bingo!* in the traditional way with the class.

**1 Play Intergalactic Battle.**

Divide the class into groups. Give each group a dice and counters in different colours to their members. Tell them to use one book to play this game. Students take turns rolling their dice and advancing the corresponding number of spaces. They follow the instructions on the blue or green boxes: asking / answering questions or performing an activity. If their spaceship gets hit by landing on certain spaces, they either miss a turn or need to return to Start. Monitor and help if needed. The first student in each group to reach *Finish* is the winner.

**2 Look at the pictures and answer the questions.**

Ask the class what time it is in the picture: *It's 5:50*. Elicit the other times in the scene: *6 p.m.*, *6:30 p.m.* and *7:00 p.m.* Point out the names on the arrows: *Mr Jackson*, *Mrs Zirkel*, *Billy*, *Suzie* and *Josh*. Explain that the scene shows clues about what the people are going to do. Have students focus on Mr Jackson and answer the question: *He's going to travel to London*. Then students continue working individually. Check answers with the class.

 **Answer Key**

- 1.** He's going to travel to London. **2.** Yes, he is.  
**3.** They're going to eat something. **4.** He's going to see a film at 6:30 p.m. **5.** No, he isn't.

**3 Interview a friend about his / her plans for tomorrow.**

Have students work in pairs and use the prompts to ask each other questions about their different plans for tomorrow. Elicit the first question: *What are you going to do after school?* Monitor and help if needed.

 **Answer Key**

*Students' own answers*

**4 Look at the table and complete the sentences with was(n't) or were(n't).**

Direct students' attention to the first line on the table. Ask about the time and the characters: *It's twelve o'clock. They're Joey and Chelsea*. Then say: *two o'clock, Chelsea*. Encourage a volunteer to say the corresponding sentence: *At two o'clock, Chelsea was at the museum*. Have students complete the sentences in their notebooks. Check answers with the whole class.

- 1.** wasn't; **2.** was; **3.** weren't; **4.** were; **5.** weren't

**5 Look at the pictures. Ask and answer questions in the past.**

Have students look at the pictures. Read out the example and elicit the answer: *Yes, he was*. Ask students to write this answer in their notebooks and continue writing questions and answers with the prompts given. To check, have different students write the questions and answers on the board.

 **Answer Key**

- 1.** Was he thirsty yesterday? Yes, he was. **2.** Was he bored yesterday? No, he wasn't. **3.** Was she sleepy yesterday? No, she wasn't. **4.** Was she hot yesterday? Yes, she was.

**6 Compare the computers using some of the adjectives in the box.**

Have students look at the details about two different models of computers: A and B. To aid

comprehension, ask: *How old is computer A? How heavy is computer B? How much is computer A? Is computer A's screen size bigger than computer B's?* Then elicit a possible way to complete the first sentence using one adjective in the box, for example: ... *older than computer B*. Finally, students write more comparative sentences. Invite different volunteers to share their ideas.

### 🔑 Answer Key

Answers will vary.

### 🍎 Wrap-up

Ask the class to say the superlative forms of the adjectives in exercise 6: *biggest, cheapest, smallest, lightest, newest, oldest, most expensive, heaviest*.

## ⚙️ Project Work 2: A Cool Trip

### 1 Read the postcard and circle the correct option.

Direct students' attention to the box on the left. Explain that a postcard usually has six parts. Read out each part for students to identify it, for example: *Greeting – We begin by saying hello*. Help students understand why each part is important: *What happens if we forget to write the closing or the sender's name? Is there any problem if the postcard doesn't have a stamp?* Elicit who the sender is: *Dave*. Explain that the options in bold can change the message. Invite students to read the postcard silently and circle their choices. Then have them copy their postcards into their notebooks. To check, ask volunteers to read out different parts.

### 🔑 Answer Key

1. last; 2. excited; 3. were; 4. scared; 5. tired

### 2 Choose one of these places. Imagine you were there yesterday and mark (✓) your options.

Focus students' attention on the three pictures in the first row. Write on the board: 1. *What*

*place is it? 2. What can you do there? 3. What can you see there? 4. What's the weather like?* Divide the class into pairs. Students choose a place to visit and answer the questions for that place. Check answers with the class and invite volunteers to give reasons for their choices. Next, explain that the pictures below the first ones were taken yesterday. Invite volunteers to describe them: *The children were excited. The girl was bored*. Students imagine that yesterday they were at the place they chose previously and decide if they were there with friends or family, if they were excited or bored, and if there were animals or hot-air balloons. Have students mark their favourite options.

### 🔑 Answer Key

Students' own answers

### 3 Now write a postcard to a friend on a separate sheet of paper. Use some of these words and phrases and your options above.

Elicit and write the parts of a postcard on the board with this information:

*Greeting – Hello / Hi (name of a friend),*

*Body – Where were you? When were you there? Who was with you? Were you excited or nervous?*

*Closing – How do you want to end the postcard? Write soon! / Take care!*

*Sender's name – Write your name.*

*Stamp – Design a stamp.*

*Address – Where does your friend live?*

Divide the class into pairs. Distribute blank sheets of paper (one per student). Have students use the guide on the board to write a postcard to their partners with the options they marked. Suggest using exercise 1 as a model and remind students to draw a stamp. Ask pairs to exchange postcards, read them and report their partners' experience yesterday. Collect all students' postcards and check them when you can afford the time.

### 🔑 Answer Key

Students' own answers

## SB pages 52 and 53

### Objectives

- To identify some wild animals.
- To warn people about dangerous situations.
- To introduce the affirmative form of *There be* in the Simple Past tense.
- To describe a picture using *There was* and *There were*.
- To listen for specific information.
- To complete an email to a friend.

### Language:

- *There was (a lion) under a tree.*
- *There were (two hippos) in the lake.*

### Vocabulary:

- Wild animals: *monkey, giraffe, zebra, hyena, vulture, hippo, lion, snake, rhino, crocodile, elephant*



### Warm-up

Bring to the class pictures of the animals presented in this lesson. As you show them, say their names to model pronunciation and write them on the board. Then read out these descriptions for students to identify the animals: *It's black and white (zebra). It can fly (vulture). It's the king of the jungle (lion). It's funny and it looks like a person (monkey). It can swim and has got sharp teeth (crocodile). It's big, grey and strong (elephant). It has got a long neck (giraffe). It looks like a big pig and its legs are short (hippo). It's grey and it has got a horn (rhino). It can't walk because it hasn't got any legs (snake).* Finally, invite some volunteers to say a characteristic of an animal for the class to guess.

### 1 Complete the words with the groups of letters below.

Now, have the class open their books at page 52, exercise 1. Ask students what the hyenas

have got in their hands: *Animal masks*. Direct students' attention to the letters in the box. Explain that they must be used to complete the words below. Have students do the activity on their own. Do not check answers yet.

### 2 Listen and check your answers above.

Play track 29 for students to check their answers in exercise 1. Divide the class into pairs. Ask students in each pair to take turns choosing an animal and spelling it out for their partners to write it down. Encourage pairs to repeat the procedure with all the remaining words.

### Track 29

**Narrator:** One. L-I-O-N, lion  
 Two. M-O-N-K-E-Y, monkey  
 Three. G-I-R-A-F-F-E, giraffe  
 Four. Z-E-B-R-A, zebra  
 Five. S-N-A-K-E, snake  
 Six. R-H-I-N-O, rhino  
 Seven. H-I-P-P-O, hippo  
 Eight. V-U-L-T-U-R-E, vulture  
 Nine. C-R-O-C-O-D-I-L-E, crocodile  
 Ten. E-L-E-P-H-A-N-T, elephant

### Answer Key

1. lion; 2. monkey; 3. giraffe; 4. zebra; 5. snake;
6. rhino; 7. hippo; 8. vulture; 9. crocodile;
10. elephant

### 3 Listen and follow along. Then act out a different situation with a friend.

Focus students' attention on the scenes. Ask: *Where are the children? Who's in the back seat of the car? How do the children feel?* Play track 30 for students to follow along with the dialogue. Then get them to work in pairs and write a dialogue for a different situation. Write the following on the board: – *Look!* – *Come on! You're kidding me.* – *I'm not.* Encourage

students to role-play their dialogues using body language. Monitor the activity and help if necessary. Finally, invite some volunteers to act out their dialogues for the class.

### Track 30

**Boy:** Look! A lion!

**Girl:** Come on! You're kidding me.

**Boy:** I'm not. Look!

**Everybody in the car:** Aagh!



### Values: Warning people about dangerous situations.

Now direct students' attention to Joey, at the bottom of the page, and read out the text in the speech bubble. Help students reflect on the importance of warning people about dangerous situations by discussing these questions: *Why do you think it's important to warn others about dangerous situations? What happens if you don't do so?*

### Cool Grammar

Refer students to the *Cool Grammar* box. Focus on the first sentence and ask: *What was there in the car? (A lion.) Where was the lion? (In the back seat of the car.) Was there a giraffe in the car? (No, just a lion.)* Encourage students to add a past time reference they learnt in unit 4 and ask: *When was the lion in the car? (Yesterday.)* Repeat the same procedure with the second sentence encouraging students to recognise the difference between the singular form (*There was*) and the plural form (*There were*). Finally, elicit when to use *There was / There were*: *When we want to express the existence (or presence) of something somewhere in the past.*

## 4 Listen and match the animals with the corresponding numbers.

Explain to students that they will listen to people playing a game. Encourage volunteers to name the animals in the pictures. Play track 31 and have students match the animals with the corresponding numbers. Check answers with the whole class.

### Track 31

**Lyz:** Look, I have the photo from the Safari Park. Let's play! Guess what animals I'm talking about!

**Paul:** OK, I'm ready!

**Cool-3:** Me too!

**Lyz:** There were two in the lake...

**Paul:** I know, there were two hippos in the lake.

**Lyz:** Yes! There was one next to the hippos.

**Paul:** Hmm, let's see... There was one crocodile next to the hippos.

**Lyz:** Very good! There were two under the tree.

**Cool-3:** Lions! There were two lions under the tree. And there was one bird between them!

**Lyz:** Yes! There were three behind the plants!

**Paul:** Three? I can't remember!

**Lyz:** They look like dogs, and they laugh a lot...

**Cool-3:** Hyenas! There were three hyenas behind the plants!

**Lyz:** Very good! There were four in the tree.

**Paul:** That's easy! There were four monkeys in the tree. I win!

### Answer Key

**one:** crocodile, bird; **two:** hippos, lions;

**three:** hyenas; **four:** monkeys

## 5 Listen again and draw the animals in the picture.

Play track 32 and invite students to draw the animals in the correct places in the picture. Check and repeat the track if necessary. Then have students draw and colour the picture.

## Track 32

**Lyz:** Look, I have the photo from the Safari Park. Let's play! Guess what animals I'm talking about!

**Paul:** OK, I'm ready!

**Cool-3:** Me too!

**Lyz:** There were two in the lake...

**Paul:** I know, there were two hippos in the lake.

**Lyz:** Yes! There was one next to the hippos.

**Paul:** Hmm, let's see... There was one crocodile next to the hippos.

**Lyz:** Very good! There were two under the tree.

**Cool-3:** Lions! There were two lions under the tree. And there was one bird between them!

**Lyz:** Yes! There were three behind the plants!

**Paul:** Three? I can't remember!

**Lyz:** They look like dogs, and they laugh a lot...

**Cool-3:** Hyenas! There were three hyenas behind the plants!

**Lyz:** Very good! There were four in the tree.

**Paul:** That's easy! There were four monkeys in the tree. I win!

### Answer Key

Students draw: two lions under the tree and one bird between them; four monkeys in the tree; two hippos in the lake and one crocodile next to them; three hyenas behind some plants.

## 6 Compare your picture with a friend's.

Have students work in pairs and take turns describing their pictures. Encourage them to add some extra information to their sentences: *There were two purple hippos in the blue lake. There was a yellow bird between the lions.* Pairs can refer to the example dialogue as a model.

### Answer Key

Students' own answers

## 7 Complete Paul's email.

Have students focus on Paul's email and brainstorm the characteristics of emails: *short message, greeting, closing, body, sender's name.* Invite a volunteer to read out the

beginning of the email. Elicit what Paul needs to do to complete his email: *Describe the animals at the Safari Park, include a closing and his name.* Encourage students to look at the picture in exercise 5 to write the email. Divide the class into pairs and have students check their work. Finally, invite volunteers to read aloud their emails.

### Answer Key

Students' own answers

### Wrap-up

Play a *Dice Game* with the class. Bring to class two dice (each dice in a different colour, if possible). Assign the categories *Animals* and *Words* to each dice and examples of these categories to each number on the dice. Write these words on the board: *Animals: 1. hippo; 2. vulture; 3. rhino; 4. zebra; 5. crocodile; 6. snake / Words: 1. preposition; 2. can, 3. has got; 4. hasn't got; 5. was; 6. can't*

Divide the class into small groups. Roll the dice and say out loud what the two numbers are. Have groups make a sentence according to dice roll, for example: *1, 2: A hippo can swim.* Award a point to the first group to finish a sentence correctly. Repeat the procedure several times. The team with the most points wins the game.

## SB page 102: Workbook

### Answer Key

#### 1 Count the animals and write the numbers.

2 zebras; 1 elephant; 1 giraffe; 1 hippo; 5 lions; 6 monkeys; 3 rhinos; 9 snakes; 8 vultures; 1 crocodile

#### 2 Write sentences about the animals with *There was / were.*

1. There were two zebras. 2. There was an elephant. 3. There was a giraffe. 4. There was a hippo. 5. There were five lions. 6. There were six monkeys. 7. There were three rhinos. 8. There

were nine snakes. **9.** There were eight vultures.  
**10.** There was a crocodile.

## SB pages 54 and 55

### Objectives

- To revise vocabulary related to wild animals.
- To compare the presence of different animals in a scene at different times in the past.
- To introduce *Yes / No* questions with *There be* in the Simple Past tense.
- To introduce the negative form of *There be* in the Simple Past tense.
- To write about souvenirs in a shop.

### Language:

- *There was an elephant. There were four zebras.*
- *Was there a hippo? Yes, there was. / No, there wasn't.*
- *Were there two lions? Yes, there were. / No, there weren't.*
- *There wasn't anything. There weren't any stickers.*

### Vocabulary:

- Wild animals (revision)
- Gifts and souvenirs: posters, rulers, bookmarks, stickers, stuffed toys, key rings, T-shirts

### Warm-up

Have students open their books at page 54, exercise 1 and tell them these are two pictures of a zoo yesterday. Divide the class into two teams: *Afternoon* and *Evening*. Remind students to focus on their picture only. Name different animals one at a time and have teams write the animal and the corresponding number in their notebooks. Check answers, encouraging different students in each team to use complete sentences. Teacher: *Hippo / Student from team 1: There were two hippos in the afternoon. Student from team 2: There was only one hippo in the evening.*

### 1 Look at the picture and write **A** for **afternoon** or **E** for **evening**.

Have students read the sentences and write A if they refer to the afternoon picture or E if they

refer to the evening one. Check answers with the class.

### Answer Key

**1.** A; **2.** A; **3.** E; **4.** A; **5.** E; **6.** E

### 2 In your notebook, write some more sentences for each picture.

Have students look at the pictures in exercise 1 again and write some more sentences about them in their notebooks. Divide the class into pairs and ask students to exchange notebooks to check their classmate's sentences. Monitor the activity and help if necessary.

### Answer Key

**Afternoon:** There was a rhino. There were three giraffes. There was a crocodile. There were four monkeys. There were three lions. There was a snake. There were five vultures. **Evening:** There were three snakes. There were two crocodiles. There was a zebra. There were five lions. There were three rhinos. There was a hippo. There were two elephants.

### Cool Grammar

Now direct students' attention to the *Cool Grammar* box. Ask volunteers to read out the questions and answers. Elicit the form and use of the interrogative *Was there...? / Were there...?* and the affirmative and negative answers: *We use Was there...? / Were there...? to check the existence or presence of something somewhere in the past. And we answer them: Yes, there was. / No, there wasn't. (singular form) or Yes, there were. / No, there weren't (plural form).*

### 3 Work in pairs and guess the picture.

Invite two volunteers to read the example dialogue aloud. Divide the class into pairs and encourage them to ask and answer questions to identify the corresponding picture.

## Answer Key

Students' own answers

### Cool Grammar

Refer students to the *Cool Grammar* box. Help them understand the use and meaning of *There wasn't anything*. Explain that in English we cannot use a double negative form. Then proceed to explain: *There weren't any stickers*. The reason in this case is exactly the same: *We cannot use a double negative form in English*. So, to express lack of something we say: *There wasn't anything. / There weren't any... (plural noun)*.

## 4 Listen and follow along.

Draw students' attention to the pictures in the story and elicit the items that the boy and the robot are talking about. Play track 33 for students to follow the story in their books. Divide the class into pairs. Write these sentences on the board. Students discuss if they are true or false:

1. *They were at a souvenir shop.* 2. *The robot thinks that there wasn't anything at the shop.* 3. *The boy thinks that there were many cool souvenirs at the shop.* 4. *There was a book, three toy rhinos and a T-shirt in the boy's bag.*

Check answers and invite students to correct the sentences.

## Answer Key

1. T, 2. F, 3. F, 4. F

### Track 33

**Boy:** There wasn't anything at the souvenir shop. There weren't any posters... there weren't any bookmarks and there weren't any rulers. There weren't any stickers. There weren't any key rings.

**Cool-3:** What's in the bag, then?

**Boy:** This? Oh, they're presents.

**Cool-3:** Presents?

**Boy:** Yes! A book for my dad, three toy hippos for my sister and a T-shirt for my mum.

## 5 Write sentences about the shop above.

Ask questions about the story: *Were there any souvenirs at the shop? Were there any books? Were there any rulers at the souvenir shop?* Encourage volunteers to use complete sentences to answer. Then point to the pictures in exercise 5 to elicit the names of the items and have students write sentences about the gifts at the souvenir shop.

## Answer Key

1. There weren't any rulers. 2. There weren't any posters. 3. There weren't any key rings. 4. There weren't any bookmarks. 5. There weren't any stickers.

## 6 In your notebook, write about the souvenir shop in a museum you visited yesterday.

Elicit some items students can buy at a souvenir shop in a museum and write them on the board. Help with vocabulary if necessary. Then have students complete the paragraph in their notebooks. Encourage some volunteers to read out their complete paragraphs.

## Answer Key

Students' own answers

## Values: Remembering people we love when we are away and buying them gifts.

Read out the text in Chelsea and Joey's speech bubble. Ask students if they buy souvenirs or presents for their family and friends. Encourage them to reflect on how important it is to show people you love that you think about them when you are away. Ask: *Do you like receiving gifts when your family or friends come back from a trip? How does that make you feel? Do you like buying presents for them when you are away? Why?*

## Wrap-up

Give an example of something that was quite ordinary at school when your parents were

ten years old: *There were (ink pots) at school when my parents were ten.* Brainstorm a list of objects you can find at school these days and write them on the board. Ask students to discuss in pairs whether the items on the board existed when their parents were school children, for example: *There were notebooks but there weren't any smartphones.*

### SB page 78: Extra activity

Once students finish this lesson, you can ask them to do the *Extra activity* for this unit in class. To check the exercise, ask volunteers to read out their questions and answers.

#### Answer Key

**1.** Was there, there was; **2.** Were there, there weren't; **3.** Was there, there wasn't; **4.** Were there, there were

### SB Page 103: Workbook

#### Answer Key

#### 1 Circle seven mistakes in the pictures.

Students circle the plane, the phone, the computer, the calculator, the bicycle, the hamburger and the fizzy drink.

#### 2 Describe the mistakes.

**1.** There weren't any cars in prehistoric times. (Then in any order) **2.** There weren't any planes (in prehistoric times). **3.** There weren't any phones (in prehistoric times). **4.** There weren't any hamburgers (in prehistoric times). **5.** There weren't any bicycles (in prehistoric times). **6.** There weren't any computers (in prehistoric times). **7.** There weren't any calculators (in prehistoric times). **8.** There weren't any fizzy drinks (in prehistoric times).

### SB pages 56 and 57

#### Objectives

- To introduce some past time expressions.
- To introduce the Simple Past tense of regular verbs.
- To read about life stories.
- To read for specific information.
- To write about the story of someone's life.

#### Language:

- *Past time expressions: yesterday, three years ago, last year, in 2010, when I was 26 years old, etc.*
- *Eleven years ago, I decided to change jobs.*
- *She didn't like her job very much.*

#### Vocabulary:

- Regular verbs: *arrive, end, finish, learn, rain, start, stop, work, move, decide, hate, like, etc.*

#### Warm-up

Write *Past expressions* on the board and encourage students to brainstorm the phrases they already know from the previous unit: *last week, half an hour ago, yesterday, on Sunday morning, etc.* Revise the meanings of *last* and *ago* and their positions in the expressions. Then invite students to order the phrases they mentioned chronologically.

#### 1 Listen and repeat these past time expressions.

Invite students to open their books at page 56, exercise 1. Play track 34, making pauses after each expression for students to repeat them. Then point to different expressions on the book and ask volunteers to say the phrases out loud.

#### Track 34

**Narrator:** Yesterday. Yesterday / Eleven years ago. Eleven years ago / Last year. Last year / Three years ago. Three years ago / In 2010. In 2010 / Last week. Last week / In 1976. In 1976 / When I was 26 years old. When I was 26 years old.

## Cool Grammar

Direct children's attention to the *Cool Grammar* box. Explain that the verbs in the list are in the Simple Past form. Take this opportunity to model the pronunciation of the past endings for the first time. Encourage students to identify the verb that changes its form (*have*) in the past. Explain that this is an irregular verb but it's necessary to learn it now as it will appear in the exercises in this lesson. Then focus students' attention on the regular verbs and elicit their forms: *Regular verbs are verbs that end in -d or -ed in the Simple Past tense. We use the Simple Past to talk about actions that began and ended in the past.*

### 2 Read about Joey's father life story. Underline the verbs in the past.

Now direct students' attention to the photo and ask: *Do you recognise this place? (The Sydney Opera House) Where is it? (In Australia).* Remind students that Joey is Australian. Read the first line and the example. Then give students some time to read the text and underline the rest of the verbs in the past. Finally, check by inviting some volunteers to read out parts of the text and mention the verbs they have underlined. Model and check pronunciation of the regular past endings. Lay emphasis on the fact that *have, be* and *be born* are examples of irregular verbs because their past forms are respectively: *had, was / were* and *was / were born*.

#### Answer Key

was born, had, wasn't, was, decided, lived, worked, liked, decided, was born, started, moved, rained, arrived, stopped, finished

### 3 Listen and repeat.

Now focus students' attention on the pronunciation of the past regular endings. Explain the difference between the sounds /t/ and /d/

by saying that the sound /t/ is voiceless because the vocal cords don't vibrate and /d/ is voiced because they vibrate when you make the sound. Invite the class to touch their throats to feel the difference. Then explain that the regular past ending is pronounced /ɪd/ when the final sound of the infinitive verb is /d/ or /t/. Play track 35 for students to listen and repeat the different regular verbs in the past.

### Track 35

**Narrator:** /t/ stopped, finished, worked, learned, liked

**Narrator:** /d/ arrived, rained, played, lived, moved

**Narrator:** /ɪd/ started, ended, hated, decided

## Cool Grammar

Refer students to the *Cool Grammar* box. Read out the examples and ask how we form negative sentences in the past: *We use the auxiliary didn't with all persons.* Point out that we use the base form of the verb after *didn't*: *didn't + base form of the verb.*

### 4 Now complete Chelsea's mother life story. Write the verbs in brackets in the correct form.

Encourage the class to identify the place in the picture in the same way as in exercise 2. Read out the title and explain the meaning of *in a nutshell*: briefly. Tell students to write the verbs in brackets in the Simple Past tense. To check, have some volunteers read out parts of the text with their answers and write the verbs on the board to check spelling. Correct the pronunciation of the past endings of the regular verbs if necessary.

#### Answer Key

1. was born; 2. worked; 3. didn't like;  
4. stopped; 5. married; 6. had; 7. didn't rain;  
8. was born; 9. was; 10. had; 11. moved;  
12. didn't like; 13. was

## 5 Re-read the texts in exercises 2 and 4. True (T) or false (F)?

Invite students to read the texts in exercises 2 and 4 again to decide if the sentences are true or false. To check, get some volunteers to read out the sentences and encourage them to correct the false ones.

### Answer Key

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

## Cool Mini Project

**Materials:** construction paper, magazines, coloured pencils

Ask students to think of a person they admire and write a brief story of their life on a separate sheet of paper. First, tell them to brainstorm the most important events. Monitor the activity and help with vocabulary if necessary. Encourage students to use past time expressions and connectors in their texts, and use the stories in this lesson as models. Have students exchange their texts for peer correction. Finally, they fold the construction paper in half and glue their writings on one side and on the other, they add photos from magazines and draw pictures to illustrate their stories. Invite some volunteers to show their scrapbooks and read out their texts for the whole class.

### Wrap-up

Ask students to write sentences about Joey's father and Chelsea's mother. Then invite students to work in pairs and read the sentences aloud for their partners to guess who they refer to. Tell them to start their sentences by replacing the subject for *This person ...*, for example: *This person moved from Melbourne to Sydney. (Joey's father)*

## SB page 104: Workbook

### Answer Key

#### 1 Complete these sentences about the past.

1. I finished; 2. worked; 3. classes finished; 4. it rained; 5. hated, liked; 6. stopped

#### 2 Turn these sentences into the negative.

1. He didn't have an old car last summer.
2. We didn't arrive at the airport on time.
3. I didn't like the American film (at all).
4. She didn't visit her grandparents two days ago.
5. It didn't rain a lot in California yesterday.

## SB pages 58 and 59

### Objectives

- To introduce *Yes / No questions* in the Simple Past tense.
- To listen to an interview for specific information.
- To ask and answer some interview questions.
- To revise some *Wh-words* and word order in questions.

### Language:

- *Did you visit the museum yesterday? Yes, we did. / No, we didn't.*
- *What did you do yesterday? I played basketball.*
- *Where did you play basketball? At the school gym.*

### Vocabulary:

- Regular verbs: *learn, play, study, miss, finish*
- Wh-words: *when, where, who, why, what*

## Warm-up

Write on the board: *Last Sunday, I...* Ask a student to complete the phrase, for example: *Last Sunday, I visited my grandparents.* Repeat what he or she said and add a new activity: *Last Sunday, I visited my grandparents and I chatted with friends.* Get a volunteer to repeat both activities and add a new one. Continue working like this with the rest of the class until one of the students fails to remember one of the activities.

### 1 Discuss in class.

Divide the class into pairs and have students discuss the questions. Finally, get some pairs to share their answers with the whole class.

## Cool Grammar

Refer students to the *Cool Grammar* box and have some volunteers read out the examples. Ask how we make *Yes / No questions* in the Simple Past: *We use the auxiliary Did + subject + the base form of the verb.* Then focus students' attention on the form of the auxiliary in the answers: *did* in affirmative answers and *didn't* in the negative ones. Point out that the use of the auxiliary *did* (and its negative form *didn't*) is the same for all persons when making questions or answering them.

### 2 Listen and read. Complete with *did* or *didn't*.

Have the class look at the picture and tell you where the children are and what they are doing. Explain to students that they are going to listen to an interview. As students listen in, they must write *did* or *didn't* in the blanks provided. Play track 36 for students to do the exercise and play it again to check their answers. Finally, invite volunteers to read out different parts of the interview to check.

## Track 36

**Reporter:** Hi, children! Can I ask you a few questions?

**Boy:** Yes! Go ahead!

**Reporter:** Did you visit the Natural History Museum this morning?

**Boy:** Yes, we did.

**Reporter:** And did you like it?

**Girl:** Yes, we did. It was great!

**Reporter:** Did it rain when you were on the bus this morning?

**Girl:** No, it didn't. It was only a bit cloudy.

**Reporter:** And finally, did you have a snack or something?

**Boy:** No, we didn't. We didn't have time for a snack. We're very hungry now!

### Answer Key

1. Did; 2. did; 3. did; 4. did; 5. Did; 6. didn't; 7. did; 8. didn't; 9. didn't

### 3 Write four questions beginning with *Did* and interview a friend.

Have students write four *Yes / No questions* using the Simple Past tense. Draw students' attention to the example dialogue. Then they work in pairs and use their questions to interview each other. Monitor the activity and help if necessary. Invite some volunteers to report their classmates' answers to the class, for example: *(Maria) walked to school yesterday.*

### Answer Key

*Students' own answers*

### Values: Sharing our everyday life experiences with friends.

Invite a volunteer to read Joey's speech bubble aloud. Remind students of this important value. Students discussed a similar value in Unit 2, when they talked about sharing some free time with friends.

**Cool Grammar**

Refer the class to the *Cool Grammar* box and read out the example questions. Read the questions again without the question words. Explain that we make Wh-questions in the Simple Past tense by simply adding Wh-question words before the structure of *Yes / No questions*, for example: *(Where) did you eat last night?*. Take this opportunity to elicit and revise some Wh-words: *What word do we use at the beginning of a question to ask about people / time / reason, etc?* Write some questions on the board as examples.

**4 Complete this dialogue with the correct Wh-words below. Then listen and check.**

Now have students complete the dialogue with the corresponding *Wh-words*. Point out that they should pay special attention to the answers for help. Then play track 37 to check.

**Track 37** 

**Jason:** What did you learn at school yesterday, Lou?

**Lou:** Um... , we learned about the solar system. Why did you miss classes, Jason?

**Jason:** Because I was sick. I had a stomachache. Nothing serious, fortunately.

**Lou:** OK. It's good to hear that. Do you know what we did after classes? We played football!

**Jason:** Oh, you did? And where did you play?

**Lou:** At the school playground. It was good fun! When did you miss classes last week?

**Jason:** I didn't. You did!

**Lou:** Oh, you're right. Last week I had a stomachache too. It was on Monday. Ha Ha!

 **Answer Key**

**1.** What; **2.** Why; **3.** where; **4.** When

**5 Unscramble the questions.**

Have students put the words in order to make questions. Monitor the activity and help if

necessary. To check, ask some volunteers to read out the questions.

 **Answer Key**

**1.** What time did school classes finish yesterday? **2.** Where did you live when you were a child? **3.** Why did you miss classes last month? **4.** When did you study for school yesterday?

**6 Now ask your friend the questions above.**

Get students to work in pairs to ask and answer the questions in exercise 5. Monitor the activity and help if needed.

 **Answer Key**

*Students' own answers*

 **Wrap-up**

Bring a ball to class and toss it to a volunteer. Invite him or her to say a Wh-question in the past and toss it back to you, for example: *What did he study?* Then say a related *Yes / No* question, for example: *Did he study English?* Toss the ball to another student to answer it: *Yes, he did. / No, he didn't.* Play again with another question and repeat the same procedure. Encourage students to use a variety of Wh-question words. Continue until all students have participated.

**SB page 105: Workbook** **Answer Key****1 Mark (✓) the correct title for the text.**

Aesop and His Fables

**2 Complete the answers or the questions.**

**1.** did; **2.** Did, like; **3.** They appreciated; **4.** When did; **5.** they did; **6.** When did, create

## SB pages 60 and 61

### Objectives

- To listen to a song for specific information.
- To organise vocabulary in mind maps.
- To read a text for specific information.
- To revise the Simple Past tense of *There be*.
- To revise the Simple Past tense of regular verbs.

### Language:

- *There was a zebra.*
- *There were hyenas.*
- *He disliked learning by mechanical repetition.*
- *He didn't always get good marks.*

### Vocabulary:

- Wild animals: *zebra, hyena, lion, leopard, vulture, baboon (revision)*
- Regular verbs: *show, dislike, like, learn, release*

### Warm-up

Divide the class into small groups. Spell out the following scrambled animal words for students in each group to write them in their notebooks: H-A-Y-E-N, Z-A-B-E-R, O-H-I-N-R and I-L-N-O. Circulate around the classroom, checking the activity and awarding a point to members in the groups for each correctly unscrambled word. The group with the most points wins the game.

### Answer Key

hyena, zebra, rhino, lion

### 1 Listen and write the corresponding letter.

With books closed, write these questions on the board: 1. *Where was the robot last night?* 2. *Where was the shadow?* 3. *Was there a lion?* 4. *What colour were the baboons' eyes?* Play track 38 for students to listen in and answer the questions in their notebooks. Then have them compare their answers in pairs. Ask students to open their books at page 60, exercise 1 and check answers by referring to the text.

### Answer Key

1. He was lost in a Safari Park. 2. It was behind a thick, dark tree. 3. Yes, there was. 4. They were red.

Have students name the animals in the picture. Play track 38 again and ask students to write the letter of the picture that corresponds to each line. Check answers with the whole class.

### Track 38

#### Chorus

I was lost in a Safari Park late last night.  
There were clouds and there was lightning  
flashing bright.

There was a shadow behind a thick, dark tree,  
And in the bushes there were wild animals  
looking at me!

There was a zebra and a giraffe.  
There were hyenas—Laugh! Laugh! Laugh!  
There was a lion with large paws,  
And there were leopards with big claws!  
There were vultures in the skies.  
There were baboons with red eyes!  
And I was in their home,  
And I was all alone!

#### Chorus

### Answer Key

b, a, c, f, d, e

### 2 Find three adjectives in the song and write them in the mind maps.

Elicit examples of words that describe a dog and write them on the board: *friendly, funny, black, brown, small, big, etc.* Explain that words used to describe something or somebody are *adjectives*. Write these words on the board: *giraffe, long* and *walk*. Ask students which word is an adjective and circle it: *long*. Invite students to find three adjectives in the song and write them in the mind maps. Check the activity by circulating around the classroom and observing students' choices.

### Answer Key

*Students' own answers*

### 3 Complete the mind maps with words that match the adjectives.

Write *small, sweet* and *new* on the board. Elicit what adjectives describe: *Things, people* and *places*. Add the word *car* next to each

adjective: *small car, sweet car and new car*. Ask which combination of words is incorrect: *sweet car*. Explain that some combination of words (like *sweet car*) do not match because they are meaningless. Ask students to work together to complete their mind maps with words that match their choices. Encourage learners to include words that are not in the song. Divide the class into small groups and invite students to compare their answers. Monitor the activity and offer help if necessary. Invite some volunteers to share their combination of words with the class.

### Answer Key

Students' own answers

#### 4 Read the extract and complete the card below.

Direct students' attention to the photo and ask them who the man is and what they know about him. Then invite them to read the text silently and complete the card. When students finish, have some volunteers read out their answers. Finally, ask: *Do you think Einstein was a typical student? How are you similar to Einstein?* Encourage students to use *good at* to talk about their strengths and *bad at* to refer to their weaknesses. Point out that we use nouns or verbs with *-ing* after *good at* and *bad at*, for example: *I'm good at (football) / (playing football)*.

### Answer Key

**Name:** Albert Einstein; **Date of Birth:** March 14, 1879; **Place of Birth:** Germany; **Good at:** thinking creatively and Maths; **Bad at:** following rules.

### Values: Understanding that we all have different skills and talents.

Read out the text in Joey's speech bubble and encourage the class to discuss: *Why do you think we all have different talents? Would it be better if we all could do the same things? Why? / Why not?* Read out the quotation below Einstein's photo and ask students what this famous scientist meant. Encourage students to imagine how they would have treated the scientist if he

had been their classmate as a child. *Is it OK to criticise others because they have different talents? Is it better to accept people the way they are? Why can this be difficult?*

#### 5 Answer these questions.

Have students read the text in exercise 4 again to answer the questions. Then get some volunteers to share their answers with the class to check.

### Answer Key

**1.** He was born in Germany on March 14<sup>th</sup>, 1879. **2** No, he didn't. **3** Yes, he did. **4.** He liked to read books that weren't for schools. **5.** He once released two bats during a lesson.

### Wrap-up

Ask students to think of some famous comics characters and choose one, for example: *Batman*. Get learners to write four sentences about what their characters are good and bad at. Divide the class into small groups. Have students in each group read out their sentences for his / her group members to identify the character, for example: *He is good at climbing but he is bad at flying. (Spiderman)*

## SB page 106: Workbook

### Answer Key

#### 1 Colour the pictures.

**Blue:** lettuce, carrot, grass; **Red:** steak, fish, chicken leg

#### 2 Read and underline the animals.

Lions, elephants, horses, giraffes, rhinos, hippos, zebras, leopards, cheetahs, hyenas, tigers, piranhas, chickens, crows, squirrels, domestic dogs, pigs

#### 3 Classify the animals from the text above.

**Vegetables:** elephants, horses, giraffes, rhinos, hippos, zebras; **Meat:** lions, leopards, cheetahs, hyenas, tigers, piranhas; **Vegetables and meat:** humans, chickens, crows, squirrels, domestic dogs, pigs



# Books! Books! Books!

## SB pages 62 and 63

### Objectives

- To identify some literary genres.
- To express different opinions politely.
- To introduce the Simple Past forms of some irregular verbs.
- To read a romance story for general and detailed information.

### Language:

- *I disagree. / I don't think so. / I agree. / I think... / I'm not sure. / You're right.*
- *They bought tickets for the cinema. / Greg thought Sharon was very beautiful.*

### Vocabulary:

- Literary genres: *romance, comedy, biography, mystery, fairy tale, horror, science fiction, comic, fable, myth*
- Irregular verbs: *be, buy, come, drink, eat, fall, find, get, go, have, know, make, meet, put, read, see, say, take, think, etc.*
- Adjectives: *great, boring, special, funny, huge, fantastic, etc.*
- Adverbs: *immediately, somehow, enthusiastically*



### Warm-up

Ask students how often they read for pleasure at home and invite them to mention their favourite books and give reasons for their choices. Bring to class pictures that represent the literary genres that appear in this lesson and stick them on the board: *biography, comedy, comic, fable, fairy tale, horror, mystery, myth, romance, science fiction*. The pictures can be covers of books that are representative of each literary genre. Read out the first definition from exercise 1 on page 62 (*A funny story*) and ask a volunteer to identify the corresponding picture on the board. When the student points to the picture, write the word next to it: *comedy*. Repeat the same procedure with the other pictures and definitions. Finally,

encourage the class to give examples for each genre.

## 1 Complete the literary genres and match them with the definitions. Then listen and check.

Direct students' attention to the words and definitions. Ask learners to complete the names of the genres and match them with the corresponding definitions. Play track 39 for students to check their answers. Write the genres on the board to check spelling.

### Track 39

**Narrator:** One. Romance

Two. Comedy

Three. Biography

Four. Mystery

Five. Fairy tale

Six. Horror

Seven. Science fiction

Eight. Comic

Nine. Fable

Ten. Myth

## Answer Key

**1.** romance: a love story; **2.** comedy: a funny story; **3.** biography: a record of a person's life; **4.** mystery: a story full of suspense; **5.** fairy tale: a story for children, usually with a witch and a princess; **6.** horror: a very scary story; **7.** science fiction: a fantasy story in the future; **8.** comic: a story with lots of pictures and dialogue; **9.** fable: a story with animal characters and a moral; **10.** myth: a story about gods and heroes in the past

## 2 Listen and complete the dialogue.

Analyse the picture with the class. Ask: *What has the first boy got in his hands? Do the other boys like the book?* Encourage some students to read out the expressions in the boxes.

Play track 40 and have the class complete the dialogue. To check comprehension, ask: *What expression can we use to introduce our opinion? (I think...)* *What expression do we use when we have the same opinion? (I agree.)* *What expression do we use when we don't have the same opinion? (I disagree.)* Explain the use of the other expressions. Invite students to work in pairs and read out the dialogue using other alternatives when possible.

### Track 40

**Boy 1:** I think *Nightmare House* is great!

**Boy 2:** I agree. I really like it.

**Boy 3:** I disagree. I think it's boring.

### Answer Key

I think; I agree.; I disagree.

### Values: Agreeing and disagreeing politely with others.

Take this opportunity to reflect on the importance of expressing our opinions politely. Explain the meaning of *politely*: *in a way that is kind to other people*. Encourage students to give examples of situations in which they may agree or disagree with others politely.

### 3 Write what you like / don't like. Share your opinions with a friend.

Tell the class to think about songs, films and TV programmes they like and don't like. Ask them to write their answers on the corresponding lines. Then have students work in pairs and use the expressions in exercise 2 to share their ideas. Monitor the activity and help if necessary. Finally, invite some volunteers to share their opinions with the class.

### Answer Key

Students' own answers

## Cool Grammar

Direct students' attention to the *Cool Grammar* box. Revise the use of the Simple Past tense with the class: *We use the Simple Past to talk about events that took place or finished in the past*. Remind students of the past endings of regular verbs and explain that the verbs in this list are irregular verbs and their form changes. Give the verb *have* as an example of an irregular verb since it was introduced in the previous unit. Then read the list aloud and ask students to repeat after you.

### 4 Read this extract from a romance story. Underline all the irregular verbs in the past.

Now invite students to read the romance story silently and underline the irregular verbs. Have some volunteers read the story aloud and mention the verbs. Finally, ask questions to check comprehension: *Where did Sharon and Greg meet? What did they have at the restaurant? Where did they go after the restaurant? Did they like each other?*

### Answer Key

met, was, made, bought, saw, went, ate, drank, had, took, knew, thought, had, fell, got, sent, read, said

### 5 Look at the *Cool Grammar* box. Complete the sentences below.

Tell students to complete the sentences using some of the irregular verbs from the *Cool Grammar* box. Ask them to compare their answers in pairs and finally, have some volunteers read the sentences aloud to check.

### Answer Key

1. saw; 2. met; 3. ate, drank; 4. knew; 5. fell

## **Wrap-up**

Play *Air Writing* with the past forms of some irregular verbs. Divide the class into groups. Ask a student in each group to write in the air an irregular form of a verb in the past for his / her group members to guess it.

## **SB page 107: Workbook**

### **Answer Key**

#### **1 Write your opinion.**

*Students' own answers*

#### **2 Complete the tables.**

**1.** buy; **2.** came; **3.** drank; **4.** eat; **5.** fell; **6.** found; **7.** get; **8.** went; **9.** knew; **10.** make; **11.** met; **12.** read; **13.** saw; **14.** said; **15.** take; **16.** thought

#### **3 Choose five verbs from the tables above and write sentences about you in your notebook.**

*Students' own answers*

## **SB pages 64 and 65**

### **Objectives**

- To read different stories for general and detailed information.
- To revise some *Wh-* questions using the Simple Past tense.
- To predict information.
- To write a summary of a story.
- To use some regular and irregular verbs in the Simple Past tense.
- To listen for specific information.

### **Language:**

- *He woke up in the middle of the desert.*
- *He didn't believe the boy.*
- *How did he feel? / Where did the boy appear?*

### **Vocabulary:**

- Regular and irregular verbs (revision)
- Nouns: *desert, sand dune, stone, miles, oasis, compass, outer space, doorknob, etc.*
- Adverbs: *suddenly*
- Adjectives: *dry, thirsty, boring, sticky, etc.*

## **Warm-up**

Say out loud *dessert* and *desert* and have a volunteer write these words on the board. Ask the class to identify the word that refers to a very dry place: *desert*. (*The other word refers to sweet food usually eaten at the end of a meal.*) Practise the pronunciation of the words chorally: *desert, dessert*. Then invite students to mention deserts they know in the world and say the country or continent where they are. Explain that deserts are not always hot and at night they can be very cold, but the plants and animals that live on them are adapted to the environment. Encourage the class to mention plants and animals that are in the desert and write them on the board: *scorpions, snakes, birds, cacti, spiders, etc.*

**1 Read the title only. What do you think the text is about?**

Invite students to read the title and say what they think the story is about. Accept all answers and write the ideas on the board: *The text is about a man who is lost in the desert.*

**Answer Key**

*Students' own answers*

**2 Read the text and write the questions.**

Ask students to read the text silently to check their ideas in exercise 1. Help with vocabulary if necessary. Then tell students to read the answers and write the corresponding questions. To check, invite some volunteers to write the questions on the board. Finally, ask: *Was the boy real? Who was he?*

**Answer Key**

**1.** Where did Fonos wake up? **2.** Where did the boy appear? **3.** How did Fonos feel? **4.** What did Fonos do / decide? **5.** What did the boy do / offer?

**3 What happened next? Tell a friend. Then listen and check your ideas.**

Have students work in pairs to predict what happened to Fonos. Monitor the activity and help if needed. Then play track 41 to check their ideas. Finally, encourage students to say what they think happens in the next part of the story.

**Track 41** 

**Narrator:** So he took out the stone, and suddenly the cobra disappeared in a cloud of sand, but his leg really hurt. Fonos smiled and drank water from the oasis. He fell asleep, and when he woke up, he put the stone on his leg.

**Answer Key**

*Students' own answers*

**4 Write a summary of the story.**

Analyse the characteristics of a summary with the class. Write these sentences on one side of the board:

- *It is much shorter than the original story.*
- *It includes all the most important ideas.*
- *It does not include many details.*
- *It is in the present tense.*

Read the sentences aloud and check comprehension. Then write on the board: *Fonos woke up in the middle of the desert.* Ask students to identify the most important information: *Fonos is in the desert.* Invite students to suggest another important idea: *He gives his water to a sick boy.* Then get students into pairs and ask them to continue writing the summary following the suggestions on the board. When they finish, they may exchange summaries with another pair for peer correction. Finally, invite some volunteers to read their summaries aloud.

**Answer Key**

*Students' own answers*

**Optional Activity**

Invite students to play *Making Sentences* with words related to the story. Divide the class into small groups and ask a volunteer in each group to say a word. Encourage the rest to take turns adding words at the beginning or end to make sentences, for example: *woke - woke up - He woke up - He woke up in - He woke up in the - He woke up in the desert.* The student who finishes the sentence can say period and start a new one.

## 5 Mark (✓) a cover for the book.

Have students look at the three covers and ask them to mark the best one for the book from which they have read a text in exercise 1. Then ask them to say which is the best and why.

### 🔑 Answer Key

The last cover

## 6 Fill in the blanks with the appropriate tense.

Write these questions on the board: *What does SOC mean? What do the people there do? Who is the commander? Who are the members of the crew?* Encourage students to read the text and find the answers. Check orally: 1. *Space Observation Center*; 2. *They look for intelligent life*; 3. *Lenny*; 4. *Becky, Simon and Lenny*. Direct students' attention to the verbs in the box and ask about the tense that is used in the story: *Simple Past*. Finally, invite them to read the text again and fill in the blanks with the verbs in the Simple Past tense. Do not check answers at this stage yet.

## 7 Listen and check your answers above.

Now, play track 42 and invite students to check their answers. Ask some volunteers to say the verbs and write them on the board to check spelling.

## Track 42 🎧

**Narrator:** Becky, Simon and Lenny worked at the Space Observation Centre (SOC). Every day, they looked for intelligent life. It was a boring job because nothing ever happened. One day, Simon arrived at the SOC. Everything was the same: no news from outer space. It was another normal day. Then, just before going home, Simon saw a yellow light on the computer. He called Becky and Lenny. They didn't know what was going on.

They checked the spaceship, but everything looked OK. They decided to call Mission Control. —Mission Control, this is SOC. Commander Lenny speaking. We need your help. Over. Nobody answered. Becky, Simon and Lenny went home.

The next day, Becky found a message on the computer: ⚡🔥👁️👁️👁️

'Oh, no. Look at the door!' said Simon. There was a green sticky substance on the doorknob. They decided to call Mission Control again. —Mission Control, this is SOC. Commander Lenny speaking. We need your help. Over.

## 8 Classify the answers and add two more verbs to each category.

Ask students to remind you of the rules for regular and irregular verbs in the past: *For regular verbs, we add -ed to form the past tense. With irregular verbs, the word can change in different ways.* Invite the class to look at the answers in exercise 7 and classify them. Encourage students to add two more verbs in each category, for example: *regular - worked, insisted; irregular - was, had*. Finally, check answers on the board by writing them.

### 🔑 Answer Key

**Regular:** looked, arrived, called, checked

**Irregular:** saw, went, found, said

**9 What do you think happened next? Write an ending for SOC. Then listen to the rest of the story.**

Invite some volunteers to retell different parts the story using the verbs on the board. Then tell the class to choose an ending for the story and write it down on the lines provided. Finally, play track 43 so that students can listen to the ending and check their answers.

**Track 43** 🎧

**Boy:** Hey, did you read 'SOC'?

**Girl:** Yes, I liked it a lot.

**Boy:** Please tell me the end. I read the beginning and I really want to know the end.

**Girl:** OK. What was the last part you read?

**Boy:** The last thing I read was that Simon found a green sticky substance on the doorknob.

**Girl:** Oh, then they turned back and found a little green creature smiling. At first they were scared, but the creature was nice to them. He pointed with one of his three fingers to the message on the computer. They deciphered the message together. It said: *I want to be your friend.* They spent hours with the creature, named LX-8, talking about his planet and what life is like there. Finally, they invited LX-8 to work with them at SOC and LX-8 invited his new friends to his planet.

**Answer Key**

*Students' own answers*

**Wrap-up**

Play *Spot the False Sentence* with the class. Invite students to write three sentences using information from the story on page 65: two true sentences and one false. Divide the class into groups and have students in each group take turns reading out their sentences for their partners to identify the false sentence.

**SB page 78: Extra activity**

Once students finish this lesson, you can ask them to do the *Extra activity* for this unit in

class. To check the exercise, ask volunteers to read their answers aloud.

**Answer Key**

**1 Complete the phone conversation with suitable words.**

1. did; 2. went; 3. What; 4. ate; 5. Did; 6. did; 7. think; 8. didn't

**SB page 108: Workbook**

**Answer Key**

**1 Solve the crossword puzzle with the past tense of the verbs.**

- Across:** 1. slept; 2. left; 3. liked; 4. cooked;  
**Down:** 1. sent; 5. ate; 6. studied; 7. drove

**2 Fill in the blanks with verbs from exercise 1.**

1. ate; 2. sleep; 3. sent; 4. left; 5. liked;  
6. studied; 7. cooked; 8. drove

**3 Answer the questions.**

*Students' own answers*

**SB pages 66 and 67**

**Objectives**

- To read some fables for general and detailed information.
- To write sentences describing the moral behind a story.
- To identify different parts of a book report.
- To write a report of a story.

**Language:**

- *He took his father's sheep to a mountain far away.*
- *The shepherd felt hungry.*
- *He did not like being there on his own*

**Vocabulary:**

- Regular vs. irregular verbs in the past (revision)
- Nouns: *disguise, flock of sheep, joke, shepherd, villager*

## Warm-up

Bring to class the pictures you used in lesson 1 to present literary genres and stick them on the board. Choose one and articulate the corresponding word without emitting a single sound. Ask students to look at the movement of your lips and identify the word. Repeat with some other literary genres.

### 1 Read the text and mark (✓ or X) the following sentences.

Invite a volunteer to read the sentences aloud. Then ask the class to read the text silently and mark the sentences. Check answers orally with the whole class.

### Answer Key

1. X; 2 ✓; 3. ✓

### 2 Read and listen. Underline the moral of the story

Direct students' attention to the picture of the boy and ask them about his job: *a shepherd*. Invite some volunteers to read out the morals below the text. Play track 44 and encourage students to follow along. Then tell them to identify and underline the moral. Check with the whole class.

## Track 44

**Narrator:** There was once a shepherd boy who lived on a farm. Every day he took his father's sheep to a mountain far away. He did not like being there on his own. He was very bored. One day he thought, 'I want to have some fun. I am going to call *Wolf! Wolf!* People are going to come to help me!' So the boy called *Wolf! Wolf!* and everybody ran to help him.

When they came, he just said, 'There is no wolf. It was just a joke. Go back to the village. Ha! Ha! Ha!' The shepherd boy called *Wolf!* two more times. When the villagers arrived, he laughed and said there was no wolf.

One day, however, the wolf *did* come. 'Help! Help! The wolf is here!' called the boy. But somebody in the village said, 'He just calls us for fun. There is no danger. Let's stay here.' So nobody went to help him and the wolf killed all the sheep.

### Answer Key

3 If we tell lies, nobody believes us when we tell the truth.

### 3 Read one of these fables and tell it to a friend.

Divide the class into pairs and have students in each pair read one of the two fables. When they finish, encourage them to read the fable again and underline the most important ideas. Ask them to take turns to tell their stories to their partners. Finally, get them to say which fable they liked most.

### Answer Key

*Students' own answers*

### 4 Write a moral for each fable.

Invite the class to think what they can learn from each fable and ask them to write a moral for each story. Invite different students to share their morals with the class and try to come to a decision for a final version for each fable.

 **Answer Key**

*Students' own answers*

**5 Read and label the parts of a book report.**

Analyse with the class the type of information that is included in a book report. Explain that it is usually divided into three parts: *beginning, middle and end*. Then have some students read the sentences aloud and ask them to say which one describes the beginning of a report: 2. Tell the class to write *beginning* on the second line. Continue with the same procedure to identify the other parts.

 **Answer Key**

**1.** end; **2.** beginning; **3.** middle

**6 Read the book report and underline its parts.**

Ask students to read the report silently to identify and underline the three parts with the corresponding colours. Have them compare their answers in pairs. Check with the whole class.

 **Answer Key**

**Beginning:** I read *A Wolf in Sheep's Clothing*.

**Middle:** It is a fable. The story is about a wolf. He wore a sheep costume to be near the flock. The problem is that one night the shepherd felt hungry. **End:** I like this story because the wolf thinks he is intelligent, but the shepherd wins.

 **Cool Mini Project**

**Materials:** a piece of card

Invite students to choose a story from previous pages and complete the table with the corresponding information. Monitor the activity and help if needed. Encourage students to write a story report on a piece of card using the information from the table. Tell the class to use the report in exercise 6 as a model. Remind them to pay attention to punctuation when they write their texts. Finally, students can exchange their cards containing the reports for peer correction.

 **Wrap-up**

Divide the class into small groups. Have groups choose one of the fables they read before and act it out within their groups. Give them some time to practise and then invite different groups to act out their fables for the class.

**SB page 109: Workbook** **Answer Key****1 Put the sentences in the order that you decide. Use numbers.**

*Students' own answers*

**2 Draw your story according to the sentences in exercise 1.**

*Students' own answers*

**3 Use the sentences in exercise 1 and your drawings to write a story in the past. You can add more information.**

*Students' own answers*

**SB pages 68 and 69****Objectives**

- To describe pictures.
- To listen for specific information.
- To ask for repetition politely.
- To act out different situations.

**Language:**

- *Sorry! / Excuse me? / Pardon?*
- *Can you say that again? / Can you repeat that, please?*
- *Can I take your order? / Can I help you?*

**Vocabulary:**

- Miscellaneous words: *medium, auditions, customer, loud, etc.*

## Warm-up

Bring a dice to class to play a *Dice Game* with students. Assign categories to each number on the dice and write them on the board: 1. *places*; 2. *food*; 3. *clothes*; 4. *genres*; 5. *entertainment*; 6. *sports*. Have students work in small groups. Roll the dice and say the number. Ask teams to make a sentence using a word from the corresponding category. The first team to make a sentence and say it out loud wins a point. Continue playing like this for a couple of minutes. The team with the most points wins the game.

### 1 Describe the pictures with a friend.

Invite students to open their books at page 68, exercise 1. Ask them to work in pairs and take turns to describe the pictures. Finally, have some volunteers describe the pictures to the class at random.

## Answer Key

*Students' own answers*

### 2 Listen to the conversations and mark (✓) the answers above.

Now direct students' attention to the questions on the left side of the page. Tell them they are going to listen to different conversations and that they will have to mark the corresponding answers. Play track 45 and then check the exercise with the class. Finally, ask students if they have ever been in similar situations.

## Track 45

**Narrator:** One

**Waiter:** Good afternoon. Can I take your order?

**Customer:** Yes, please. I'd like a...

**Waiter:** Excuse me?

**Customer:** I'd like a salad and a hamburger, please.

**Waiter:** Sure. Anything else?

**Narrator:** Two

**Shop assistant:** Hi. Can I help you?

**Girl:** Hi. I'd like to buy a pink T-shirt.

**Shop assistant:** Hmm. Come with me, please. What...

**Girl:** Can you say that again? I didn't hear you.

**Shop assistant:** What size do you need?

**Girl:** Oh! Medium, please. Do you have...

**Narrator:** Three

**Boy:** Look, Anna, your favourite food!

**Girl:** Where? I only see sandwiches and hot dogs!

**Boy:** Yeah! You love hot dogs, don't you?

**Girl:** No! I don't like hot dogs. My favourite food is...

**Boy:** Sorry? I can't hear you!

**Girl:** I said that I like hamburgers, not hot dogs!

**Narrator:** Four

**Woman:** Good afternoon.

**Man:** Hi. I'd like a ticket for Stripes. What time does it start?

**Woman:** The film started at six thirty.

**Man:** Oh, it's seven o'clock! What time is the next show?

**Woman:** At...

**Man:** Pardon me?

**Woman:** Eight thirty.

**Man:** Good. Please...

**Narrator:** Five

**Woman:** Good afternoon. Are the auditions here?

**Man:** Hi. Yes, come in. We need your information first.

**Woman:** OK, thanks.

**Man:** What's your name?

**Woman:** Lauren Smith.

**Man:** Right. Do you play the...

**Woman:** Can you repeat that, please?

**Man:** Do you play the piano?

**Woman:** No! I play the drums. And I also...

 **Answer Key**

**1.** A; **2.** C; **3.** B; **4.** C; **5.** A

**3 Listen again and underline the questions you hear.**

Tell students to read the questions and underline the ones they hear. Play track 46 and then check with the class. Explain that we use these questions to ask for information that we did not hear properly or failed to understand.

**Track 46** 

**Narrator:** One

**Waiter:** Excuse me?

**Narrator:** Two

**Girl:** Can you say that again?

**Narrator:** Three

**Boy:** Sorry?

**Narrator:** Four

**Man:** Pardon me?

**Narrator:** Five

**Woman:** Can you repeat that, please?

 **Answer Key**

**1.** Excuse me? **2.** Can you say that again?  
**3.** Sorry? **4.** Pardon me? **5.** Can you repeat that, please?

 **Values: Showing good manners in everyday situations.**

Analyse the phrases from the previous exercises and encourage students to mention other ways in which they can show good manners in everyday situations. Have them discuss the effects that being rude may cause and why it is important to show other people respect in everyday situations.

**4 Role-play these situations with a friend. Use these questions.**

Have students work in pairs and explain that one of them will play A's role and the other B's

role. Tell them to read the situations and think about the questions they can make. Then invite them to role-play the situations. Monitor the activity and help if necessary.

 **Answer Key**

*Students' own answers*

**5 Choose one situation and write the dialogue in your notebook. Then act it out.**

Students continue working in pairs. Get pairs to choose one of the situations from exercise 4 and write a dialogue in their notebooks. Encourage them to use the questions in the boxes and add some more details to the dialogues. Invite some volunteers to act out their dialogues for the whole class.

 **Answer Key**

*Students' own answers*

 **Wrap-up**

Say out loud some answers related to the questions on page 68, exercise 3. Have students ask the corresponding questions.

**SB page 110: Workbook** **Answer Key****1 Solve the mysteries and mark (✓) the correct pictures.**

- 1.** He went to the museum. (✓ first picture)
- 2.** He ate lunch with Chelsea. (✓ second picture)
- 3.** He went shopping with Joey. (✓ first picture)
- 4.** He went to the theatre with Chelsea and Joey. (✓ first picture)

## SB pages 70 and 71

### Objectives

- To listen to a song for specific information.
- To revise some words related to literary genres.
- To read a myth story for detailed information.
- To revise the Simple Past tense.

### Language:

- *I love reading mystery.*
- *He had a plan to escape.*
- *He didn't listen to his father.*

### Vocabulary:

- Literary genres (revision)
- Regular and irregular verbs in the Simple Past (revision)
- Miscellaneous nouns: *labyrinth, wings, wax, feathers*

### Warm-up

Write two literary genres on the board and encourage students to compare them, for example: *Horror is more interesting than romance.* Continue in the same way with the other genres and invite different volunteers to make sentences.

### 1 Listen and underline the literary genres in the song.

Focus students' attention on the picture and ask: *What is the boy doing? Where do you think he is? What do you think he is reading? How often do you read for pleasure at home?* Play track 47 for the class to follow along with the song and underline the literary genres they hear. Then have students mention the genres to check. Play the song again and ask the following questions to check comprehension: *What did his grandma suggest? Did the boy believe her? Why did he change his mind?*

### Track 47

'Reading is good,'  
My grandma said.  
'Do it every day,  
Before you go to bed.'

I didn't believe her  
Till I read a book.  
It was a lovely story  
About the Greek gods' glory.

Then I read a comic.  
I want to read more.  
Myth books in my drawer,  
I can't ask for more.

Will I read a fairy tale  
About Princess Snail?  
Suspense, comedy or romance?  
Give me a book, I'll give it a chance.

Or it can be the fable  
That I have on my table.  
I'm good at history,  
But I love reading mystery.

Though science fiction  
Increased my addiction,  
I have no restriction.  
Reading stories is my conviction.

### Answer Key

comic, myths books, fairy tale, suspense, comedy, romance, fable, mystery, science fiction

### Values: Encouraging reading for pleasure at school and at home.

Ask students if they enjoy reading and which literary genres they like. Invite them to reflect on their reading habits and say what they like about reading. Encourage students to read for pleasure both at home and at school by asking them to exchange books they like, get together to read, comment on books they have read, share their reading interests with their families and friends, etc.

**2 Write a definition for each literary genre in your notebook and think of books or stories for each of them. Share them with some friends.**

Have students write a definition for each literary genre mentioned in the song. Encourage them to use their own words to explain what each genre is about. Then invite some volunteers to share their definitions and give examples to illustrate the different genres.

**Answer Key**

*Students' own answers*

**3 Match the pictures with the words.**

Read the words aloud and invite students to repeat after you. Then have them look at the pictures. Ask whether they know how to name any of these objects in English. Help them if necessary. Then have learners close their eyes and name the objects in the pictures in the order they appear on the book page. Next, students open their eyes and match the objects with their names. Check answers with the class. Explain the difference between *wax* and *candle*.

**Answer Key**

**Picture 1:** feathers; **Picture 2:** wings;  
**Picture 3:** wax; **Picture 4:** labyrinth

**4 Read the myth and explain how the words above are related to the story.**

Students read the text silently and identify the connections between the words in exercise 3 and the story. Invite some volunteers to share their answers with the class.

**Answer Key**

Labyrinth: King Minos asked Daedalus to build one. Feathers and wax: Daedalus made wings

for himself and his son with these materials. Wings: Daedalus and Icarus used wings to escape from prison.

**5 Complete the sentences with the ideas from the story.**

Invite students to read the sentences and complete them. To check, have some volunteers read their ideas aloud.

**Answer Key**

**1.** was an inventor and architect; **2.** build a labyrinth; **3.** sent Daedalus and his son;  
**4.** Daedalus made wings for himself and his son; **5.** he flew very close to the sun, the wax melted and he fell into the ocean

**Wrap-up**

Divide the class into groups of three. Have groups act out the story of Icarus and Daedalus. Encourage them to use props and invent what the characters say. Finally, invite a group to act out the story for the class.

**SB page 111: Workbook**

**Answer Key**

**1 Number the words in alphabetical order.**

**1.** do business; **2.** hunt; **3.** make clothes; **4.** sail;  
**5.** wrestle

**2 Read and match the people with the actions.**

**Men:** sail, fish, hunt, do business, wrestle;  
**Women:** make clothes, take care of children;  
**Boys:** fish, hunt, go to school, help in the fields;  
**Girls:** help mother, help in the fields

**SB pages 72, 73, 74 and 75**

 **Warm-up**

Tell students that you will test their memory. Have them take a good look around the classroom and try to remember where different objects are. Then send a few volunteers out of the room while some classmates change the location of several objects. Have the volunteers come back into the classroom and ask them to identify the changes, for example: *There was a poster on the wall.* Allow the rest of the class to help if necessary.

**1 Observe the picture for one minute.**

Have students open their books at page 72, exercise 1. Tell them that they have one minute to try to remember as many details of the picture as possible.

**2 Cover the picture and complete the sentences.**

Ask students to cover the picture with their notebooks. Invite them to complete the first sentence and check. Elicit the missing words in the remaining sentences and write them on the board: *There was, There wasn't, There were, There weren't.* Have students complete the exercise on their own. Do not check answers at this stage yet.

**3 Look at the picture again and check your friend's answers.**

Divide the class into pairs and have students exchange books to check their partners' sentences. Check answers with the class.

 **Answer Key**

1. There weren't; 2. There was; 3. There weren't;
4. There were; 5. There weren't; 6. There were;
7. There were; 8. There weren't; 9. There weren't;
10. There was

**4 Correct the information in your notebook.**

Divide the class into groups of three. Invite a volunteer to read out the first sentence. Elicit the mistake: *The painter's name.* Then have another volunteer read out the correction in the box on the right, and elicit the name of the artist: *Van Gogh.* Finally, tell students to correct the remaining sentences in their notebooks using the information in brackets as a guide. Check answers with the class.

 **Answer Key**

1. Van Gogh painted *Sunflowers.*
2. Alexander Graham Bell invented the telephone.
3. Isaac Newton discovered gravity.
4. Robin Hood lived in the 14<sup>th</sup> century.
5. The Chinese invented the gunpowder.

**5 Complete the dialogues using the verbs in the Past Simple.**

Read out the first line of the first dialogue. Ask who is talking: *Alex's friend.* Focus students' attention on the example. Then have them read the dialogues in pairs and fill in the blanks using the verbs in brackets in the Past Simple. Check answers with the class.

 **Answer Key**

1. Did, exercise; 2. didn't go; 3. went; 4. was;
5. didn't go; 6. invited; 7. watched; 8. did, see;
9. didn't know; 10. thought

**6 Unscramble the questions about the dialogues in exercise 5. Then answer them.**

Help the class unscramble the first question by asking: *What word should go first? (What) And if it is a question, what are the next three ones? (did Alex do) What about the other words in the question? (last Thursday).* Then elicit the answer: *He went hiking.* Finally, allow students to work on their own and check the exercise with the class.

 **Answer Key**

1. What did Alex do last Thursday? He went hiking.
2. When did Rosy watch a film? She

watched a film last Saturday. **3.** Where did Rosy watch the film? She watched the film at home.

**4.** Why did Ralph miss the football match? He didn't know the match was yesterday. He thought it was today.

## 7 Mark (✓) what you did last Saturday.

Ask some students: *What did you do last Saturday?* Write their answers on the board. Then go over the list of verbs / verb phrases with the class to check understanding. Finally, ask students to tick the activities they did last Saturday.

### Answer Key

*Students' own answers*

## 8 Now interview a friend.

Ask two volunteers to read out the example dialogue to check students understand the exercise. Then divide them into pairs to interview each other in a similar way, using the activities they ticked in exercise 7. Circulate around the classroom, monitoring and offering help if needed.

### Answer Key

*Students' own answers*

## 9 Look and answer the questions with a friend to tell the story. Then discuss the moral.

Write *The Foolish Man Who Buys Shoes* on the board and encourage students to suggest why the man is foolish. Accept all answers. Then divide the class into groups of three and have students take turns reading the questions and answering them according to the pictures. One student per group should write the answers. Invite different groups to retell their possible stories using their notes. Ask students why Zheng was foolish: *He didn't need the paper to buy new shoes.* Finally, discuss the moral of the story with the class: *You have to think carefully, so you don't do foolish things!* Ask students if they agree with the moral you suggest and invite them to express other possibilities. Accept all answers.

### Answer Key

**Possible answer:** *Zheng had very old shoes. He decided to buy new shoes. He measured his feet with a ruler. He wrote the size of the shoes on a piece of paper. He went to town because he wanted to buy new shoes. He forgot to bring the paper with him. He went back home to get the paper. When he went back into town, the shoe shop was closed.*

### Wrap-up

Ask students to mention other stories or fables they know of and mention the morals.

## Project Work 3: Cool People

### 1 Read the biography and write the verbs in the Past Simple.

Students read the biography silently and fill in the blanks with the Past Simple form of the verbs in brackets. Check answers with the class.

### Answer Key

**1.** was; **2.** moved; **3.** stayed; **4.** wanted; **5.** had; **6.** separated; **7.** got; **8.** introduced; **9.** had; **10.** became; **11.** was; **12.** decided; **13.** thought; **14.** played; **15.** acted; **16.** had; **17.** made

### 2 Look up information of a famous person you like and complete.

Write on the board: *A famous person I really admire.* Elicit different names of famous people students like and write them on the board too. Ask learners to search the Web at home for information about the person they admire and complete the card.

### 3 Now write a biography on a separate sheet of paper. Use past time expressions.

Students write their biographies using the information in exercise 2. Then they hand them in for correction.

### Answer Key

*Students' own answers*

# Cool Games

## Air Writing

Divide the class into groups or pairs. A student writes a word in the air. His or her group guesses the word.

**Variation:** It can also be played as Back Writing, which is writing the word on the back of a student. The student guesses the word.

## Bingo!

On the board, write 10 to 15 vocabulary words that you would like to review. Tell students to choose five of them and write them down. Explain to students that you will call out words, and that if they have written any of them, they can cross them out. When they have crossed out all their words, they shout *Bingo!* Keep a record of what you say to check that students have really heard all their words.

**Variation:** Students draw pictures that represent the words instead of writing them.

## Chinese Whispers

Divide the class into two teams. Whisper a sentence, phrase or question into the ear of the first student. This student then turns and whispers what he or she has heard into the ear of the student next to him or her. The whisper is passed on until it reaches the last student at the end of the line. Finally, that student says aloud what he or she has heard.

## Correcting Mistakes

On the board, write some sentences that have deliberate mistakes in them. Divide the class into small groups. Tell them to correct the sentences. The first team to correct all of the sentences wins. Ask volunteers to correct the sentences on the board.

## Dictation Race

**Materials** Four photocopies of a text.

Post the texts in four places around the room, where students cannot easily read them. Divide the class into four teams. Teams choose a volunteer to go to their assigned text, memorise a sentence, return and dictate the sentence to the team. Another student

on the team writes the sentence, and the team checks that it is correct. A new volunteer goes to the text to memorise the next sentence and dictate it to the team. Teams continue until they have the complete text. The first team with a complete and correct text is the winner.

## Draw It!

**Materials** A blindfold.

Divide the class into four teams and invite a volunteer from one team to come to the board. Show the volunteer a flashcard. The other students must not see the flashcard. Blindfold the volunteer. Wearing the blindfold, he or she has one minute to draw the item on the board for his or her team to guess. If the team guesses correctly, they earn a point. If they cannot guess, the first team to guess correctly earns a point. Play one or two rounds.

## Hangman

Choose a word and, on the board, draw a blank for each letter. Next to these, draw a noose. Ask students to say the letters, one at a time, that they think are in the word. Each time they guess correctly, write the letter in the corresponding space. If the guess is incorrect, begin drawing a stick figure under the noose and write the wrong letter off to one side of the board. Explain that the game ends when they guess the word or when you finish drawing the 'hanged man.'

## Mime It!

Divide the class into two teams. Invite a volunteer from each team to come to the front. Give each a flashcard and ask them to mime the words for their teams. Award a point to the team that is the first one to guess correctly. Repeat the procedure with different cards.

## Odd One Out

Dictate six words: *knee, toe, tooth, finger, chef, hair*. After students write the words, encourage them to circle the word that does not fit the same category as the others. Check answers with the class and invite students to justify their answers: *Knee, toe, tooth, finger and hair are parts of the body. Chef is a job.* Repeat the procedure several times using other vocabulary sets you would like to revise in class.

## Scenarios

Divide the class into five teams. Give each team a scenario to act out, for example: *going sightseeing*. Different students on the team act out different roles in the scenario. The other teams guess the activity being mimed by writing it down on a piece of paper and handing it in. The acting team earns a point for each correct guess. Continue the game until all teams have acted out a different scenario.

## Spot the False Sentence

Invite students to write down three sentences related to a text from a specific unit. One of the sentences should be false, for example: *First, he got up at 6:00. Then he took a bath. After that, Julius took photos*. Divide the class into small groups. Students read their sentences and their classmates guess which sentence is false: *He didn't get up at 6:00. He got up at 7:00.*

## The Buzz Words

Divide the class into two teams. Invite a volunteer to come to the front and show him / her a flashcard. The student says three sentences using the word represented in the flashcard, but saying *buzz* instead of the word, for example: *Blow out the BUZZ. There are ten BUZZ on the cake. Have you got any BUZZ?* Award a point to the team that is the first one to guess the word correctly: *candles*. Repeat the procedure with other flashcards. The team with the most points wins the game.

## Associations

Divide the class into small groups. Write a word on the board. Get students in each group to say a word that is related to the last word said and so on: *Pig - pink - flower - garden - house - bedroom*.

**Optional:** Students write a story using the words they mentioned.

## Back Writing

Divide the class into pairs and assign roles A and B. Have students A stand up facing the board and students B, stand up behind them, facing the other way. Display a flashcard on the board and tell students A to read it, then turn around and use

their finger to write the word in the flashcard on their classmate's back. Students B write down the word. Exchange roles several times. Students get a point for every word that is correctly spelled. The student with the most points wins the game.

## Category Dictation

Ask students to draw four columns in their notebooks, and give each of them a category. For example: *Literary genres / Places in a city / Materials / Colours*. Then dictate a series of words that have to be sorted into these categories, for example: *purple, theatre, myth, museum, library, wood, white, fable, plastic, horror*

## Codes

Write the following key on the board:

A	B	C	D	E	F	G	H	I
38	15	67	13	40	25	65	11	75
J	K	L	M	N	O	P	Q	R
67	42	30	50	72	13	98	24	47
S	T	U	V	W	X	Y	Z	
93	75	13	56	14	82	50	56	

Dictate the following: *15-13-38-75*. Ask a volunteer to decode the word: *Boat*. Have students encode a word they have recently learnt and write it in their notebooks. Divide the class into small groups. Tell students to take turns decoding their words.

## Correcting Mistakes

Write some sentences on the board that have deliberate mistakes in them. Divide the class into small groups. Tell them to correct the sentences. The winner is the team that manages to correct the sentences first. To check, ask volunteers to correct the sentences on the board.

## Dice Game

**Material:** A dice.

Assign a category to each number on the dice and write the categories on the board, for example: *1. adjective 2. person 3. verb 4. number 5. city place 6. object*

Divide the class into small groups. Roll the dice and say what the number is. Have teams make a sentence using a word in the corresponding

category, for example: *1. (adjective) My sister is intelligent.*

If necessary, ask students to clarify their answers: *Intelligent is an adjective.* Award a point to the group that finishes the sentence first. Repeat the procedure several times. The team with the most points wins the game.

## Find Someone Who

Write on the board the following heading: *Find Someone Who...* and some characteristics as well: *plays the drums, visits museums once a month, drinks orange juice every day,* and so on. Have students stand up with their notebook and a pencil. Tell them to walk around the classroom, interviewing different people to find a classmate who has the characteristics listed and to write the person's name on the corresponding lines, for example: *Do you play the drums? – Sonia.* Have students go back to their seats when they have finished. Check the activity by asking different students to read out their questions and answers.

## Guessing Game

Pretend to be a famous person, an animal, or an object. Students guess who or what you are by asking yes – no questions. Examples: *Are you a liquid? Are you medicine? Can I take you when I have a headache?* Give students a limited number of guesses.

## Making Sentences

Divide the class into large groups. Have a student say a word. Invite students in each group to add words at either the beginning or the end to make sentences. For example: *Ate – Ate pizza – I ate pizza – I ate pizza and – I ate pizza and drank – I ate pizza and drank some – I ate pizza and drank some coke – I ate pizza and drank some coke yesterday.* The student who finishes the sentence can say *period* and begin a different one.

## Making Words

Write some letters on the board, for example: *Y R A D I N O C T I.* Divide the class into small groups. Ask students in each group to make as many words as they can using the letters on the board. Give students three minutes. Check answers: *dictionary,*

*do, Art, in, on, cat, ant, city, cart, rat.* The team with the most words wins the game.

## Miming

On index cards, write vocabulary you want to review. Divide the class into two teams. Ask a volunteer from each team to come to the front. Give them a card and ask them to mime the words for their teams. Award a point to the team that is the first one to guess correctly. Repeat the procedure with different cards.

**Variation:** Students draw the words instead of miming them.

## Swat the Word

**Materials:** A pair of flyswatters.

Write different vocabulary words on the board. Divide the class into two teams. Have one volunteer from each team come to the front and give them a flyswatter. Define one of the words on the board and have students swat it as fast as possible. Award a point to the student who swats the correct word first. Repeat the procedure with different volunteers.

**Variation:** Use erasers instead of flyswatters and have students erase the words.

## Ten Things

Invite students to write down ten items related to a topic you would like to revise, for example: *Ten things you would like to see. Ten things you like about animals. Ten places you would like to visit. Ten activities you liked when you were five.* Have students share their lists in small groups.

## Words

Copy the chart below on the board.

1	2	3	4	5	6	7	8	9	10
A	B	C	D	E	F	G	H	I	J
K	L	M	N	O	P	Q	R	S	T
U	V	W	X	Y	Z				

Divide the class into small teams. One student says the number of a column and the teams write words that begin with any corresponding letter, for example: *Two – ball, long, vet.* Award a point for every word that is correctly spelled. Repeat the procedure with different volunteers taking the lead to say the number of a column. The team with the most points wins the game.

## Audio CD Track List

Unit	Track	Rubrics
<b>1</b>	2	Unit 1. <i>Welcome back!</i> Lesson 1. Page 4. Exercise 1. Listen and complete Joey's and Chelsea's cards.
	3	Lesson 2. Page 6. Exercise 2. Listen and mark the ingredients Joey's friends have got or haven't got in the kitchen.
	4	Lesson 2. Page 7. Exercise 4. Listen, follow along and then act out the story.
	5	Lesson 3. Page 8. Exercise 2. Read the interview to Janice, who comes from England. Match the questions to the answers. Then listen and check.
	6	Lesson 4. Page 10. Exercise 2. Listen and underline the correct word.
<b>2</b>	7	Unit 2. <i>Free time!</i> Lesson 1. Page 14. Exercise 1. Complete the free time activities. Then listen and check.
	8	Lesson 2. Page 16. Exercise 1. Listen to the song and underline the free time activities.
	9	Lesson 3. Page 18. Exercise 2. Match the pictures with the computer words. Then listen and check.
	10	Lesson 3. Page 19. Exercise 5. Listen and underline the words you hear.
	11	Lesson 4. Page 20. Exercise 2. Listen and mark the pictures.
<b>3</b>	12	Unit 3. <i>Amazing universe.</i> Lesson 1. Page 28. Exercise 2. Listen and mark the animals.
	13	Lesson 1. Page 28. Exercise 3. Listen again and circle the correct option.
	14	Lesson 2. Page 30. Exercise 2. Listen and complete the sentences with the names.
	15	Lesson 2. Page 31. Exercise 4. Look at these gadgets. What are they for? Choose characteristics for them. Then listen and check.
	16	Lesson 3. Page 32. Exercise 2. Complete the text with the names of the planets. Then listen and check.
	17	Lesson 4. Page 34. Exercise 1. Listen and mark.
	18	Lesson 4. Page 35. Exercise 3. Listen and complete the chart.
	19	<i>Cool Kids' Corner.</i> Page 36. Exercise 1. Listen and number the lines in order.
	20	<i>Cool Kids' Corner.</i> Page 36. Exercise 2. Unscramble the questions. Then listen and answer the questions in your notebook.
<b>4</b>	21	Unit 4. <i>Different places.</i> Lesson 1. Page 38. Exercise 2. Listen and mark the correct suggestions.
	22	Lesson 1. Page 39. Exercise 4. Listen to the report and write what time James (J), Oliver (O) or both (B) were at each place.
	23	Lesson 2. Page 41. Exercise 4. Read and follow along.
	24	Lesson 3. Page 42. Exercise 2. Listen and check your answers above.
	25	Lesson 3. Page 42. Exercise 3. Listen and follow along.
	26	Lesson 3. Page 43. Exercise 5. Listen and write the childrens' names.
	27	Lesson 4. Page 45. Exercise 4. Listen and complete the information about the trip.
	28	<i>Cool Kids' Corner.</i> Page 46. Exercise 2. Listen and check your answers above.
<b>5</b>	29	Unit 5. <i>Past events.</i> Lesson 1. Page 52. Exercise 2. Listen and check your answers above.
	30	Lesson 1. Page 52. Exercise 3. Listen and follow along. Then act out a different situation with a friend.
	31	Lesson 1. Page 53. Exercise 4. Listen and match the animals with the corresponding numbers.
	32	Lesson 1. Page 53. Exercise 5. Listen again and draw the animals in the picture.
	33	Lesson 2. Page 55. Exercise 4. Listen and follow along.
	34	Lesson 3. Page 56. Exercise 1. Listen and repeat these past time expressions.
	35	Lesson 3. Page 56. Exercise 3. Listen and repeat.
	36	Lesson 4. Page 58. Exercise 2. Listen and read. Complete with did or didn't.
	37	Lesson 4. Page 59. Exercise 4. Complete this dialogue with the correct Wh-words below. Then listen and check.
	38	<i>Cool Kids' Corner.</i> Page 60. Exercise 1. Listen and write the corresponding letter.
<b>6</b>	39	Unit 6. <i>Books! Books! Books!</i> Lesson 1. Page 62. Exercise 1. Complete the literary genres and match them with the definitions. Then listen and check.
	40	Lesson 1. Page 62. Exercise 2. Listen and complete the dialogue.
	41	Lesson 2. Page 64. Exercise 3. What happened next? Tell a friend. Then listen and check your ideas.
	42	Lesson 2. Page 65. Exercise 7. Listen and check your answers above.
	43	Lesson 2. Page 65. Exercise 9. What do you think happened next? Write an ending for SOC. Then listen to the rest of the story.
	44	Lesson 3. Page 66. Exercise 2. Read and listen. Underline the moral of the story.
	45	Lesson 4. Page 68. Exercise 2. Listen to the conversations and mark the answers above.
	46	Lesson 4. Page 68. Exercise 3. Listen again and underline the questions you hear.
	47	<i>Cool Kids' Corner.</i> Page 70. Exercise 1. Listen and underline the literary genres in the song.



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