

TEACHER'S BOOK



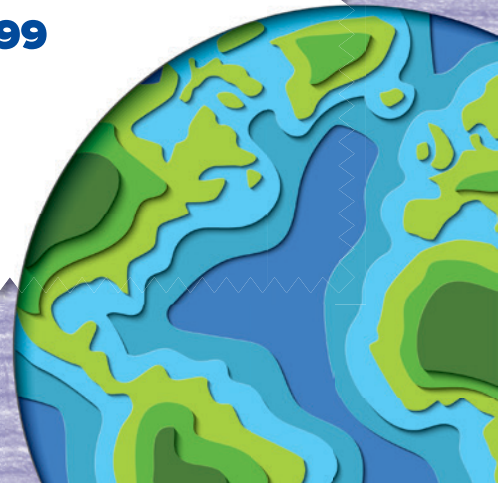
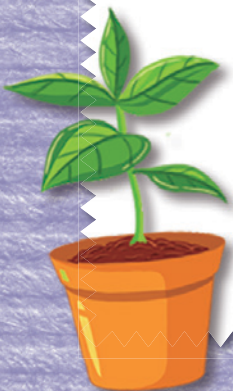


# PLANET WARRIORS

3



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The logo features the word 'PLANET' in green, bubbly letters on a light green, cloud-like background. Below it, the word 'WARRIORS' is written in green, block letters on a brown, banner-like background with a small green plant growing from the center.A brown, scalloped-edged tag with a string at the top, featuring the number '3' in a dark blue, bold font.

**Unit 1**  
MY FAVOURITE PLACE

**Unit 2**  
RULES

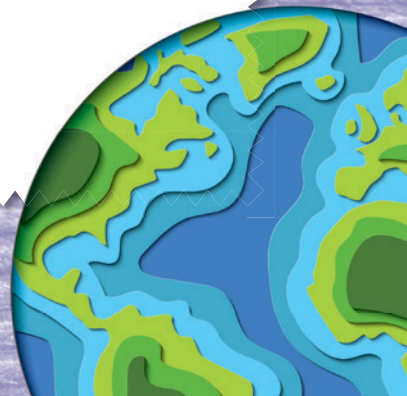
**Unit 3**  
SPOT THE DIFFERENCES

**Unit 4**  
MUSIC FANS

**Unit 5**  
LIFE IN THE PAST

**Unit 6**  
ADVENTURE HOLIDAYS

**Workbook**



## INTRODUCTION

**Planet Warriors** is a three-level series for children in primary schools with one to three teaching periods of English per week. It takes learners from a beginner to an elementary level. The series provides both teachers and students with a wide variety of clear and easy to use material within a simply-structured and integrated programme. Each level consists of six thematic units in correspondence with the official syllabus and aligned with the Sustainable Development Goals (SDGs), a set of 17 global goals established by the United Nations to address various social, economic and environmental challenges by 2030.

While still focusing primarily on the teaching of English as a foreign language, the activities and topics have been designed to embrace the whole child emotionally, socially, physically, creatively and cognitively.

**Planet Warriors** has been formulated on the premises that:

- Students should acquire the language by playing an active role in their own learning process, where the focus is meaningful communication.
- Learners need to experience language as a whole, by reading, writing, speaking and listening to natural discourse.
- STEAM projects, which stand for Science, Technology, Engineering, Arts and Mathematics are crucial to encourage creativity, critical thinking and problem-solving skills.
- the integration of cultural and cross-curricular content (CLIL) provides a more engaging and enriched educational journey and is vital to enhance the language learning experience.
- Students should be able to express their opinions and feelings, experiment, make predictions, draw conclusions, interact with peers and discover the rules underlying language structures, thus paving the way for a deeper comprehension of the language.

## COMPONENTS AND RESOURCES

### For the student

#### Student's Book + Workbook



The **Student's Book**, equipped with an integrated **Workbook**, features six topic-based units, each comprising four lessons that systematically develop key language and vocabulary topics aligned with the official syllabus. The organisation aims to present, practise, and systematise the target language within meaningful contexts. Additionally, specific sections have been incorporated in each unit to support students' learning processes in various ways.

A **Workbook** section has been added at the end of the Student's Book to reinforce and revise all the language items and vocabulary introduced in each unit.

It also provides an **Extra Practice** section to offer students even more opportunities to learn and practise the language.

# STUDENT'S BOOK

Planet Warriors 1 Unit 3



The introductory photograph, with its title and number, illustrates the topic of the unit and can be used to discuss and predict the structures and language items to be worked on throughout the unit.

The student's self-assessment section serves a dual purpose: defining the upcoming structures and language to be learned while also enabling students to self-evaluate at the end of the unit.

Planet Warriors 1 Unit 3



Vocabulary items are introduced in meaningful contexts through reading and listening activities

Tasks in each unit exhibit diversity, ranging from labelling pictures and completing sentences to matching words and images. Additionally, students engage in activities such as reading and determining the accuracy of information, answering and matching questions with answers and classifying words.



**3 Look and answer.**

- Where is your mother?  
She is in the \_\_\_\_\_.
- Where is your brother?  
He is in the \_\_\_\_\_.
- Where is your father?  
\_\_\_\_\_.
- Where is your grandfather?  
\_\_\_\_\_.
- Where is your sister?  
\_\_\_\_\_.



**4 Look at exercise 3 and match.**

- Is your sister in the garage?  
Yes, she is. / No, she isn't.
- Is your grandfather in the garden?  
Yes, he is. / No, he isn't.
- Is your brother in the study?  
Yes, he is. / No, he isn't.
- Is your mother in the kitchen?  
Yes, I am. / No, I'm not.
- Is your father in the bathroom?  
Yes, she is. / No, she isn't.

Is she in the attic?  
Yes, she is. / No, she isn't.  
Is he in the garden?  
Yes, he is. / No, he isn't.  
Are you in the kitchen?  
Yes, I am. / No, I'm not.



**5 Draw yourself in your favourite place in the house. Then answer.**



**6 Now ask questions to your classmate to know their location in the house.**

Are you in the dining room?  
No, I'm not.

Hmm, Are you... ?

Where are you? I'm in the \_\_\_\_\_.

UNIT 3 29

**Comprehension activities** provide further practice and check students' understanding.

An **Eco Warrior** presents clear grammar and vocabulary boards to introduce, expand, and / or revise key language concepts.

Speaking skills are practised in varied activities and games.

**1 Read the list and label.**

Get ready for the eco-trip! Remember to pack these things:

- torch
- sleeping bag
- first-aid kit
- water bottle
- tent
- compass
- backpack
- binoculars



**2 Listen and read. Then answer.**

Last weekend, I went camping in the forest with the eco-club. On Friday, I checked that I had everything I needed: a torch, a water bottle, a compass and a pair of binoculars. I almost forgot my sleeping bag! We travelled by an electric bus and arrived at the eco-friendly campsite on Saturday morning. The place was really cool! There were solar panels for electricity, recycling bins for different types of rubbish and rainwater collectors for storing water. There was also a vegetable garden and we ate locally grown food. First, we worked in teams to put up the tents. Then, we collected sticks for the fire. After that, we swam and played games in the lake. We were very active and a bit hungry, too. So, we had lunch at 1 pm. In the afternoon, we cycled to the forest near the campsite and then went hiking. There were very tall trees and there were beautiful flowers and some insects. The teachers gave us a list of plants and animals and asked us to find them and take photos of them. That was a great experience and my team was the first to complete the list! After all the activities, we were really tired and we went to bed right after dinner. It was quiet at night and I only heard the sound of crickets at a distance. I think that we immediately fell asleep. But, in the middle of the night, a strange sound near my tent woke me up. It was very dark and I was scared. What was there outside?

**3 What activities did Sally do?**



**Remember!** Add -ed or -d at the end of some infinitive verbs to form the past tense of regular verbs.

We travelled by an electric bus.

Some verbs have an irregular form in the past: go - went. I went camping in the forest. have - had. We had lunch. eat - ate. We ate locally grown food.

60 UNIT 6

**Reading and listening** passages not only expose learners to vocabulary and grammar but also enhance comprehension, pronunciation, as well as language repertoire and skills.

**Sustainable Development Goals** are linked to the topic of each unit in order to raise students' awareness and to prepare them for future challenges in our world.

**1 Listen and read.**

Dan loves travelling to the mountains in winter because he does a lot of activities.

I went ice skating yesterday...

... skiing the day before yesterday...

... and snowboarding three days ago.

I'm exhausted now so I'm relaxing on the snow.

Use past adverbs of time to describe when something happened.

Monday	Tuesday	Wednesday	Thursday	Friday
four days ago	three days ago	the day before yesterday	yesterday	today

**2 Look and complete.**

the day before yesterday    last week    five days ago    yesterday

Today is December 25.

- Dan made a snowman \_\_\_\_\_.
- Dan went to the top of the mountain with a chairlift \_\_\_\_\_.
- Dan went sledding \_\_\_\_\_.
- Dan brought presents \_\_\_\_\_.

**SEL (Social and emotional skills)** activities aim at reflecting on personal emotions, relationships and values.

**Grammar boards and comic strips** effectively introduce, expand, or revise grammar points within meaningful contexts, providing clear and concise explanations.

**CLIL SCIENCE AND ART: Sustainable Fashion**

**1 Read and complete the table. Fashion and the Environment**

Today people buy a lot of clothes and use the items for a short time. Fast fashion makes this possible, but it also has a big negative impact on the environment.

The fashion industry produces up to 10% of carbon emissions and it uses a lot of water in the different stages of production – from collecting the fibres to making the products.

The rubbish that comes from the industry also has a disastrous effect. Numerous companies use synthetic fibres like polyester and nylon to make clothes. These fibres contain very small plastics. When people throw out their clothes, these microplastics go to the land. It is estimated that the equivalent of a lorry full of clothes goes to landfill every second. Microplastics pollute water, too. Washing clothes releases these microplastics and they end in the ocean. This results in the equivalent of 50 billion plastic bottles in the ocean every year.

Fast fashion affects workers' conditions and health because they work for long hours and they are in contact with toxic chemicals to produce cheap clothes.

To change the situation, some fashion companies are sustainable. They make clothes by recycling materials, help customers to repair their clothes, and use natural fibres and cultivate them with traditional methods.

As consumers, we can also do our part. For example, we can buy second-hand clothes, exchange our clothes with other people, donate clothes we don't use any more and even rent clothes for special occasions instead of buying them and using them only once.

FASHION INDUSTRY	
PROBLEMS	SOLUTIONS
• produces up to 10% of carbon emissions	

**2 Make a sustainable accessory for your friend.**

**STEAM PROJECT**

You need:

Follow these steps:

- Decide what accessory to make.
- Make your design on paper.
- Create your accessory.

The concluding section of each unit incorporates tasks related to **CLIL (Content and Language Integrated Learning)** and **STEAM (Science, Technology, Engineering, Art, Mathematics)**. Here, students solidify the contents of the unit by engaging in a project connected to a specific subject, simultaneously using language to expand their knowledge.

### 3 REVIEW

1 Write the words in the correct columns.

the morning seven am spring	the weekend Saturday Wednesday	Monday the evening January	May night nine pm
at	in	on	

2 Unscramble the questions and answer about you.

1 go When to do ride you Do after  
you school? bike your lunch?

2 do summer? you What do in

3 go Do walk school? to

3 Work with your classmate. Use the prompts to ask and answer about your activities.

What / do / on rainy days? Do / play sports / Sunday? When / have / winter holidays?

What / usually do / summer? Do / meet friends / afternoon?

36 WB p.81

The series features a **Review** in each unit, with an additional three-page review covering two consecutive odd-numbered units.

### REVIEW UNITS 3&4

1 Play the *Odd One Out* with a classmate.

- January July Sunday May August
- walk ride a bike go swimming play tennis wear sandals
- spring sunny windy hot snowy
- messy reliable disobedient lazy dishonest
- ring high heels bracelet earring necklace
- always sometimes usually never morning
- be active sleep well skip breakfast drink water eat healthy food
- have holidays have lunch have dinner have tea have breakfast
- generous friendly tidy lazy sociable
- sweatshirt coat belt overalls pyjamas
- evening morning afternoon night winter
- Sunday Tuesday Thursday Monday Friday

46 REVIEW 3&4

# WORKBOOK

**2**

**1 Complete the crossword.**

**2 Complete the descriptions.**

restaurant waiter pet shop vet food animals

1 I'm a ..... I work in a ..... I work from 8 am to 4 pm. I like my job because I help sick .....

2 I'm a ..... I work in a ..... I work from 2 pm to 8 pm. I serve ..... and clean tables.

WB U2 75

**3 Match. Then write sentences.**

**What do you do?**

put out  
interview  
cure sick  
deliver  
cook

**Where do you work?**

1 I'm a ..... I ..... I work in a ..... and in the streets.

2 I'm a ..... I ..... delicious ..... I work in a .....

3 I'm a ..... I ..... I work .....

4 .....

5 .....

76 WB U2

Planet Warrior 2 Workbook unit 2

The series features a **Review** in each unit, with an additional three-page review covering two consecutive odd-numbered units.

**REVIEW UNITS 1&2**

**1 Read the information and complete the text.**

PLANET WARRIOR

Hi! My name's ..... I'm ..... years old. I'm ..... England. I have ..... and a sister. We have fun together! My favourite subject is ..... I have lessons ..... and ..... I want to help to protect the planet and I'm happy to be a Planet Warrior.

Name: Lucas  
Surname: Harris Age: 11  
City: Manchester Country: England  
Family: brother and 1 sister  
Favourite subject: Technology  
Days: Wed and Fri

**2 Read and complete the timetable.**

My schooldays are very different! I can't remember all the subjects so I use a timetable. On Mondays and Wednesdays, I have ..... It's very difficult for me. I like ..... I have lessons on Tuesdays, Wednesdays and Thursdays. I like ..... too. I have lessons once a week on Fridays. But my favourite subject is ..... I study on Mondays, Wednesdays and Fridays.

REVIEW 1&2 79

**REVIEW UNITS 1&2**

**3 Write the missing words.**

Reporter: 1 ..... do you do?  
Ed: I'm a 2 ..... I deliver 3 ..... and packages.  
Reporter: 4 ..... do you work?  
Ed: I work in a 5 ..... and in the streets.  
Reporter: 6 ..... you like your job?  
Ed: Yes, I 7 ..... I meet new places in town. It's fun!

**4 Write sentences using the prompts.**

1 hospital / next to / game shop  
2 pizza parlour / between / café and clothes shop  
3 sports shop / behind / music shop  
4 customer / in front of / book shop  
5 café / next to / pizza parlour

**5 Label the places. Then describe.**

1 There is a museum between .....  
2 There are .....  
3 There is ..... in front of .....  
4 There is ..... behind .....  
5 There is ..... next to .....

80 REVIEW 1&2

Planet Warrior 2 Workbook review unit 1 and 2

# EXTRA PRACTICE

**EXTRA PRACTICE**

1 Play *Guess Who?* with your classmate.

**green**   **dark**

**RECYCLING CLUB**

Name: Phil  
Age: 10  
Family: father, brother  
Favourite colour: blue  
: red

**green**   **dark**

**RECYCLING CLUB**

Name: Sarah  
Age: 8  
Family: mother, brother, brother  
Favourite colour: green  
: black

**green**   **blonde**

**RECYCLING CLUB**

Name: Anne  
Age: 11  
Family: grandfather, father, mother, sister, brother  
Favourite colour: pink  
: purple

**brown**   **blonde**

**RECYCLING CLUB**

Name: Michael  
Age: 9  
Family: father, mother, sister  
Favourite colour: purple  
: red

**brown**   **dark**

**RECYCLING CLUB**

Name: Maggie  
Age: 9  
Family: grandfather, grandmother, father, mother  
Favourite colour: yellow  
: orange

**blue**   **fair**

**RECYCLING CLUB**

Name: David  
Age: 11  
Family: grandfather, father, sister, brother  
Favourite colour: orange  
: white

EP 182 101

Planet Warrior 1 Extra Practice

1 Play the *Questions Game* with your classmate.

	1	2	3	4	5	6
1	Where's Mum?	Can the boy sing?	How old is the boy?	Can you drive a car?	Where's the girl?	What can the boy do?
2	How old is the girl?	Has the dog got long ears?	Can your friend play the guitar?	What can the girl do?	Where's the carpet?	Have you got a cat?
3	Is the sink in the bathroom?	Who's the dog?	What can they do?	Have you got a rabbit?	Has the hamster got short legs?	How old is Mum?
4	Are they in the dining room?	How old is Grandad?	Can the men speak English well?	Where's the dog?	Is the dog under the armchair?	Is the cat on the bed?
5	Has the tortoise got a short tail?	What can the girl do?	Where's Dad?	How old is Grandma?	Can the boy ride his bike?	Can the babies run?
6	Can the girl cook well?	Is the table in the kitchen?	Have you got a cat?	Is the boy in the bedroom?	Can you play the guitar?	Has the fish got a long tail?

102 EP 3&4

Even further practice opportunities for reinforcement and consolidation is provided in the **Extra Practice** section at the end of the book.


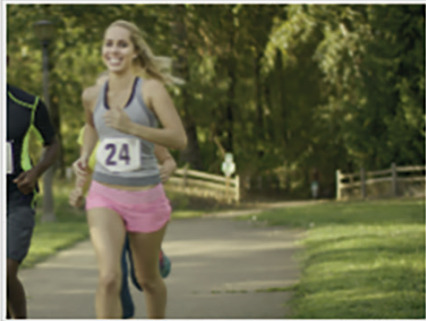


## INTERACTIVE ACTIVITIES

The **Student's Interactive Activities** offer games and activities for students to go on practising what they have learned in class in a fun and entertaining way at the end of the unit or whenever the teacher deems it appropriate. Each unit provides several tasks and students are immediately assessed and congratulated on their performance. If not all activities are right, students are asked to try again until they can produce the correct version. These activities can be found on the **Richmond Learning Platform**.

Richmond Learning Platform

PLANET WARRIORS

### 4 Read and choose.

- My mother is runner twenty-seven in the marathon.  
   
- The result of the maths problem is thirty-five.  
   

1 2 3 4

Clear Try again Submit

## FOR THE TEACHER

### Digital Teacher's Book



The **Digital Teacher's Book** in PDF format provides the teachers with an easy-to-follow guide with suggestions and ideas

to exploit the **Student's Book** to its fullest and to provide the students with maximum learning opportunities in the classroom.

It consists of:

- A list of the *Contents* in the Student's Book.
- An *Introduction* with the description of the series.
- An *Overview* of model pages extracted from the **Student's Book, Workbook, Extra Practice, Teacher's Book, Interactive Activities** and **Teacher's Resource Material** explaining the purpose and benefits of the activities suggested.
- A *Scope and Sequence Map* to show the contents presented in the **Student's Book**.
- *Step-by-step Guidelines*: Ideas and suggestions to carry out the activities proposed in each unit, including audio scripts, answer keys, tips and additional activities to work in class.

# TEACHER'S BOOK

Planet Warriors 1 TB unit 3

## 3 HOME, SWEET HOME.

**SB PAGES 27, 28 AND 29**

**Objectives**

- To identify rooms in the house.
- To identify furniture.
- To identify electrical appliances and household items.

**Language Focus**

**Production**

- This is my (bedroom).
- He is in the (bathroom).
- It isn't a (fridge), it's a (cooker).

**Vocabulary**

**Production**

- House (kitchen, bedroom, bathroom, living room, kitchen, dining room, garage, garden, study)
- Pieces of furniture (bed, table, armchair, fridge, bathtub)

**PAGE 27**

Invite the class to discuss the title of the unit. Ask them how they feel about their homes, if there are different types of homes all over the world. Direct their attention to the solar panels the family is holding in the picture. Encourage them to find information and pictures on the Internet about Eco homes. Students can reflect on the topic and show their views. Then tell your students what they are about to learn in this unit. Remember that you can present structures and language topics at the beginning of the unit and / or for self-evaluation at the very end. Self-evaluation has

the double purpose of engaging the students in and of giving you feedback on these learning processes.

**PAGE 28**

**1 Listen and tick (✓) the correct picture. (2.5)**

Draw the students' attention to the picture of the two houses. Read the words in the boxes pointing at the different rooms in the houses. Check comprehension and ask the students to repeat. Example: This is the attic. Can you repeat after me? Focus on the pronunciation of each word. Once you've read all the boxes tell the class to imagine they are architects who have made these two house designs. Give them the possibility to choose which house they like best and why. They can later pair up and play a guessing game. Student A describes the design he / she prefers, while Student B guesses. Then they swap roles.

**TRACK 15 (2.5)**

Get. Look! This is my favourite design. It's a big house! Two bedrooms, a study, a big living room and a kitchen. My favourite part is the garden. It's beautiful! Let's make an eco-friendly design of this house!

**ANSWER KEY**

Picture 2

**2 Label. Then listen and repeat. (2.5)**

To go about this activity you can bring cut outs from different parts of a house, pick one of a time, show it to the students and ask: This is a living room, can you tell me which picture below is also a living room?

UNIT 2 43

**Audio scripts** provide a written version of the audio content to follow along and plan instructions.

**Answer keys** offer a quick reference to evaluate student's work and provide feedback.

**Clear guidelines** with recommendations for implementing activities.

**Planet Warriors Tips** are suggestions to enhance teachers' awareness of the students' learning process and to provide practical teaching ideas to carry out in class.

**Additional activities** to provide further practice of different language skills previously introduced or expose students to more relaxed and less-structured learning tasks.

The students then will identify picture 5 on a living room and they must write the label on the dotted line. When you finish, play the audio file for them to check, correct and repeat chorally.

**TRACK 16 (2.5)**

1 dining room; 2 kitchen; 3 attic; 4 bedroom; 5 living room; 6 garden; 7 study; 8 bathroom; 9 garage

**ANSWER KEY**

1 dining room; 2 kitchen; 3 attic; 4 bedroom; 5 living room; 6 garden; 7 study; 8 bathroom; 9 garage

**PLANET WARRIORS TIPS**

The activities in which recognition of a specific utterance is necessary, but oral production is not fundamental, are of great help with the weakest students of the very beginning. Take advantage of them whenever possible.

**Choose a design and make an eco-friendly house.**

Follow Eco's idea and prepare prints or cut-outs of different rooms in a house. Draw on separate slips of paper, signs similar to the green ones below Eco's picture, referring to: solar panels, electricity saving, rubbish recycling, etc. You can divide the class into two groups and give them 5 minutes to think their answers or ask the whole class the following questions:

Where can we recycle rubbish? (in the kitchen / garden.)

Where can we save electricity? (in all rooms.)

Where can we put solar panels? (on the roof.)

Where can we grow our vegetables? (in the garden.)

In this way your students will be reinforcing the new vocabulary while providing sustainable solutions. Finally, ask them to choose one of the two designs in activity 1 and decide which eco-elements of the ones described above they can include in the house design.

**Additional Activity**

As a follow-up you can invite your students to browse the Internet looking for eco-signs similar to the ones of this activity and share their research with the class. If they can print them, you can use them to stick them on the classroom walls.

**PLANET WARRIORS SUSTAINABLE DEVELOPMENT GOALS**

**N° 7 - AFFORDABLE AND CLEAN ENERGY**

Draw your students' attention to the importance of this sustainable goal. Explain that we all need to have access to clean energy and electricity, and that we can do this by using the natural power of the sun and wind. We can all be helpful, if we turn off lights when we don't need them.

**3 Look and answer.**

Invite your students to look at the picture in this activity and let them imagine they have received a call from a neighbour who needs to speak to one member of the family. Tell them to complete the answers according to what they see in the picture. Correct orally.

**ANSWER KEY**

1 kitchen; 2 garden; 3 He is in the bathroom; 4 He is in the garden; 5 She is in the bedroom

**Eco Grammar**

Before asking your students to proceed with the following activities, draw their attention to Eco's grammar box and the examples of short answers. Focus on the form of the answers and explain that we use them when we can't need to give extra information.

44 UNIT 3

The description of **SDGs** and their real-life implications is embedded in each unit, aiming to help both students and teachers their significance. Each SDG is correlated with the topic covered in the unit.

**Grammar tips** help teachers introduce, expand or revise different grammar points.



## DIGITAL STUDENT'S BOOK

Teachers are provided with a Digital **Student's Book** to be projected and aid them in the presentation and practice stages.



## CLASS AUDIO

The **Class Audio** in mp3 format can be downloaded from or listened to in the **Richmond Learning Platform**. It includes a variety of listening tasks, stories and reading passages integrated to the class activities. These have been carefully graded and organised to suit the needs and interests of the teacher and the students and to provide aural input and native speaker pronunciation models.

## TEACHER'S RESOURCE MATERIAL

The Resource Material offers teachers an abundance of additional resources, including photocopiable **Extra Practice** activities for each unit, **Unit Tests**, and **Extension Activities** that provide further ideas for teachers to incorporate into their classes. These materials serve various purposes, such as consolidation, reinforcement, or remedial work, adding variety to lessons. Additionally, teachers can use them for homework assignments or in-class activities based on their discretion. These can be found in the **Richmond Learning Platform**.

The screenshot displays the Richmond Learning Platform interface. At the top, there is a navigation bar with the Richmond logo, a user profile labeled 'Teacher Open', and icons for Play, Home, Messages, and Help. Below the navigation bar, the page is titled 'MY CLASSES Planet Warriors'. A search bar is located to the right of the title. The main content area features five tabs: CLASS MATERIALS, ASSIGNMENTS, TEST MANAGER, MARKBOOK, and COMMUNICATIONS. Below these tabs, there is a 'Select a product' section with a 'Show locked products' toggle. The selected product is 'Planet Warriors 1 Additional Resources'. To the right of this section is a 'CLASS LIBRARY' button. Below the product selection, there is a list of resource categories with checkboxes and a filter for 'All'. The categories are: Digital Book, Class Audio, Extra Practice, Teacher's Book, Tests, Tests Audio, and Extra Activities. A filter for 'Unlocked' is active, and there is an 'ASSIGN SELECTED CONTENT' button.

Filter	Unlocked	ASSIGN SELECTED CONTENT
> <input type="checkbox"/> Digital Book		
> <input type="checkbox"/> Class Audio		
> <input type="checkbox"/> Extra Practice		
> <input type="checkbox"/> Teacher's Book		
> <input type="checkbox"/> Tests		
> <input type="checkbox"/> Tests Audio		
> <input type="checkbox"/> Extra Activities		

**UNIT 1 – Extension Activities**

**All about me**

**Activity 1**

**FIND THE ARTIST**

**Materials:** Construction paper (1 sheet per student), colouring materials such as pencils, crayons, markers, etc.

**Preparation:** Copy the following questions and answers on the board:

(Hello! What's your name?) Hi! My name's .....

(How old are you?) I'm ..... years old.

(How are you today?) I'm fine, thanks. And you?

**Directions:** Have students design, draw and colour a portrait of themselves. Once they finish, have them display their pictures on the floor. If your class is large, you may divide it in groups of five or six for this part of the activity. Ask them to walk around, choose one picture and guess who the student depicted is by saying the correct name. If their answer is right, they get to keep the illustration and sit on the floor. After all portraits have been collected and all students have sat in a circle, have one of them ask the questions on the board to the student sitting to his/her left. The student answering the questions should impersonate the author of the picture he/she is holding.

**Activity 2**

**ART GALLERY**

**Materials:** Construction paper (1 sheet per two students), colouring materials such as pencils, crayons, markers, etc., tape.

**Preparation:** Copy the following sentences on the board:

My name's ..... I'm ..... years old.

**Directions:** Ask students to cut the sheet of paper in two. On their piece of paper, they write the sentences on the board and complete with their information. Have them display their pictures and self-introductions on the walls.

**Activity 3**

**PICK A GREETING POSTER**

**Materials:** White or brown construction paper, coloured cardboard and colouring materials such as pencils, crayons, markers, etc., scissors and tape.

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

**UNIT 1 - Extra Practice**

**1. Write the missing letters.**

**WHAT IS IT?**



1. m \_ r \_ e \_



2. p \_ \_ c \_ l c \_ s \_



3. s \_ \_ r p \_ n e \_



4. cr \_ y \_ n



5. b \_ o \_



6. \_ r \_ s e \_

**2. Look, count and answer: How old are you?**



1. I'm .....



2. I'm .....



3. I'm .....



4. I'm .....

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# CONTENTS

## LANGUAGE

## VOCABULARY

### UNIT 1

#### MY FAVOURITE PLACE

*He / She is (friendly).*  
*Do you often visit your relatives? Yes, I do. / No, I don't.*  
*There is a (red carpet). / There isn't a (chair).*  
*There are some (posters).*  
*There aren't any (lamps).*  
*Is / Are there... ? Yes, there is / are. / No, there isn't / aren't.*  
*How many... are there?*  
*He loves playing games. She likes bracelets.*

Parts of the body: *eyes, hair*  
 Adjectives: *short, long, straight, blonde...*  
 Parts of the house: *bedroom, kitchen, garage...*  
 Places: *park, cinema, restaurant, museum...*  
 Common and proper nouns: *cousin, Camila*  
 Prepositions: *on, in, under, next to, behind*  
 Personality types: *dreamer, nerd, leader...*  
 Personality adjectives: *curious, analytical, trendy...*

### UNIT 2

#### RULES

*Can I go to (the park)? We must (arrive on time). We mustn't (run).*  
*Open / Don't open the door, please.*  
*Chop the vegetables.*  
*I am / am not going to (cook). He / She is / isn't going to (make cakes). We / You / They are / aren't going to (decorate the place).*

Actions: *go to the cinema, run, play football, ride...*  
 School subjects: *Maths, Language, History...*  
 Adjectives: *funny, interesting, boring*  
 Cooking verbs: *spread, cook, sprinkle, boil...*  
 Actions: *decorate the place, make pizzas, contact the DJ...*

### UNIT 3

#### SPOT THE DIFFERENCES

*(Melissa) is older than (Claudia). (Football) is more popular than (volleyball).*  
*(The recyclable trainers) are the trendiest (outdoor clothing) of all. The most popular sport is (football).*  
*(Mars) is smaller than (Earth).*

Adjectives: *young, old, tall, short, thin...*  
 Comparative form of adjectives: *younger, lighter, more / less entertaining, better, worse...*  
 Planets: *Mercury, Venus, Earth, Mars...*  
 Big numbers: *57,900,000...*  
 Superlative form of adjectives: *youngest, shortest, most / least popular, best, worst...*

### UNIT 4

#### MUSIC FANS

*(Taylor Swift) plays pop, country and folk music. I am listening to Taylor's songs now.*  
*Does your friend play the drums? Yes, she / he does. / No, she / he doesn't.*  
*Are your friends singing right now? Yes, they are. / No, they aren't.*  
*He usually does yoga but today he's riding his bike.*

Music and band words: *songwriter, lead guitarist, drummer, bassist, piano, violin...*  
 Simple Present: *love, live, like, start, sing...*  
 Present Continuous: *play, practise, write...*

### UNIT 5

#### LIFE IN THE PAST

*Dinosaurs were reptiles.*  
*The T-Rex was taller than the Stegosaurus. The Microraptor was the smallest dinosaur of all.*  
*I explored (Ancient Egypt). The Mayas created a writing system with symbols.*  
*There was a pyramid. There wasn't one king.*  
*There were pictograms. There weren't any horses.*

Adjectives: *small, tall, heavy, dangerous...*  
 Simple Past – Be and regular verbs: *was, were, lived, started, visited...*  
 Dinosaurs' names: *Megalosaurus, Oviraptor...*  
 Miscellaneous: *fossils, paleontologist, carnivore, omnivore, herbivore, hieroglyphics, mummies...*

### UNIT 6

#### ADVENTURE HOLIDAYS

*I went camping in the forest.*  
*Where did you sleep? Julia didn't laugh.*  
*Did the animal go into the tent? Yes, it did. / No, it didn't.*  
*He ate local food.*  
*He is staying (in a cottage).*  
*We are going to (visit my grandparents) tomorrow.*

Holiday activities: *play volleyball, swim, relax, sail...*  
 Simple Past – irregular verbs: *had, ate, ran...*  
 Past time expressions: *last year, four days ago, the day before yesterday, yesterday*  
 Miscellaneous: *tent, sleeping bag, backpack, campsite, compass...*

**CLIL****STEAM****SEL**

Social Sciences and Science  
(Eco-neighbourhoods)

A model of an  
eco-neighbourhood

Recognising our own feelings and interests

Citizenship and Technology  
(Digital Citizenship)

A good digital citizen infographic

Following and respecting rules

Science (Mars Rovers)

A rover prototype

Respecting other people's opinions

Science and Music (Green Music  
Festivals)

A kinetic sound sculpture

Working cooperatively

History  
(An Archaeological Discovery)

A pyramid model

Learning from the past

Literature (A Holiday Story)

An accordion book

Enjoying our free time

# 1

## MY FAVOURITE PLACE

### SB PAGES 4, 5, 6 AND 7

#### Objectives

- To revise personal information.
- To revise imperatives.
- To revise vocabulary related to the house, neighbourhood, family, weather and professions.
- To share personal information and talk about others.
- To read for specific information.
- To revise parts of speech.
- To infer ideas from a picture.
- To identify common and proper nouns.
- To listen for specific information.

#### Language Focus

##### Production

- I've got... eyes.
- He / She is friendly.
- He loves playing games. She likes bracelets.
- Do you often visit your relatives? Yes, I do. / No, I don't.

#### Vocabulary

##### Production

- Parts of the body (eyes, hair)
- Adjectives (short, long, straight, blonde, dark)
- Parts of the house (bedroom, kitchen, garage)
- Places (park, cinema, restaurant, museum)
- Professions (doctor, teacher, police officer)
- Common and proper nouns (cousin, Camila)
- Prepositions (on, in, under, next to, behind)
- Personality adjectives (curious, analytical, trendy)

Introduce yourself and explain to students the way in which they are going to work this year.

Invite them to introduce themselves to the class and give personal information so as to get to know each other. Below is an idea you may put into practice:

Bring rectangles of construction paper (3 x 5cm). Write students' names on the cards and place them in a container. Have each student take a card and ask them to write a description of the person whose name is on the card. Encourage students to describe their partners' physical appearances and tell them they can add information about their personal characteristics.

For example: *He has got (brown) eyes and (long) (blonde) hair. He wears glasses. He's tall.*

*He's friendly. Who is it?* Tell students to glue the descriptions over their name cards to make a flap that lifts up. Invite students to come to the front one at a time and read their descriptions for the class to guess the corresponding student. Have students lift the flap to show the name when the class guesses correctly.

### PAGE 4 AND 5

This section introduces the topic of the unit in a double-page spread photo. It provides a good opportunity to revise structures, present new vocabulary and activate students' background knowledge. As the students do the activities in the unit, they reflect on different aspects of the topic. This section also has a double purpose: it can be used to present structures and language issues at the beginning of the unit and / or for self-evaluation at the very end. Bear in mind that it is of great help for students to know in advance what structures are going to be worked on. In this way, they can have a general idea and get ready for the learning process.

Once you have finished a unit, go back to this self-evaluation sheet and reflect with the class upon the group performance. Students should put a tick in the corresponding box: *quite well* or *not yet* to show whether they can identify language functions and use the structures introduced in the unit.

To introduce this unit, invite the class to open their books on pages 4 and 5 and direct students' attention to the teens in the photo. Describe one of them and encourage the students to identify her / him. Invite a volunteer to describe another teen for the rest of the class. Once the students have identified the person, ask them to add more details to the description. Repeat the procedure so that they describe all of the teens in the photo. Draw two columns on the board and write the vocabulary the students mention under: *Physical characteristics* and *Clothes*. Then, read the unit title aloud and invite the class to infer ideas from the photo; for example: *What does the first boy like doing? What does the girl next to him like doing? Do they like music? Do they like dancing?, etc.*

## 1 Look and listen. 01

Listen and read Eco's introduction with the description of his favourite activities and his personality. Encourage the students to talk about their preferences, personalities and activities.

### TRACK 01 01

**Eco:** *Hello there! I'm Eco. I care about the environment and I always take green actions. I'm very sociable and I like making new friends. Tell me about you!*

## PAGE 6

### 1 Read and tick (✓) the correct answer.

Tell students to read the webpage and tick the right answer for each of the two questions. Explain that they do not have to focus on specific information but to get the gist and analyse the layout of the page. Encourage students to understand the meaning of new words from the context. Once they have finished, check the answer and discuss the reasons for it.

## ANSWER KEY

1 b; 2 c

## Additional Activity

You can take advantage of Olivia's webpage and divide the class into two teams. Assign the first part of the text where Olivia describes her family and routine to one team and to the other team, assign the part where Olivia speaks about her cousin. Ask each team to make as many questions as possible about their part of the text (e.g.: *How many brothers and sisters has Olivia got? Where does she live?*).

Once the teams have finished, they should ask each other the questions they have written down. You can draw this chart for them to fill in the information:

Names	Olivia	Sofia
Nationality		
Family		
Professions		
Favourite activities		
Physical appearance		
Personality		

## PLANET WARRIORS TIPS

### Reading Benefits

Tell students to read in English as much as they can. The more they read, the more words they will come into contact with. Reading stories will help them develop their imagination and thus their creativity skills will be enhanced. Meanwhile their vocabulary will be increased without their even noticing it!

### 2 Read again and complete the sentences with the verbs.

Have the class read the sentences in connection to Olivia's webpage and complete with the missing verbs from the box. Call volunteers to read their answers and carry out class correction.

## ANSWER KEY

1 doesn't live; 2 hasn't got; 3 work; 4 are; 5 knows; 6 is; 7 has got; 8 doesn't know

### 3 Now discuss Olivia's questions in the post with your classmate.

Invite the class to answer Olivia's questions: *What about you? Where do you live? Do you often visit your relatives? What do you do together?.* Pair up students and monitor their performance while they act out the conversation.

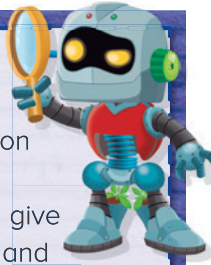
#### ANSWER KEY

*Students' own answers*

## PAGE 7

### Eco Grammar

This grammar board will help students focus on the use of common and proper nouns. Go through the examples with the whole class and give students time to compare the uses and forms. Analyse the definitions and draw students' attention to the differences between these nouns and also to the use of capital letters for proper nouns. Copy the examples on the board and encourage students to provide more instances.



### 4 Underline all the proper nouns in the post.

Encourage students to find more examples of proper nouns in the post and compare their answers to their classmates'. Once they have finished, call some students at random to check replies.

#### ANSWER KEY

Olivia; London; Santiago; Mateo; British; Mexican; Sophia; Argentina; England

### 5 Listen and circle the correct option.



Invite students to look at the photos and to describe the children. You can encourage the class to infer, from the photographs, their ages, nationalities or any other additional information. Give students some

minutes to read the information in silence and guess which option could be correct.

Then play the audio file and ask them to circle the correct option. Give them time, pausing after each extract for students to confirm or deny their predictions. To check, invite volunteers to read their answers.

#### TRACK 02 02

**Girl 1:** *My name's Emilia. I'm fourteen. I've got a brother and a sister. We're from Chile and we live in a small town near the sea. My father is a chef and he cooks delicious food. He works in a restaurant. That's one of my favourite places in town!*

**Boy:** *Hi! I'm Harry. I'm twelve years old and I live in the countryside. I live with my mum and my dad. I haven't got any brothers or sisters. My grandparents live near my house and I usually help them in their farm. There are a lot of trees and animals but there aren't any cinemas or shopping centres here. I don't care because there's a river near my house and I can go kayaking and swimming with my friends. I never get bored!*

**Girl 2:** *Hello! My name's Emma. I live in a flat in Toronto, Canada. I share my bedroom with my sister. It's my favourite place in the house because it's comfortable and warm. There are two beds and there are two desks. My desk is next to the window and I can see the big park opposite my building. It's a beautiful view!*

#### ANSWER KEY

1 a sister 2 small 3 father 4 restaurant 5 mum 6 near  
7 usually 8 cinemas 9 kayaking 10 flat 11 sister  
12 warm 13 desks 14 next to 15 opposite

### 6 Complete the comment to Olivia's post.

Tell your students to make a comment to Olivia's post using the prompts in the activity. Encourage them to complete the information about themselves.

#### ANSWER KEY

*Students' own answers*



## SB PAGES 8 AND 9

### Objectives

- To introduce the idea of existence: *there be*.
- To complete sentences.
- To describe pictures.
- To ask and answer questions.
- To predict information.
- To listen for specific information.

### Language Focus

#### Production

- There is a (red carpet). / There isn't a (chair).
- There are some (posters).
- There aren't any (lamps).
- TIs / Are there... ? Yes, there is / are. / No, there isn't / aren't.
- How many... are there?

### Vocabulary

#### Production

- Prepositions of place (on, in, under, next to, behind)
- Parts of the house
- Furniture and electrical appliances
- Holiday activities

## Additional Activity

Draw circles on the board with the following words as headings: *Rooms in the house, Places in the neighbourhood, Family, Weather and Professions*. Bring index cards with words related to the different topics to revise vocabulary. Invite students to take a card and stick it under the correct heading. You may divide the class into teams. The teams that spell the word correctly get an extra point.

### 1 Look at the photo and write *T (True)* or *F (False)*.

After previously describing Olivia's room, ask students to read the statements about this favourite place in the house and write *true* or *false* in connection with the picture.

#### ANSWER KEY

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

### 2 Listen to Olivia and put a tick (✓) or a cross (X). Then read and match.



First, ask students to interpret and name the items they have to tick or cross. Then play the audio file and make pauses for students to tick or cross under the pictures.

Finally invite them to answer the questions in the activity by matching the answers on the right.

#### ANSWER KEY

**Ticks for pictures:** 3, 4, 5 and **crosses for pictures:** 1, 2, 6.

1. No, there aren't. 2. No, there isn't. 3. Yes, there is.  
4. Yes, there are. 5. Yes, there is. 6. No, there aren't.

## PAGE 8

### Eco Grammar

Eco's board introduces the forms and use of **there + verb to be**. You may use this board to revise by going through examples with the whole class. Give students time to analyse and compare the forms. Also focus the attention of the class on the use of **some** and **any** for affirmative and negative/interrogative sentences respectively. To actively practise these grammar items invite the class to describe and write sentences about the picture shown in activity 1.



TRACK 03  03

**Olivia:** *Hi there! I'm with my cousin Sophia and we're reading your questions about my eco-friendly house. Sophia is choosing some questions about my bedroom and I'm going to answer them in this video.*

**Sophia:** *OK, the first question is: are there any plants in your room?*

**Olivia:** *No, there aren't. I like doing crafts with recycled materials and I decorate the room with flowers. There are some flowers on the wall but they aren't real.*

**Sophia:** *Next question: is there a TV in your bedroom?*

**Olivia:** *No, there isn't. There is a laptop on my desk and I sometimes use it to watch series.*

**Sophia:** *And are there any rugs?*

**Olivia:** *Yes, there are. There are three small pink rugs near the window.*

**Sophia:** *And there is a red carpet. It's very soft! Another question: are there any big lamps?*

**Olivia:** *No, there aren't. There are two small lamps and I only use them in the evening. My bedroom is always full of natural light.*

**Sophia:** *It's true! I like that! And the last question: is there a bed for Sophia in your bedroom?*

**Olivia:** *No, there isn't. Ha ha ha! But there is a guest room for Sophia so she's fine.*

**Sophia:** *Yes! It's beautiful! We can show it in our next video.*

### Additional Activity

Encourage your students to change the position of the furniture and add more items to the picture of Olivia's bedroom. To correct, call some volunteers to read what they have created. They can contrast Olivia's room to theirs by saying : *In Olivia's room there isn't a TV, in my imaginary room there is one.. etc*

#### ANSWER KEY

*Students' own answers*

## PAGE 9

### 3 Look and answer.

Followers to Olivia's webpage want to know more about her eco-friendly lifestyle. Have the class look at the pictures and answer. Carry out class correction at the end.

#### ANSWER KEY

**1** There are twenty solar panels. **2** There is one cat. **3** There are fifteen windows. **4** There are five electrical appliances. **5** There are twelve cycle lanes. **6** There are seven shops.

### Additional Activity

Twenty Questions: Tell students you are thinking of a part of your house (*kitchen*) and have them guess what it is. Tell them they can ask twenty questions beginning with *Is / Are there... ?* but you can only answer *Yes or No*; for example: *Are there any beds? No, there aren't. / Is there a table? Yes, there is.* Invite a student to take your place and do the same. Repeat the procedure several times.

### 4 Describe your dream bedroom and draw.

Invite your students to describe their bedrooms on a slip of paper and ask them to hand them in to you. Shuffle the slips and distribute them back to the students to read their peers' descriptions and guess whose bedroom it is.

#### ANSWER KEY

*Students' own answers*

### 5 Ask your classmate about their dream bedroom. Then complete the table.

Now students must ask their peers about their dream bedrooms and compare their answers completing the table. Emphasise the importance of listening to each other's descriptions as they will have to draw and write conclusions about similarities and differences. Monitor performance and then ask volunteers to read aloud what they have written in their tables.

#### ANSWER KEY

*Students' own answers*

## SB PAGES 10 AND 11

### Objectives

- To talk about and describe personality types.
- To read and identify a type of webpage.
- To read for specific information.
- To talk about likes, dislikes and preferences.
- To revise the Present Simple tense.

### Language Focus

#### Production

- I (don't) like / love / prefer + noun / verb -ing.
- He loves singing and dancing.
- *She likes designer clothes.*
- *Do you like wearing accessories?*
- *Yes, I do. / No, I don't.*
- *What do you like doing?*

### Vocabulary

#### Production

- Personality adjectives

*making friends. (Sociable)* The team that answers correctly can get an extra point by giving another example for the adjective.

### 1 Read the online forum and tick (✓).

An online forum is a web-based discussion platform where users can post messages and engage in conversations. Tell students to read the forum and tick the right answers. Explain that they do not have to focus on specific information but to get the gist and analyse the layout of the page. Encourage students to understand the meaning of new words from the context. Once they have finished, check their answers.

### ANSWER KEY

Ticks in a, b, c, e

## PAGE 11

### 2 Listen to Olivia and Sophia's replies to the posts and complete. 04

Invite students to listen and read the replies and think who they are for. Play the audio file for students to complete the blanks with the words in the box. Then ask a volunteer to read one reply and find the connection between the answer and the person, focusing on specific vocabulary related to personal characteristics. Encourage students to do the same with the rest of the sentences.

Invite some volunteers to read the answers aloud to check. Finally, ask the class if they have any of the characteristics mentioned or if they share any interests with the participants of the forum.

## PAGE 10


### PLANET WARRIORS SOCIAL EMOTIONAL LEARNING



Recognising our own feelings and interests. Students are individuals with a lot to contribute to the class. Try to include many activities aimed at encouraging students to share their thoughts, opinions, feelings and experiences with their classmates.

### Additional Activity

Divide the class into two or three teams. Explain to students that you are going to read a description of a personality adjective for them to identify. Write the number of letters the word has, to give them a hint; for example: 8 letters. *I like meeting new people and*

TRACK 04  04

**Narrator:** One

**Olivia:** Well, I guess you're trendy. Clothes and fashion can also tell you about personality. I love wearing bracelets!

**Narrator:** Two

**Sophia:** You're right. We don't like using labels but the test helps to reflect on our personalities. We're eco-conscious, too. What green actions do you take at school?

**Narrator:** Three

**Olivia:** Me too! I like knowing about the latest things and I'm interested in people's lives. This doesn't mean I'm a gossip. I just care about others!

**Narrator:** Four

**Sophia:** You're a geek! I'm sure you're a computer expert. I like technology, too!

**Narrator:** Five

**Olivia:** You're an artist. Tell your parents that you aren't analytical and you prefer using your imagination to express yourself.

**ANSWER KEY**

**1** trendy (Oliver); **2** eco-conscious (Mike); **3** gossip (Holly); **4** geek (Emma); **5** artist/analytical (Robert)

**3** Read the forum again. Complete the sentences with the username and the verbs in the correct form.

Ask a volunteer to read the example and explain to the class that they have to read the forum again. Then they must complete the sentences with the username and the verbs in the correct form. Remind students they should take into account the meaning of the emojis and the verbs presented in the grammar board previously. Carry out class correction at the end.

**ANSWER KEY**

**1** Mike hates using; **2** Holly loves knowing; **3** Emma doesn't like going, she prefers connecting ; **4** Oliver likes wearing/ he loves buying; **5** Robert hates not moving/ he doesn't like studying

**4** Guess about your classmate and write. Then ask and check.

Invite students to guess about their classmates' preferences. Invite them to write their ideas on the note below the activity using verbs of preference. Then, get some students at random to share their ideas with the class.

**ANSWER KEY**

Students' own answers

**Eco Grammar**

Draw students' attention to the grammar board to revise the use of the Present Simple tense to talk about **likes, dislikes and preferences**. Go through the examples with the whole class and give students time to compare the forms. Focus on the types of words that take the verbs, and direct students' attention to the fact that the verb following: **love, like, hate and prefer** is formed with **-ing**.



## SB PAGES 12 AND 13

### Objectives

- To predict information.
- To read and listen for specific information.
- To ask and answer questions.

### Language Focus

#### Production

- What do you like doing?
- There are many solar panels.
- *She doesn't like making videos.*
- *Do you like (visiting museums)? Yes, I do. / No, I don't.*

### Vocabulary

#### Production

- Places
- Holiday activities

## PAGE 12

### PLANET WARRIORS SUSTAINABLE DEVELOPMENT GOALS



#### N° 11 - SUSTAINABLE CITIES AND COMMUNITIES

This goal focuses on making cities and towns inclusive, safe and sustainable. People should have access to basic services, housing and transportation. Encourage your students to explore the concept of inclusive communities and respect diverse backgrounds.

### 1 Label the photos.

Have the class interpret the pictures and match them with the words in the box. Correct with the whole class. This previous warm-up of vocabulary will help students comprehend the following listening activity 2.

### ANSWER KEY

1 market; 2 clothes shop; 3 palace; 4 park; 5 underground; 6 museum; 7 theatre; 8 cycle lane

### 2 Olivia and Sophia are making plans. Listen and tick (✓) the activities and places they mention. 05

Now invite the class to listen to Olivia and Sophia's plans. They should tick the places the girls mention in their conversation. Play the audio file and make pauses for the class to tick the pictures, you may re-play it one more time to confirm the students' choices.

#### TRACK 05 05

**Sophia:** *I'm having a great time here! And I like staying in your eco-friendly neighbourhood. What can we do tomorrow?*

**Olivia:** *There are so many things in London! I've got a list with possible sustainable activities to do and places to see tomorrow.*

**Sophia:** *Cool! Do you like making videos for your channel? You can share our day with your followers.*

**Olivia:** *That sounds good! The weather is nice so I think we can cycle. There are a lot of cycle routes and we can ride our bikes to different parks.*

**Sophia:** *That's a great idea! I love riding bikes and I want to see Hyde Park.*

**Olivia:** *We can definitely go there! There is a big lake and there are birds and even bats! There is a rose garden, too.*

**Sophia:** *And is there a pet cemetery?*

**Olivia:** *Yes, there is. But it isn't open to the public. From Hyde Park, we can cycle to Kensington Gardens and St. James's Park, too. And we can show some historic buildings like Kensington Palace and Buckingham Palace.*

**Sophia:** *Sure! I like seeing famous places. Are there any museums near there?*

**Olivia:** Yes, there are. I think that you'll love visiting the Natural History Museum. And we can see more museums some other day.

**Sophia:** OK, and where can we eat? Are there any eco-friendly places?

**Olivia:** Yes, there are. There are more and more vegetarian and vegan restaurants in the city. And there are sustainable markets, too.

**Sophia:** I'd love to go to Borough Market. I know that there are local products and water fountains to refill our water bottles.

**Olivia:** Yes! It's one of my favourite markets. I like trying different food items.

**Sophia:** Me too! So, that sounds like a perfect plan for tomorrow! Thanks, Olivia!

### ANSWER KEY

Tick in pictures: 1; 3; 4; 6; 8

### 3 Listen again and write *T (True)* or *F (False)*. 05

Now ask the class to listen to the conversation again to answer *true* or *false* next to each statement.

Correct with the whole class.

### ANSWER KEY

1 T; 2 F; 3 T; 4 T; 5 F; 6 F; 7 F; 8 T

### 4 Now answer with your classmate.

To make learning more meaningful and relevant to your students, encourage them to answer the questions in this activity. Assign pairs and monitor their performance, have them write their peers' answers and at the end share their reports with the rest of the class.

### ANSWER KEY

*Students' own answers*

CLIL

ART AND SCIENCE:  
Eco-neighbourhoods**1 Read the article and answer.**

Before starting the reading activity you can trigger answers about the topic of eco-neighbourhoods by asking students: *What elements can make a neighbourhood eco-friendly? Why do you think it is important to have an eco-neighbourhood?* Write the students' answers on the board to go back, after the reading is over, to see if they were right in their predictions.

Invite the class to start reading silently with the purpose of understanding the gist of the article and assist them with the new vocabulary. Leave the initial question *What eco-friendly characteristics can you see in the photos?* till the students finish reading the text. Once they have finished ask them to connect the pictures with what they have read and complete the question at the top. Carry out the correction with the whole class and encourage students to give their opinion about the topic, you can ask: *Would you like to live in an eco-neighbourhood? Why? How can we contribute to make sustainable neighbourhoods possible?*

**ANSWER KEY**

**1.** green roofs; **2** community gardens; **3** charging stations

STEAM  
PROJECT**STEAM PROJECT****2 Make a model of an eco-neighbourhood.**

Invite the class to design a model of an eco-neighbourhood. You can give some advice by mentioning characteristics of an eco-neighbourhood such as:

- Renewable energy: solar panels, wind turbines.
- Green spaces; parks, community gardens, trees to improve air quality.
- Water systems to collect and reuse rainwater.
- Energy efficiency; led bulbs to reduce consumption.
- Waste recycling.
- Alternative transportation like cycling, walking and electric vehicles.
- Support local business to avoid long distancing shops.

Once they have created their designs you can exhibit them in the classroom and promote them within the school community to raise awareness on the subject.

## PAGE 14

This section has been created to integrate all the functions, notions and vocabulary presented throughout the unit. Students use the language to complete a task related to a topic of a specific subject. And they also reflect on different personal aspects and on relationships to increase their social and emotional skills.

**1 Complete the questions and answer about you.**

To engage your students in meaningful exchanges you can use the questions in this activity to role play in class. Ask them to complete the questions with the words in the box and then move around the classroom to quiz their peers. They can record the answers and then report their findings with the rest of the class.

**ANSWER KEY**

1 How old; 2 When; 3 Where; 4 What hair; 5 Have

**2 Look and write true sentences about your bedroom. Use *There is*, *There isn't*, *There are* or *There aren't*.**

Have students recall their bedrooms and answer to the picture prompts in this activity. Remind them to use *there is/are/isn't/aren't* in their replies.

**ANSWER KEY**

*Students' own answers*

**3 Complete with your preferences. Then ask two classmates and compare your ideas.**

Address your students' interests by encouraging them to complete the chart and then ask their classmates' preferences. Call volunteers and have them compare their answers by saying: *I love playing sports but Cinthia loves reading.*

**ANSWER KEY**

*Students' own answers*



This set of reinforcement activities can be used when students need extra written practice of vocabulary or a specific language structure. These activities can also be solved at the end of the unit to integrate and consolidate all the concepts learnt.

**1 Complete the comments to Olivia's post on page 6.**

1 'm; 2 are; 3 's; 4 likes; 5 read; 6 's; 7 ride; 8 live; 9 've got; 10 do; 11 are; 12 's; 13 's; 14 go

**2 Read the comments again and write T (True), F (False) or DS (Doesn't Say).**

1 F; 2 T; 3 DS; 4 T; 5 DS; 6 F; 7 T; 8 F

**3 Circle all the proper nouns in exercise 1.**

Amelia; Scotland; Glasgow; Grace; Santiago; Colombia; Cleo; Frankie

**4 Look and complete the sentences.**

1 there is; 2 there are; 3 there isn't; 4 there is; 5 there aren't; 6 there is; 7 there aren't; 8 there isn't

**5 Answer about your bedroom.**

*Students' own answers*

**6 Answer.**

*Students' own answers*

**7 Read the descriptions and complete the crossword.**

1 trendy; 2 geek; 3 analytical; 4 artist; 5 eco-conscious

**8 Complete the sentences. Then number the photos.**

1 loves doing / likes playing; 2 likes singing / doesn't like listening to; 3 likes riding / hates taking; 4 doesn't like buying / loves growing / preparing; 5 loves watching / doesn't like hearing

**Pictures from left to right:** 5; 3; 4; 1; 2

**9 Draw your preferences. Then write.**

*Students' own answers*

**10 Look and write T (True) or F (False). Correct the false sentences.**

1 T; 2 F. There isn't a wind turbine; 3 T; 4 T; 5 F. There isn't an electric bus; 6 F. There isn't a lake; 7 T; 8 F. There aren't any underground stations.

**11 Circle the correct option. Then answer.**

1 do; 2 do; 3 do; 4; does; 5 do

*Students' own answers*

# 2

## RULES

### SB PAGES 15, 16 AND 17

#### Objectives

- To talk about rules.
- To listen for specific information.
- To express obligation and prohibition.
- To ask for permission.
- To classify information.

#### Language Focus

##### Production

- *Can I go to (the park)? We must (arrive on time). We mustn't (run).*
- *Open / Don't open the door, please.*
- *Chop the vegetables.*

#### Vocabulary

##### Production

- Actions (*go to the cinema, run, play football, skate with friends, feed the dog, ride the bike, play video games, make the bed, wash the dishes*)
- Pieces of furniture (*bed, table, armchair, fridge, bathtub*)

### PAGE 15

Read the topic of the unit aloud and draw students' attention to the photo. Invite the class to describe the situation and ask guiding questions: *Where is the woman?, What is she doing?*

*What do you think of her attitude? Is she obeying a social rule?*

Help the class with vocabulary and write key words on the board as they will be useful for the following activities. Explain to students that they are going to

reflect on the subject as they do the activities.

Remember this section has a double purpose. It can be used to present structures and language issues at the beginning of the unit and / or for self-evaluation at the very end. It is recommended to remember that knowing what structures will be worked on ahead is of great help for students. In this way, they can have a general idea and get ready for the learning process.

### Additional Activity

Ask several students if you can do different activities: *Can I use your pencil? Can I open the window? Can we start the class early tomorrow?.* Encourage them to respond appropriately: *Yes, of course. Sure! No, I'm afraid we can't.* Divide the board into two columns and label them *Parents* and *Teachers*. Ask questions and invite students to decide who they might ask these questions to, then write them in the correct column: *Can I go to a football game on Saturday? (Parents). Can I go to the bathroom? (Teachers).* Get some volunteers to take your place and ask questions.

### PAGE 16

#### PLANET WARRIORS SOCIAL EMOTIONAL LEARNING



#### Following and respecting rules

Clear rules are necessary to define boundaries and act with respect. Having students discuss and analyse rules help them become aware of the importance to follow them. Remind your students that a positive attitude is the key to successful learning.

## 1 Listen and tick (✓) the correct option.

Invite students to have a look at the picture of the boy playing video games. Ask some guiding questions:

*Do you ask permission to play video games? What do you ask permission for at home? Write students' ideas on the board and play the audio file. Stop before Matt makes an excuse and tell the class to choose which of the three possible reasons Matt will say. Then discuss with the class what they think the right choice will be and play the audio to check. Ask the class if they have similar dialogues when they ask their parents for permission. Encourage them to mention rules at home and explain if there are consequences when they do not obey them.*

### TRACK 06

**Dad:** *Matt, what are you doing?*

**Matt:** *Can I play video games, Dad?*

**Dad:** *Not again! You mustn't be in front of the screen all the time.*

**Matt:** *But I'm bored and I don't want to read. Can I go to see my friends at the park?*

**Dad:** *Yes. But first, you must tidy your room, do your homework and feed the dog.*

**Matt:** *Oh Dad! I can't do all that for today. My room is a mess.*

### ANSWER KEY

My room is a mess.

#### Eco Grammar

Direct students' attention to the grammar board and explain that it focuses on the uses and forms of *must* and *can*. Invite a volunteer to read the explanations and examples. Explain that the form of these verbs is the same for all persons.



## 2 Write the verbs. Then ask and answer with your classmate.

Tell students to read the statements and to connect each one to one of the verbs in the box. Once they finish writing the verbs carry out the correction of the activity with the whole class. Then, divide students into pairs and ask them to make dialogues using the ideas in the notes. Get two volunteers to read the example: *Can I go to the cinema? Yes, you can but first you must feed the dog!* Focus on the use of *can* and *must*. Invite several pairs to act out their dialogues in front of the class.

### ANSWER KEY

1 go; 2 play; 3 ride; 4 skate; 5 go; 6 study; 7 tidy; 8 make; 9 feed; 10 wash

## PAGE 17

### 3 Circle the correct option.

Read out loud Eco's question *What other rules do you follow at school?* to the students and tell them to circle the correct option in the *school rules* section. Finally call some volunteers to read their answers and correct with the rest of the class.

### ANSWER KEY

1 must; 2 mustn't ; 3 must; 4 mustn't; 5 must; 6 mustn't

### 4 Look and complete with *must* or *mustn't*.

Have the class look at the webpage and read the name. Elicit whose page it is and why there are rules in the post: It's a school webpage / blog and there are rules because it's the beginning of the school year. They can deduce it from the picture and the phrase: *Welcome back to school!*

Invite students to complete the rules. Then, get some students at random to read and check the answers.

### ANSWER KEY

1 must; 2 mustn't; 3 must; 4 mustn't; 5 must; 6 mustn't

## 5 Write about your school rules using the prompts. Then add more rules.

Ask the students to write about the school rules by using the phrases on the left. Then, ask them to add more rules and write them down in the notepad. Invite some volunteers to read the answers aloud to check.

### ANSWER KEY

We mustn't drink or eat in class; We mustn't use our phone; We must wear a uniform; We must raise our hand to speak

### Additional Activity

Divide students in pairs. Ask them to research cultural etiquette in their country and write an interesting tip: *You mustn't tell somebody you like his / her shirt because he / she will probably give it to you.* Tell students to draw an amusing skit to illustrate their tip. Invite two students to act out the skit and explain their tip to the rest of the group. Repeat the procedure with the remaining pairs. Finally, display all cultural tips around the classroom.

## SB PAGES 18 AND 19

### Objectives

- To revise expressing obligation and prohibition.
- To read for specific information.
- To discuss and express opinions.
- To identify commands and instructions.

### Language Focus

#### Production

- *Children must (wear a uniform).*
- *Children mustn't (shout).*

### Vocabulary

#### Production

- School subjects (*Maths, Language, Geography, History*)
- Adjectives (*funny, interesting, boring*)

### Additional Activity

Write the name of different places on the board and bring sentences expressing obligation and prohibition in strips of paper. Invite volunteers to read the sentences aloud and decide where they can find these rules and stick them next to the corresponding place; for example: *You mustn't use your phone (the bank). You must leave your backpack in the lockers (the supermarket). You mustn't take drinks or food in (the library). You mustn't use a camera (the museum). You must show your ticket at the entrance (the theatre, the library, the cinema, the museum).*

## PAGE 18

### PLANET WARRIORS SUSTAINABLE DEVELOPMENT GOALS



#### N° 4 - QUALITY EDUCATION

SDG4 focuses on ensuring inclusive quality education for all. Every child, no matter where he/she lives, should get the chance to go to school to learn to read, write and have an opportunity to learn.

Students can practice SDG4 by valuing their own education, helping classmates and being curious learners. Sharing knowledge and being kind to others creates a very positive impact too.

### 1 Listen and read.

Have the students describe the children in the photos and invite them to read the comments.

Tell the class that after listening and reading they have to vote which school they would like to attend and why. Play the audio file, keep pace with the class reading the article in silence and then share their opinions. Write the votes on the board to check the percentage that corresponds to each comment.

As a follow up activity you can divide the class into two teams and ask them to prepare a poster describing their school, the rules they have and what they like about it.

## TRACK 07 07

**Girl:** *In today's podcast, we talk about school rules. You can also find our post about school rules on our social networks and read some interesting facts and some funny comments, too. If you think that rules are the same in all schools, you must listen to these students. They go to different schools and they share with us some rules that are not very typical.*

**Oliver:** *In my school, mindfulness is part of the lessons. We must do activities like breathing exercises and guided relaxation. There are a lot of different activities so it's never boring! We must do meditation at the beginning of the school day, too. I like starting classes in this way because I feel relaxed and I can focus on the lessons. In the classroom, there is a special place with worksheets with mindfulness activities and objects that can help us to stay calm, too.*

**Julia:** *I must study traditional subjects and non-traditional subjects. I like learning Language and History but I don't like studying Geography. The non-traditional subjects include Financial Education and Public Speaking and they are more practical. And we must choose one subject from these options: first aid, woodworking and cooking. I love cooking lessons! We must prepare healthy dishes with local products to pass the subject. It's the best exam!*

**Clare:** *At school, we must study Environmental Education. We learn about recycling, renewable energy and conservation. We don't have exams but we must participate in environmental projects for the community, go on field trips to natural places and take eco-friendly actions. We think the subject is very interesting because we learn about our impact on the environment and, at the same time, we can do positive things to reduce the negative effects.*

## 2 Read the comments again and write: Oliver, Julia or Greg and Clare.

Invite the class to go over the posts again and answer who said each statement.

### ANSWER KEY

1 Julia; 2 Oliver; 3 Greg and Clare; 4 Oliver; 5 Julia; 6 Greg and Clare; 7 Julia; 8 Oliver

## 3 Answer with your classmate.

Pair up students to discuss the questions in the activity. Suggest they write their answers on a slip of colour paper to make a post. You can display the posts on a board or poster of construction paper in the classroom.

### ANSWER KEY

*Students' own answers*

## PAGE 19

## 4 Listen and complete the commands. Then match them with the photos. 08

First of all, have the class read the commands and the words in the box and give them some minutes to match and complete them. Then play the audio file to correct with the class and ask them to find the corresponding picture to the description. Alternatively you can ask the class to match first the pictures with the commands and then listen to complete the missing words.

## TRACK 08 08

### Narrator:

- 1 Close your eyes and take a deep breath.
- 2 Don't throw recyclable paper into the rubbish bin.
- 3 Clean and tidy the kitchen.
- 4 Don't start cooking without all the ingredients.
- 5 Write down things you're grateful for.
- 6 Water the vegetable garden, please.


## ANSWER KEY

Pictures from left to right, top to bottom:

- 2 Don't throw recyclable paper into the rubbish bin.
- 5 Write down things you're grateful for.
- 6 Water the vegetable garden, please.
- 3 Clean and tidy the kitchen.
- 1 Close your eyes and take a deep breath.
- 4 Don't start cooking without all the ingredients.

**Eco Grammar**

Draw students' attention to the note to revise the use of the imperative form. Emphasise the use of **please** to be polite. Go through the examples with the whole class. Encourage students to think of commands and instructions used in the classroom.



## 5 Write three more rules for one of the schools in exercise 1. Then listen to your classmate and guess.

Invite students to write three more school rules for one of the schools they can choose from exercise 1. They can use the red banner box to write the prohibitions and the green one for the obligations. Explain that they have to share the ideas with their classmates so they can guess which school they are talking about.

## ANSWER KEY

*Students' own answers*

## Additional Activity

### Circle Writing

Divide the class into five groups and have them sit in circles. Give one member of each group a sheet of paper. Invite him / her to write a command that can be carried out in the classroom; for example: *Pick up your schoolbag*. Ask him / her to fold the paper to cover the sentence and pass the paper on so that the next student can write a command. Continue until all students have written a sentence. Invite a volunteer from one group to unfold the paper and read out the commands for his / her group members to carry out. Repeat the procedure with the remaining groups.

## SB PAGES 20 AND 21

### Objectives

- To read and listen for specific information.
- To give commands and instructions in a polite way.
- To understand and give cooking instructions.

### Language Focus

#### Production

- *Open / Don't open the door, please.*
- *Sprinkle with cheese.*

### Vocabulary

#### Production

- Cooking verbs (*spread, cook, sprinkle, boil, chop, add, peel, stir, roast, bake*)

## PAGE 20

### 1 Listen and tick (✓) the correct plans.



Greg and Clare are organising an eco-festival. Invite students to listen to the audio file to tick the correct plans. After listening, get some volunteers at random to check the answers.

## TRACK 09 09

**Clare:** *Greg, the eco-festival is next Saturday. Can you help me check the things we must do?*

**Greg:** *Sure! We must pick some vegetables from the vegetable garden for the cooking class.*

**Clare:** *It's true! Sarah and Ben are going to make a veggie recipe.*

**Greg:** *Oh! And I must contact the DJ. My best friend's sister is going to play some music and help us with the sound during the special events.*

**Clare:** *OK. And I must make the recycling bins with Lisa and Mary. We are going to collect some boxes from different shops and we are going to put recycling signs on them. Then we are going to place them next to the stalls and near the stage.*

**Greg:** *And what about the decoration? We must decorate all the place.*

**Clare:** *Yes, don't worry! Mark is going to put up posters with eco-friendly tips. And the teacher is going to give us solar lights.*

**Greg:** *Well, so that's all.*

**Clare:** *Wait! We mustn't forget one important thing. We must share the event on our social networks.*

**Greg:** *You're right! I'm going to design a flyer with all the information. Then I'm going to send it to the class chat so that everyone can share it.*

**Clare:** *That's perfect! Thanks, Greg!*

### ANSWER KEY

pick vegetables for the cooking class ✓	sell second-hand clothes ✗
contact the DJ ✓	make recycling bins ✓
give reusable bottles ✗	use compostable plates ✗
decorate the place ✓	share the event on social networks ✓


### Additional Activity



Invite the first student in a row to stand up, say an imperative sentence and carry out the action: *Move your pencil*. As soon as he / she has done this, ask the second student to stand up. Tell him / her to repeat what the first student has said and done and continue the sequence in the same way: *Move your pencil*. *Don't clap*. If a student forgets the sequence, ask him / her to start again.

**Eco Grammar**

This grammar board will help students focus on the use of the affirmative form of *going to*. Go through the examples with the whole class. Give students time to analyse the new structure and understand how to organise it. After this, draw students' attention to the chart and the different forms of *going to*.



## 2 Listen again and write *T* (True) or *F* (False).

Greg and Clare are still organizing the eco-festival and checking who is responsible for some of the activities. Tell the class to listen to the conversation again and write true or false next to each statement.

### ANSWER KEY

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

## PAGE 21

## 3 Listen and put a tick (✓) or a cross (X). Then write the sentences.

Clare is checking the plans for the eco-festival. Have the class read the statements first and then listen to her conversation with Luke to tick or cross each item. Play the audio file and pause for students to mark each statement, then play it again for a final check and ask them to write the complete sentences using *going to*. Correct with the whole class.

## TRACK 10

**Clare:** *Hi, Luke! I'm organising the schedule for the eco-festival. You're going to participate in the recycling event with Jack, right?*

**Luke:** *No, we aren't going to work together because I'm going to cook. And the recycling lesson and the cooking lesson are going to be at the same time.*

**Clare:** *Oh no! That's bad. I must change this. What time are the lessons going to start?*

**Luke:** *At 3 pm. And they're going to last one hour.*

**Clare:** *Well, the cooking lesson is going to be at one pm. You can cook and then people can try your food. What are you going to cook?*

**Luke:** *Hmm, I'm going to make vegetarian pizza. Remember to buy the vegetables.*

**Clare:** *We aren't going to buy vegetables. We're going to use the fresh vegetables from the vegetable garden. Can you make a list of the vegetables you need?*

**Luke:** *OK. I'm going to send it to the class chat.*

**Clare:** *Great! So, the cooking lesson is going to start at one pm and finish at two pm. And then, we are all going to attend the recycling lesson.*

**Luke:** *Super! I can help Jack.*

### ANSWER KEY

1 Luke is going to cook. 2 The lessons are going to last 1 hour. 3 Luke isn't going to make hamburgers. 4 Clare isn't going to buy vegetables. 5 The cooking lesson isn't going to finish at 1 pm. 6 Luke is going to help Jack.

## Additional Activity

### Party Time

Ask students to imagine that they are going to have a party next week. Bring construction paper and write Party Time! in the centre and different categories for the class to complete with vocabulary.

Bring word cards and invite students to stick them with the corresponding category; for example: *Type*

*of party* (Birthday party, Halloween party, Costume party, Surprise party), *Food* (sandwiches, cake, cookies, hamburgers), *Music* (rock 'n' roll, pop, folk), *Activities* (games, magic show, barbecue), *Place* (home, park, school, sports centre) and *Party theme* (the jungle, space, board games).

#### **4 Read the instructions and number the photos.**

Luke is watching recipes online to prepare his vegetarian pizza. The class' mission is to help Luke to match the instructions with the photos. At the end, call a volunteer to read the answers.

#### **ANSWER KEY**

Pictures from left to right, top to bottom:

**3** Chop vegetables: pepper, onions, tomatoes and broccoli. **1** Put the dough on a pizza pan. **6** Cook in the oven for 20 minutes. **4** Add the vegetables on top. **2** Spread tomato sauce on top. **5** Sprinkle with cheese.

#### **5 Invent your recipe.**

To carry out this activity it would be nice if you could show the class some videos of chefs cooking recipes. It will provide ideas for your students to invent their own recipes. Go over the verbs and pictures on the left of the exercise and show, if possible, this verbs by miming or in a video. Visual aids are of great help.

Students can write their recipes (for example: *1. Open the can of tuna. 2. Put the tuna in a bowl. 3. Add some cooked potatoes and peas*) and share them with the class. You can invite them to cook their own recipes at home and bring some to share in class.

#### **ANSWER KEY**

*Students' own answers*

## SB PAGES 22 AND 23

### Objectives

- To talk about future plans.
- To read for specific information.
- To correct wrong information.

### Language Focus

#### Production

- *I am / am not going to (have PE). He / She is / isn't going to (cook pizza).*
- *We / You / They are / are going to reuse materials.*

### Vocabulary

#### Production

- Actions (*buy drinks, make pizzas, contact the DJ, send invitations, have a party*)

## TRACK 11 11

**Bill:** *Hey! We must finish the project on renewable energies. Can you meet tomorrow?*

**Alice:** *Peter and I are going to search for information tomorrow afternoon. What about the next day?*

**Kim:** *I can't meet on Tuesday. I'm going to take piano lessons. But I can buy the materials we need after that.*

**Bill:** *Don't worry, Kim. We're going to reuse materials from home.*

**Alice:** *I know! We aren't going to have PE lessons after lunch on Wednesday. Let's work together that day!*

**Kim:** *I'm going to ask my parents if we can go home after school. My dad is going to make pasta.*

## PAGE 22

### 1 Complete the dialogue with *Going to*. Then listen and check. 11

Bill, Alice and Kim are going to meet in order to finish a project on renewable energies. Invite the class to look at the picture and infer what they can be saying. Then play the audio file and stop to have students complete the blanks with the corresponding verbs. Call some volunteers to read the whole conversation and check for errors.

### ANSWER KEY

are going to search; am going to take; are going to reuse; aren't going to have; am going to ask; is going to make

### Eco Grammar

This grammar board will help students understand the use of the interrogative form of *going to*. Go through the examples with the whole class. Give students time to analyse the new structure and understand how to organise it. After this, you can play a *guess the plan* game: prepare a set of cards with future plans as in: *She is going to travel next summer / They are going to bake biscuits*. One team reads the sentence without the plan and the other must guess: *Is she going to travel tomorrow? Are they going to bake a cake?* You can prepare cards with missing information to revise vocabulary as well. The team that scores the most correct answers after 4 attempts is the winner.



## 2 Read the dialogue again and answer.

Invite the class to read the conversation again and answer the questions in this activity. Check the answers by calling some volunteers to read them out loud.

### ANSWER KEY

1 No, they aren't. 2 Yes, she is. 3 No, he isn't. 4 Yes, they are. 5 Yes, they are. 6 No, he isn't.

## 3 Write your plans. Then ask and answer with your classmate

Have each student answer about his / her plans by addressing the questions: *What are you going to do... / after school? / tomorrow morning? / on Sunday afternoon? / next holidays?* Suggest they write their plans on the notepad and then they can ask and answer about them with their classmates. Walk and monitor performance in class while you assist with vocabulary.

### ANSWER KEY

*Students' own answers*

## PAGE 23



## CITIZENSHIP AND TECHNOLOGY: Digital Citizenship

Elicit from your students what they understand for digital citizenship and write their ideas on the board. You can address the topic by explaining that digital citizenship implies a responsible use of technology, the internet and social media. It means behaving respectfully and understanding digital rights and responsibilities in the digital world.

## 1 Read the infographic and complete with *must* or *mustn't*.

Have students read silently the infographic and complete with *must* or *mustn't* according to the context. When they finish, start reading the text again and stop to correct the activity with the class.

Ask them to summarize what they have read by making a list of important rules to follow in order to be digitally responsible. They can use the list to make an infographic.

### ANSWER KEY

1 *must*; 2 *mustn't*; 3 *mustn't*; 4 *must*; 5 *must*; 6 *must*; 7 *mustn't*; 8 *mustn't*



## STEAM PROJECT

## 2 Make an infographic.

Students can take advantage of the summary of rules they've made in activity 1 to make an infographic. Ask them to include more rules to the infographic by researching the web. They should also prepare a short quiz to find out if people follow the rules of digital citizenship. They must analyse the results and organize the information to create the infographic and present it to the class.

## REVIEW UNITS 1&2

### PAGE 24

This section has been created to integrate all the functions, notions and vocabulary presented throughout the unit. Students use the language to complete a task related to a topic of a specific subject. And they also reflect on different personal aspects and on relationships to increase their social and emotional skills.

#### 1 Complete about you. Then ask your classmate.

Invite the class to complete the file about themselves. When they finish they should use the question words below to ask their classmates. Have some students share their notes with the rest of the class.

#### ANSWER KEY

*Students' own answers*

### PAGE 25

#### 2 Listen and circle the correct option.



Invite students to read the statements first. Then play the audio file and stop at each statement for the class to choose the correct option.

#### TRACK 12 12

**Boy:** *Hi! I'm Fred. I'm twelve years old and I'm from Canada. I live with my dad and brother. He's ten years old. He's got brown eyes and short blonde hair, just like me. We live in a small city and everything is very near our house. I usually walk to school with my brother but my dad drives to work. He's a doctor and he works in a hospital in another town. I'm very active and I love practising sports. I go to the sports centre three times a week. I play basketball and football and I go swimming, too. When I'm not training, I like doing eco-friendly activities. I'm very eco-conscious and I usually participate in ecological campaigns. Next Saturday, I'm going to attend an eco-festival in the park. The eco-club is the organiser and they are sharing some rules that we must follow during the event. I think it's going to be interesting!*

#### ANSWER KEY

1 b; 2 c; 3 a; 4 a; 5 b; 6 c

#### 3 Write about Fred's town using the prompts.

Have the class read the poster with the prompts to write about Fred's town. When the students finish, correct with the whole class.

#### ANSWER KEY

1 There is a big park. 2 There aren't tall buildings. 3 There are solar panels. 4 There are lots of cycle lanes. 5 There isn't a cinema. 6 There aren't any shopping centres.

### PAGE 26

#### 4 Look at Fred's bedroom and answer.

Invite students to look at Fred's bedroom photograph and answer the questions about it. Call some volunteers to read out loud and correct with the rest of the class.

### ANSWER KEY

1 No, there isn't. 2 Yes, there are. 3 No, there aren't.  
4 No, there isn't. 5 Yes, there is.

### 5 Write must or mustn't.

Remind the class about the importance of being eco-friendly and invite them to complete the eco-festival rules using must or mustn't in each statement. Carry out choral correction.

### ANSWER KEY

1 must; 2 mustn't; 3 mustn't; 4 must; 5 mustn't

### 6 Complete Fred's plans with the correct form of *Going to*.

Now, the students' mission is to complete Fred's plans using the correct form of the verb. Correct with the whole class.

### ANSWER KEY

1 are not going to wake up; 2 is not going to do, is going to bake; 3 is not going to take, are going to ride; 4 is going to take place; 5 is going to celebrate

Remember that this set of reinforcement activities can be used when students need extra written practice of vocabulary or a specific language structure. These activities can also be solved at the end of the unit to integrate and consolidate all the concepts learnt.

**1 Complete with *can, can't, must or mustn't*.**

1 Can; 2 can't; 3 must; 4 can't; 5 Can; 6 mustn't;  
7 can't; 8 must; 9 must; 10 Can; 11 mustn't

**2 Look and write sentences using the prompts.**

1 must tidy your room; 2 mustn't play video games; 3 mustn't use your phone; 4 You must do your homework; 5 You must feed the dog

**3 Complete the commands and match them with the signs.**

1 Don't shout; 2 Don't go; 3 Throw; 4 Wash;  
5 Don't use; 6 Don't eat

Pictures from left to right: 5, 3, 6, 1, 4, 2

**4 Classify the rules to be a good school citizen. Then write two more rules.**

**You must:** respect all the community; help others; be honest and responsible

**You mustn't:** damage furniture or draw on walls; misbehave in class; leave rubbish in the classroom

**5 Match the verbs with the pictures.**

1 c; 2 e; 3 b; 4 a; 5 d

**6 Look and answer.**

1 He's going to ride his bike; 2 They're going to play tennis; 3 She's going to see; 4 They're going to wash their hands; 5 She's going to travel

**7 Write true sentences about your plans for the weekend.**

1 I'm going to visit my grandparent. 2 I'm going to walk my dog. 3 My family and I are going to play

board games. 4 My friends and I are going to pick up rubbish in the park.

**8 Complete the dialogue.**

1 Are; 2 am; 3 am; 4 is; 5 Is; 6 isn't; 7 are; 8 Are;  
9 aren't; 10 are

**9 Look and answer.**

1 Yes, he is. 2 No, she isn't. 3 Yes, they are.  
4 Yes, he is. 5 No, they aren't.

**1 Read and answer.**

1 She lives in Boston. 2 Yes, she has got two pets.  
3 Her mum is a designer and her dad is a chef.  
4 Yes, there are. 5 No, there isn't. 6 She likes going to vintage shops and making videos.

**2 Look at Lily's bedroom. Write *There is, There isn't, There are or There aren't*.**

1 There is; 2 There isn't; 3 There aren't; 4 There aren't; 5 There is

**3 Write the rules in Lily's neighbourhood.**

1 You mustn't make loud noises. 2 You must use the cycle lanes to ride bikes. 3 You mustn't throw rubbish in the streets. 4 You mustn't swim in the lake. 5 You must separate rubbish.

**4 Read the notes and complete Lily's plans with the correct form of *Going to*.**

1 isn't going to; 2 are going to; 3 is going to; 4 is going to; 5 aren't going to

**5 Now answer about your plans. Are you and Lily going to do similar things?**

*Students' own answers*

# 3

## SPOT THE DIFFERENCES

### SB PAGES 27, 28 AND 29

#### Objectives

- To read about famous people.
- To predict information.
- To listen for information.
- To compare and describe people using comparative adjectives.
- To express personal opinions.

#### Language Focus

##### Production

- *(Melissa) is older than (Claudia).*
- *(Football) is more popular than (volleyball).*

##### Vocabulary

##### Production

- Adjectives (*young, old, tall, short, thin, popular, happy*)
- Comparative form of adjectives (*younger, lighter, more / less entertaining, better, worse*)

### PAGE 27

Invite the class to look at the landscape in the photo and ask students to elicit the possible meaning of the picture. Write their ideas on the board and explain that, in this unit, they are going to learn structures to make comparisons. Explain to students that they are going to reflect on the subject as they do the activities. Remember this section has a double purpose. It can be used to present structures and language issues at the beginning of the unit and / or for self-evaluation at the very end. Students should put a tick in the corresponding box to show whether they can identify language functions and

use the structures introduced in the unit. Bear in mind that it is of great help for students to know in advance what structures are going to be worked on. In this way, they can have a general idea and get ready for the learning process.

### PAGE 28

#### PLANET WARRIORS SUSTAINABLE DEVELOPMENT GOALS



##### N° 13 - CLIMATE ACTION

This goal aims to take urgent action to fight climate change. It's about taking important steps to protect planet Earth, our home, and climate change can make our home too hot or too rainy so we have to keep the Earth safe. Invite the class to discuss what we can do to reduce our impact on nature. Write phrases that sum up their ideas on the board. Then, invite the students to work in groups and design posters to illustrate the ideas they have discussed. Display the posters on the classroom walls.

#### 1 Listen and read. Then answer. 13

Ask students to look at the photos to attempt to answer the question: *Why are Claudia and Melissa eco-athletes?* Elicit information about the pictures and encourage the class to describe the sportswomen physical appearance and then read their files. Later, play the audio file and invite students to follow the information in their books.



## TRACK 13 13

**Amy:** *I'm reading about eco-athletes in the world. They play different sports and want to help to save the environment. What's your favourite sport?*

**Clara:** *I love beach volleyball.*

**Amy:** *OK, let's find some eco-athletes. Look at these two beach volleyball players. Claudia is a biologist, too. She wants to help to fight climate change. And Melissa uses her social media to communicate on climate. We can see their profiles here.*

**Clara:** *Claudia is from Colombia and Melissa is from Canada.*

**Amy:** *Yes, look. Melissa is taller than Claudia.*

**Clara:** *Right! And she is younger than Claudia, too.*

**Amy:** *It's true. Their birthdays are in October but Claudia is five years older than Melissa.*

**Clara:** *Let's check other athletes! What's your favourite sport?*

**Amy:** *I love basketball. Do you think we can find more players from the USA?*

**Clara:** *Well, basketball is more popular than beach volleyball here. Let's see!*

## 2 Match the adjectives with the comparative forms.

Invite a volunteer to read the words to identify and match the comparative form of the first word. Ask students to repeat the procedure with the remaining adjectives. Finally, get some students at random to read the answers aloud to check.

### ANSWER KEY

thin, thinner; old, older; short, shorter; happy, happier; young, younger; popular, more / less popular; tall, taller

## 3 Circle the correct option.

Have students read the text on eco-athletes and circle the correct option in connection with the previous information. Correct with the whole class.

### ANSWER KEY

1 taller; 2 younger; 3 more

## 4 Complete the sentences with the adjectives in the comparative form.

Tell the students to read the information files of two eco-athletes and to compare their characteristics to complete the statements. Call out volunteers to read the answers and correct with the rest of the class.

### ANSWER KEY

1 thinner; 2 older; 3 taller; 4 more popular; 5 stronger

## 5 Complete about your favourite athlete. Then work with your classmate and compare.

Explain to students that they are going to write about their favourite athlete. Elicit names of famous sportspeople and the sports they play. Write the information on the board in case the students need help for thinking about an athlete. Get some volunteers to share their ideas with the class.

### ANSWER KEY

*Students' own answers*

## PAGE 29

### Eco Grammar

Draw students' attention to the grammar board showing *comparison*. Ask a volunteer to read the explanation and examples aloud. Emphasise the use of *than* after the comparative adjective and encourage students to recognise the difference between the two examples and the use of *more* and *less* before the adjective.



## SB PAGES 30 AND 31

### Objectives

- To revise expressing comparisons.
- To recognise and understand the comparative form of adjectives.
- To use opinion and descriptive adjectives.
- To discuss and express opinions.

### Language Focus

#### Production

- (*Antarctica*) is colder than (*the Arctic*).
- (*Lion bites*) are more powerful than (*cheetah's*).

### Vocabulary

#### Production

- Comparative form of adjectives (*smaller, faster, colder, longer, prettier, busier, friendlier, trendier, bigger, sadder, hotter, stronger, lighter, slower, heavier, more / less dangerous, more / less obedient, more / less difficult, more / less entertaining, more / less interesting*)
- Irregular comparative forms of adjectives (*better, worse, further*)

## PAGE 30

### 1 Listen and complete. 14

Invite the students to listen and read information about deserts and grasslands. Before they start reading draw two columns on the board: *what I know about deserts and grasslands/ what is new about deserts and grasslands*. Write students prior knowledge of deserts and grasslands in the first column and after reading and listening to the information, complete the second column with what they have learned.

Play the audio file and stop at each blank for the class to complete. Finally ask volunteers to read the article aloud to correct pronunciation and check correction.

## TRACK 14 14

### Narrator:

*Daily facts!*

*Today the focus is on two biomes: deserts and grasslands.*

*1 The Arctic and Antarctica are polar deserts because little rain falls every year. Antarctica is bigger than the Arctic. And it's colder than the Arctic, too. But because of climate change, temperatures across the Antarctic Peninsula are warmer now than in the past.*

*2 Lions and cheetahs live in the grassland in Africa. When they run to hunt, cheetahs are faster than lions. But lions' bites are more powerful than cheetahs' to kill a prey.*

*Cheetahs live in Asia, too. But the number of cheetahs is smaller than in Africa because of habitat destruction.*

*Now that you know these facts, remember to take daily actions to protect the environment. Our planet is our home!*

### ANSWER KEY

1 bigger; 2 colder; 3 warmer; 4 faster; 5 more powerful; 6 smaller

### 2 Match the rules with the examples.

This grammar rules will help students understand the comparative form of adjectives.

Get some volunteers to read the rules aloud.

Then, encourage the students to match the rules with the corresponding examples of the adjectives and their comparative forms. Invite some volunteers to read the adjectives aloud to check.

### ANSWER KEY

**RULE 1:** Adjectives with one syllable add **-er** = *long - longer; cold - colder; warm - warmer*

**RULE 2:** Adjectives ending with **-y** change **y** to **i** and add **-er** = *trendy - trendier; happy - happier*

**RULE 3:** Adjectives ending with consonant-vowel consonant double the last consonant and add **-er** = *thin - thinner; sad - sadder; big - bigger*

**RULE 4:** Adjectives with two (or more) syllables write the words more (+) or less (-) before the adjective = *more popular / less popular; more interesting / less interesting; more powerful / less powerful*.

### Eco Grammar

Draw students' attention to the note with the irregular comparative forms and ask them to invent sentences using these comparative adjectives; for example: *Messi is better than Ronaldo.*

*Ronaldo is worse than Messi. My house is further from the school than the sports club.*



## PAGE 31

### PLANET WARRIORS SOCIAL EMOTIONAL LEARNING



#### Respecting other people's opinions

Fostering an environment where students feel their opinions are respected encourages critical thinking and dialogue. Tell students to pay attention to others' opinions without interrupting, to express disagreement in a polite manner focusing on ideas rather than on people and help them appreciate that diverse opinions enrich discussions.

### 3 Write sentences in your notebook.

Invite students to look at the prompts and write sentences using comparatives. Call volunteers to read their sentences.

#### ANSWER KEY

- 1 The Amazon River is longer than the Congo River.
- 2 Elephants are heavier than hippos.
- 3 The Nile crocodile is more dangerous than the rhino.
- 4 Chimpanzees are more sociable than gorillas.
- 5 The Kalahari Desert is smaller than the Sahara Desert.

### Additional Activity

Carry out an activity where students compare animals characteristics such as:

- 1 speed (cheetah vs eagle);
  - 2 intelligence (dolphins vs elephants)
  - 3 size: ( Blue whale vs Giraffe)
  - 4 strength: (Gorillas vs Polar Bear);
  - 5 agility (squirrels vs cats).
- You can ask them to use internet to find facts about these animals and you can ask students to draw charts to display the information.

### 4 Listen and tick (✓) the correct option. What's your opinion. 15

Suggest students read the quiz first and choose a possible option according to their own opinion. Then, play the audio file and stop for them to tick the correct option. When they finish the activity, contrast students' opinions and what they have listened, focusing on agreement or disagreement on the different issues.

#### TRACK 15 15

**Boy:** *I want to have a dog but my sister wants a cat. I think that dogs are friendlier than cats. She thinks that cats are more interesting than dogs. My mum says that dogs are better pets for kids than cats. What do you think?*

**Girl:** *I want to use my savings to buy an electric scooter to move around my neighbourhood because e-scooters are faster than bikes. But bikes are cheaper than e-scooters. My dad says that e-scooters are more dangerous than bikes. What's your opinion?*

#### ANSWER KEY

- 1 a; 2 a; 3 a; 4 a; 5 b; 6 b

**5 Work with your classmate. Take turns to give your opinion using comparative adjectives.**

Encourage the class to interpret the pictures first and then write down their opinion about each one using comparatives. They should then discuss their views with their peers. Monitor to help with language issues and see that students respect each other's opinions.

**ANSWER KEY**

*Students' own answers*

## SB PAGES 32 AND 33

### Objectives

- To read and listen for specific information.
- To predict information.
- To express personal opinions about a topic.
- To compare more than two items.
- To recognise and use superlative adjectives.
- To practise writing numbers

### Language Focus

#### Production

- (The recyclable trainers) are the trendiest (outdoor clothing) of all.
- Mount Everest is the highest mountain on Earth

### Vocabulary

#### Production

- Superlative form of adjectives (happiest, most / least popular, thinnest, shortest, youngest, tallest, oldest, lightest, most / least expensive, best, worst, furthest)

## PAGE 32

### 1 Listen and circle the correct option.



Before listening to the awards for eco-friendly sports, invite students to guess which the winning results could be. Then play the audio file stopping for the class to circle the correct option.

Correct with the whole class.

### TRACK 16 16

**Girl:** Hi! I'm streaming the Planet Warriors awards for eco-friendly sports and sustainable equipment. Now that we know the finalists for all the categories, it's your time to choose! Let's check the results in some categories. For example, let's see the results for outdoor sports. There are sixty-three votes for running, eighty-seven for cycling and forty-five for swimming. So, running is more popular than swimming. But cycling is the most popular sport of all.

What about outdoor clothing? Up to now, there are eighty-nine votes for trainers that are 100% recyclable, seventy-two for T-shirts made with recycled bottles and thirty-four for sweatshirts made with biodegradable polyester. So, the recyclable trainers are the trendiest of the outdoor clothing. And the most useful equipment is the solar backpack with ninety-one votes. Then there are fifty-six votes for the smartwatch and forty-eight for the solar charger. These are the results for now but remember that you still have time to vote!

### ANSWER KEY

running: 63; cycling: 87; swimming: 45; trainers: 89; T-shirts: 72; sweatshirts: 34; solar backpack: 99; smartwatch: 56 ; solar charger: 48

### Eco Grammar

Draw students' attention to the explanation of the use and forms of superlative adjectives. Go through the examples with the class and focus on the use of **the** before the superlative form with **most** and **-est**.



### 2 Complete the answers and write the numbers in letters.

Tell students to look at the live stream in exercise 1 and write the corresponding numbers in letters. Get some volunteers to write the numbers on the board or spell them.

### ANSWER KEY

1 eighty-seven; 2 forty-five; 3 trainers, eighty-nine; 4 solar backpack, ninety-nine

## PAGE 33

### 3 Discuss with your classmate and write.

Now it's time for the students to vote and explain their votes on *popular sport*, *trendy clothing* and *useful equipment*. Call some volunteers to read their votes and contrast with those of the class.

### ANSWER KEY

*Students' own answers*

### 4 Complete the rules with the correct form of the adjectives.

Go through the rules in the chart with the class and then read the adjectives in the box. Give the students time to analyse the rules and invite them to complete the rules with the corresponding adjective as example. Focus students' attention on spelling and the changes in some letters. Finally ask them to make sentences using these superlative adjectives.

### ANSWER KEY

**RULE 1:** tallest, lightest; **RULE 2:** heaviest; happiest; **RULE 3:** biggest; hottest; **RULE 4:** more / less interesting; popular

### Additional Activity

Draw a table on the board with four columns and write at the top of each column: Rule 1, Rule 2, Rule 3, Rule 4. Have the students copy the table in their folders and explain that you are going to dictate superlative adjectives so that they write them in the correct column; for example: *easiest*, *biggest*, *most / least famous*, *longest*, *trendiest*, *shortest*, *prettiest*, etc. Once the students have completed the table, invite some volunteers to write the examples with the corresponding rule on the board to check.

### 5 Read the information and write about the equipment using the adjectives in the superlative form.

First, ask students to associate the adjectives on the right with the categories they must use to write about equipment as in: *weight= heavy / light*; *price: expensive / cheap*; *popularity: good / bad*.

Then ask them to write about the categories using the corresponding adjectives in superlative form.

### ANSWER KEY

The solar backpack is the heaviest, the most expensive and the most popular of the equipment.

The solar charger is the lightest, least expensive and least popular of the equipment.

### 6 Work with your classmate. Share your sentences in exercise 5 and identify the equipment.

Now students must share their sentences with their classmates. Ask them to read their statements and check if their peers agree or disagree about the comparison of the equipment. Move around the class and monitor their conversations while assisting with corrections.

## SB PAGES 34 AND 35

### Objectives

- To read and listen for specific information.
- To identify the planets of the solar system.
- To make comparisons based on facts.

### Language Focus

#### Production

- *(Mercury) is bigger than (Pluto).*
- *(Curiosity) is faster than (Opportunity).*

### Vocabulary

#### Production

- Planets (*Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune*)
- Comparative form of adjectives (*smaller, bigger, nearer, further, hotter, colder, older, lighter, cheaper, heavier, faster, better, more modern*)
- Superlative form of adjectives (*smallest, biggest, hottest, coldest, nearest, furthest*)

## PAGE 34

### 1 Listen and read. Then complete the table. 17

Ask the students if they are interested in the solar system. Encourage them to share information they may know with the rest of the class. Write two columns on the board: *What I know* and *New information*. Complete the first column with key vocabulary the students mention.

Then play the audio file and ask the class to follow with reading. Make pauses to let students follow the pace and complete the table. Re-play the audio for a final check and correct with the class.

### TRACK 17 17

#### Narrator:

*Our world and beyond*

*Our solar system consists of the Sun (a star) and all the objects that move around it: planets, moons, asteroids, comets, etc. There are eight planets that revolve around the Sun and they move along the path that is called orbit. The planets nearest the Sun are small and rocky: Mercury, Venus, Earth and Mars. And the planets further from the Sun are gas giants: Jupiter, Saturn, Uranus and Neptune.*

### ANSWER KEY

#### (top to bottom)

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.

### 2 Listen to the facts and correct the mistakes. 18

Encourage the class to read the statements about the solar system and then invite them to be ready to correct the mistakes. Play the audio file and stop for them to correct.

### TRACK 18 18

#### Narrator:

**1** *Uranus is closer to the Sun than Neptune.*

**2** *Mars is smaller than Earth.*

**3** *Jupiter is the biggest planet in the solar system.*

**4** *Days are longer on Neptune than on Jupiter. A day lasts 16.10 hours and it lasts 9.93 hours on Jupiter.*

**5** *Venus is the hottest planet.*

**6** *Mercury is the closest planet to the Sun.*

**7** *There are four planets with rings but Saturn's rings are the biggest and the most impressive of all.*

**8** *The climate on Mars is colder and drier than on Earth.*

### ANSWER KEY

**1** closer to; **2** smaller; **3** biggest; **4** longer; **5** hottest; **6** closest; **7** biggest, most impressive; **8** colder and drier

**3 Write five questions about the planets in your notebook. Then ask and answer with your classmate to test your knowledge.**

Ask students to close their books and divide the class into small teams. Each team writes five questions about the planets in their notebooks using: *What's the... planet? Is (Earth) the... planet? Is (Mercury)... than... ?* Ask them also to write the answers to their own questions. Then each team takes turns to ask and answer with their opposite teams. If the answer is correct, the team gets a point. If the answer is wrong, the other team has the opportunity to answer and score a point.

**Additional Activity**

Telephone: Have the class sit in a circle. Think of a sentence with an adjective in the comparative and superlative forms: *Ice cream is more delicious than lollipops but chocolate is the most delicious of all.* Whisper the sentence to a student so that she / he whispers it to a classmate until they pass the sentence to the last student. Write the original sentence and the final version on the board to check. Repeat several times





## 1 Read and complete.

Direct students' attention to the photographs and explain that these rovers are on a mission on Mars. Invite students to describe the pictures. Tell students to read the text and comprehend the purpose of Nasa's rovers. You can read along with the class to predict information and check inference. Once the students finish reading, ask them to complete the missing information on rovers with the corresponding adjectives. Then, invite different volunteers to share their comparisons with the rest of the class.

### ANSWER KEY

1 the oldest; 2 the smallest; 3 bigger; 4 heavier than; 5 the largest; 6 bigger than; 7 bigger 8 narrower than



Students will use the language as a means of obtaining and presenting information related to the topic. Make them aware of the critical thinking skills they have to apply as they work on the project; for example: seeking and analysing information, recognising differences and similarities, evaluating their models, communicating their facts to others, etc.

## 2 Build your rover.

Here your students will try to design a rover, let their creativity fly and then ask them to compare, all the rovers they have made, in size, complexity, color, etc. Praise their creation and show their rovers in the school halls.

## REVIEW UNITS 3&4

### PAGE 36

This section has been created to integrate all the functions, notions and vocabulary presented throughout the unit. Students use the language to complete a task related to a topic of a specific subject. And they also reflect on different personal aspects and on relationships to increase their social and emotional skills.

#### 1 Complete with the adjectives in the comparative or superlative form.

Invite the class to look at the picture and describe it. Then ask them to complete the child's description with comparatives or superlatives. Call volunteers to read the answers and correct in class.

##### ANSWER KEY

1 better than; 2 further, than; 3 safer than; 4 more entertaining; 5 the quietest; 6 the best; 7 the most beautiful; 8 the worst

#### 2 Look and write sentences using the prompts.

Encourage the class to write about animals using the prompts in the sentences. Carry out class correction.

##### ANSWER KEY

1 Cheetahs are taller than leopards. 2 Cheetahs run faster than leopards. 3 Leopards are heavier than cheetahs. 4 Leopards' teeth are bigger than cheetahs' teeth. 5 Cheetahs' face are rounder than leopards' face.

#### 3 Complete the questions. Then ask and answer with your classmate.

Have students complete and answer the questions in this activity and then quiz their classmates. They can then draw comparisons between their answers. Invite some volunteers to perform their interviews in front of the class.

##### ANSWER KEY

1 the tallest; 2 younger than; 3 the best; 4 the most interesting; 5 the noisiest

Remember that this set of reinforcement activities can be used when students need extra written practice of vocabulary or a specific language structure. These activities can also be solved at the end of the unit to integrate and consolidate all the concepts learnt.

**1 Match the adjectives with the comparative forms.**

light, lighter; heavy, heavier; old, older; young, younger; thin, thinner; young, younger; popular, more / less popular; tall, taller

**2 Read and complete the sentences with the correct adjectives from exercise 1.**

1 older; 2 taller; 3 lighter; 4 less popular

**3 Write the adjectives in the comparative form.**

1 better; 2 bigger; 3 wider; 4 slower, more agile; 5 taller, faster

**4 Write sentences using comparative adjectives.**

Students' own answers

**5 Write the adjectives in the superlative form in the correct column.**

**RULE 1 (add -est)**

fastest  
lightest  
youngest

**RULE 2 (change y to i and add -est)**

happiest  
heaviest  
noisiest

**RULE 3 (double the last consonant and add -est)**

thinnest  
hottest  
saddest

**RULE 4 (write the words most (+) or least (-))**

most useful  
most expensive  
most popular

**6 Complete the dialogue with the adjectives in the superlative form.**

1 the most popular; 2 the most sustainable; 3 the cheapest; 4 the best; 5 less harmful; the furthest

**7 Write sentences using the adjectives in the superlative form.**

Students' own answers

**8 Write the superlative adjectives in the reference. Then complete the crossword with the planets.**

1 the furthest; 2 the largest; 3 the hottest; 4 the smallest; 5 the most similar; 6 the coldest; 7 the largest 8 the most extensive

**Crossword:** 1 Neptune; 2 Earth; 3 Venus; 4 Mercury; 5 Mars; 6 Uranus; 7 Jupiter; 8 Saturn

**9 Read the facts and write sentences. Use the comparative and superlative forms of the adjectives.**

1 Spirit and Opportunity are the fastest of all rovers.

2 Perseverance is the heaviest.

3 Spirit and Opportunity are more complete than Sojourner.

4 Curiosity is slower and Spirit and Opportunity.

5 Sojourner is the lightest of all.

# 4

## MUSIC FANS

### SB PAGES 37, 38 AND 39

#### Objectives

- Talk about routines and facts
- Talk about ongoing actions
- To predict information.
- To listen for specific information.
- To read for specific information.
- To talk about someone's place and date of birth.

#### Language Focus

##### Production

- *(Taylor Swift) plays pop, country and folk music*
- *She doesn't take singing lessons every day*
- *I am listening to Taylor's songs now.*
- *Does your friend play the drums? Yes, she does. / No, she doesn't.*
- *Are your friends singing right now? Yes, they are. / No, they aren't.*
- *She isn't giving a concert now*

#### Vocabulary

##### Production

- Music and band words (*songwriter, lead guitarist, drummer, bassist, piano, violin*)
- Verbs (*love, live, like, start, sing, play, practise*)

### PAGE 37

Read the unit title aloud to introduce the topic. Draw students' attention to the photo and invite them to infer what kind of music the boy is listening to. Then, ask the students if they can play any musical instrument and write what they say on the board. Finally, invite the class to share their preferences in relation to music styles: *Do you like rap / pop / rock? Why(not)? Would you like to be a member of a band? Which music style would you like to play?* Explain to students that they are going to reflect on the subject as they do the activities. Remember this section has a double purpose. It can be used to present structures and language issues at the beginning of the unit and / or for self-evaluation at the very end. It would be profitable to remember that knowing in advance what structures are going to be worked on is of great help for students. In this way, they can have a general idea and get ready for the learning process.

### PAGE 38

#### 1 Listen and write. 19

Invite students to look at Taylor Swift's fan page. Encourage them to describe Taylor and ask students to give information they may know; for example: her popular songs, her concerts, the instruments she plays, etc. Write the answers on the board to check them later. Then, play the audio file and tell students to listen carefully in order to complete the missing information. Encourage students to infer the meaning of new words from the context. You may stop the audio after each blank and re-play it so that the class can fill them in. Finally call out some volunteers to read and correct the answers.

**TRACK 19**  19

**Ben:** *What are you doing Helen?*

**Helen:** *I'm reading about Taylor Swift. There's a lot of information about her in this fan page.*

**Ben:** *Cool! All I know about her is that she sings and writes her songs. And that she's American.*

**Helen:** *That's true. She's a singer and a songwriter. And she's an actress and a business person, too. And she's from Pennsylvania, in the United States.*

**Ben:** *When's her birthday?*

**Helen:** *It's on 13<sup>th</sup> December. And did you know that her lucky number is thirteen?*

**Ben:** *No. I know that she plays pop, country and folk music. But what instruments does she play?*

**Helen:** *She's very talented. She plays the guitar, piano, ukulele, electric guitar, and banjo! And she can paint very well, too.*

**Ben:** *Wow! That's impressive. What other facts are there?*

**Helen:** *Hmm... She has got three cats. She sometimes posts photos and videos of them on her social networks. And here it says that her favourite items are cowboy boots.*

**Ben:** *That isn't very surprising because she plays country music.*

**Helen:** *Ha ha! You're right. And she's one of the most successful musicians in the world.*

**ANSWER KEY**

**1** actress; **2** in the United States; **3** 13<sup>th</sup>; **4** pop;  
**5** guitar; **6** she paints too; **7** cats; **8** boots

**2 Complete the sentences with the Simple Present.**

Encourage your students to pretend they are reporters writing a piece of news about Taylor Swift. Ask them to complete the text in this activity using the correct tense of the verbs in parenthesis.

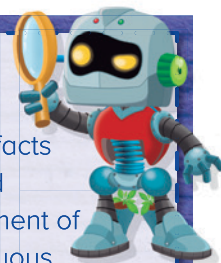
Check orally when the exercise is finished.

**ANSWER KEY**

**1** has got, is, shares; **2** loves, makes, wears; **3** uses

**Eco Grammar**

Remind your students of the difference between talking about facts and routines in simple present and talking about situations at the moment of speaking using the present continuous. Read Eco's board to provide examples.

**PAGE 39****3 Complete the dialogue with the verbs. Then listen and check.**  20

Two friends, Ben and Helen are watching one of Taylor's concert and commenting on the show. Tell the class to complete the missing verbs in the dialogue with the words from the box above. When the activity is finished, call two students to role play the dialogue and correct with the rest of the class.

**TRACK 20**  20

**Ben:** *Are you watching your favourite music talent show?*

**Helen:** *No, I usually watch it but I'm watching one of Taylor Swift's shows now.*

**Ben:** *Oh! Her shows are great! She usually dances during her concerts.*

**Helen:** *Yes, but she's playing the piano right now. And she always sings surprise songs in her shows and she's singing one of my favourites.*

**Ben:** *Look at her fans! They're wearing costumes that represent some of Taylor's outfits.*

**Helen:** *Yes, they're great. Fans always wear costumes at the shows.*

**Ben:** *And the show has great lighting effects. Can I watch the show with you?*

**Helen:** *Sure! Look! The lights are making the shape of a snake now.*

**ANSWER KEY**

**1** watch; **2** 'm watching; **3** dances; **4** 's playing;  
**5** sings; **6** 's singing; **7** 're wearing; **8** wear; **9** has;  
**10** are making

#### **4 Read and write about Ben's favourite singer.**

Ben's favourite singer is Chris Martin of Cold Play. Ben has written some information about his singer's life and what he is doing at the moment. Invite the class to fill in the blanks in the description interpreting the facts in the chart.

Once the students finish, call some volunteers to read aloud their answers and check with the rest of the class. At the end of the activity ask the class if they know more facts about Chris Martin to share with their classmates.

#### **ANSWER KEY**

- 1** sings, plays, is writing a song;
- 2** practises, is riding his;
- 3** speaks Spanish, is giving an interview;
- 4** give sustainable, is organising the next eco-friendly

#### **Additional Activity**

Ask students to bring pictures of their favourite singer(s). Encourage them to write a description of the artist and include his / her date and place of birth. Invite students to read the information aloud for the rest of the class to guess who the person is. Encourage the students to mention why they like the artist and the type of music she / he plays. Ask questions so that they share more details: *When do you listen to her / his songs? How does that music make you feel?, etc*

## SB PAGES 40 AND 41

### Objectives

- Talk about routines and facts using the negative
- Talk about ongoing actions using the negative
- To listen for specific information
- To talk about preference
- To revise spelling

### Language Focus

#### Production

- *We aren't giving a show at the moment*
- *We usually/sometimes/ meet for lunch*
- *He doesn't play the drums*
- *I love singing but I hate cooking.*

### Vocabulary

#### Production

- Music instruments (*guitar, brass, keyboards, violin, drums, trumpet*)
- Free time activities (*singing, cooking, cycling, playing rock, dancing, studying*)
- Frequency adverbs (*twice a week, sometimes, everyday*)

## PAGE 40

### 1 Listen and write the missing vowels.



Tell students to look at the pictures and name some other instruments not shown in the activity. Write them on the board for later use. Then ask the class to listen to the audio file and write the missing vowels. Check orally at the end of the activity

#### ANSWER KEY

1 guitar; 2 bass; 3 keyboard; 4 violin; 5 drums; 6 trumpet

## Additional Activity

### Mixed-up Letters.

Invite students to write in their notebooks five words related to the musical instruments they have seen. Ask them to scramble the letters as in *nilovi (violin)*. Have students exchange notebooks and unscramble each other's letters. Invite some volunteers to write the scrambled letters on the board for the class to form the word.

### TRACK 21

#### Narrator:

- |            |           |
|------------|-----------|
| 1 guitar   | 4 violin  |
| 2 bass     | 5 drums   |
| 3 keyboard | 6 trumpet |

### 2 Listen and circle the correct option.



Invite the class to listen to Ann from Eco sounds, she wants to share a day of the band tour with us. Tell the students to circle the right option after you play the audio file. Stop for the class to choose the alternative. Then check orally.

### TRACK 22

**Ann:** Hi! I'm Ann from Eco sounds! We play rock and pop music. We give eco-friendly shows and today, I want to share a day of our tour. We usually meet after lunch but today, we're meeting after breakfast. On a typical day, Jake and Meg write songs together but they aren't writing songs now. They're checking the sound at the stadium. We don't wear special clothes on stage. Tom isn't trying on some costumes for today's show but he wants to have some accessories. I don't feel nervous before the shows but I'm feeling a bit stressed right now because this is a big show. See you at the stadium!

#### ANSWER KEY

1 usually meet; 2 we're meeting; 3 write songs; 4 they aren't writing, are checking; 5 don't wear; 6 isn't trying; 7 don't feel; 8 'm feeling

### Eco Grammar

Focus the class attention on Eco's board to show the contrast between negative statements in Simple Present and in Present Continuous. Read the examples with the class and suggest they give you more examples of the sort.



### PLANET WARRIORS TIPS

Games are an excellent choice for the last ten minutes of the day when students are particularly tired. Games help children stay interested and motivated. They also provide them with meaningful language contexts and are a source of intense language practice.

## PAGE 41

### 3 Look and correct the sentences.

The Eco sounds band is preparing for a tour. The class mission is to look at the pictures and correct the information that is wrong. Students must write their corrections on the dotted lines. Finally, check orally with the whole class.

#### ANSWER KEY

**1** wearing a cap, wearing glasses; **2** The band doesn't practise at two everyday. The band practises at 5 o'clock. **3** They don't travel by plane. They travel by bus; **4** She doesn't take singing lessons. She takes drums lessons. **5** Tom isn't playing the bass now. He is playing the piano.

### Additional Activity

#### Identify it

Bring five pieces of different music types. Divide the class into two teams. Play the first piece of music. Have students from one team identify the music type and the instrument(s):

*It's rap music. They are playing drums and guitars.*

Award a point if the answer is correct. Write the genres on the board. Repeat the procedure with the remaining pieces of music, alternating teams.

The team with the highest number of correct answers wins.

### 4 Work with your classmate. Say sentences and guess.

Invite the class to look at the chart with different facts about Hannah, John, Alice and Dylan. Play this guessing game by asking students to describe an action without saying who does it. As in: *This person is not singing now (answer: it is John)*.

Eventually, have the students choose a member of the band and write as many sentences as possible using the information in the table.

#### ANSWER KEY

**Hannah:** She likes playing rock but hates cooking. She dances but she isn't dancing now, she is studying.

**John:** He loves singing and cooking but doesn't like tidying the bedroom. He plays basketball. He isn't singing now, he is cycling.

**Alice:** She likes listening to rock but hates cycling. She skates. She is not playing the drums now, she is singing in public.

**Dylan:** He loves cycling but doesn't like singing in public. He cooks. He is not cycling now, he is playing the piano.



## SB PAGES 42 AND 43

### Objectives

- Talk about routines and facts using the interrogative
- Talk about ongoing actions using the interrogative
- To read and listen for specific information

### Language Focus

#### Production

- *Does Julia play the guitar?*
- *Are you playing the violin now? Yes, I am. / No, I'm not.*

### Vocabulary

#### Production

- Music instruments (*guitar, brass, keyboards, violin, drums, trumpet*)

## PAGE 42

### 1 Discuss.

Invite the class to discuss the questions suggested in the activity. Students can answer orally and you can make a poll showing the results written on the board. The aim is to find out the class most favourite music, instrument, song and those who would like to play in a band or not.

#### ANSWER KEY

*Student's own answers*

### Additional Activity

#### Your band

Divide the class into groups of four or five. Tell them to imagine that they formed a band for a competition at school last year. Draw a table on the board for students to copy it and complete with imaginary information about their band; for example: *Name of the group, Nationality, Type of music, Group members, Instruments they play, Names of some hits*. Once students have completed the table, they should write a paragraph including this information.

Students can use the text about Taylor Swift as a model.

### 2 Listen and match. 23

Tell the class they'll hear a group of students organising a band for a music show. The students must listen and match which instrument each member plays. Call some volunteers to read and check the answers.

#### TRACK 23 23

**Teacher:** *We must practise for the annual music show. Where are the guitarists? Do you play the guitar, Julia?*

**Julia:** *No, I don't. I play the drums. Dan, Leo and Jill play the guitar. They're practising over there now.*

**Teacher:** *Great! Does Matt play the drums, too?*

**Julia:** *Yes, he does. He plays rock music and I play pop music.*

**Teacher:** *And is he setting up the drums?*

**Julia:** *No, he isn't. He's playing his songs now. I'm waiting for my turn to use the drums.*

**Teacher:** *What about you, Frank? Do you and Violet play the piano?*

**Frank:** *Yes, we do. But we're helping Mia to revise the lyrics. She's singing now.*

**Teacher:** *OK, and are Selena and Lucas singing, too?*

**Frank:** *No, they aren't. But look! They're dancing now.*

**Julia:** *That's cool! The performance is better with those dance steps. I want to learn them!*

#### ANSWER KEY

**Julia:** 3; **Dan, Leo and Jill:** 2; **Matt:** 3;

**Frank and Violet:** 4; **Mia, Selena and Lucas:** 1

## PLANET WARRIORS SOCIAL EMOTIONAL LEARNING



Working cooperatively means collaborating with others in a harmonious and coordinated manner to achieve a goal. A music band is an example of cooperative work. Let your students know that when they work in teams for an specific task they must communicate openly, listen to others and contribute with ideas while respecting diverse opinions for the good of the team.

### 3 Tick (✓) the correct answer. Then listen again and check.

Have the students tick the correct answers in connection to the previous listening activity. Then play the audio file again to correct.

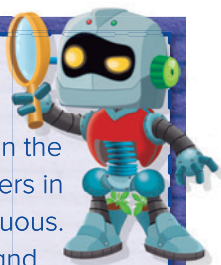
#### ANSWER KEY

1 No, she doesn't. 2 Yes, they do. 3 Yes, he does.  
4 No he isn't. 5 Yes they do. 6 No, they aren't.  
7 No they aren't. 8 Yes, they are.

## PAGE 43

### Eco Grammar

Focus the class attention on Eco's board to show the contrast between the interrogative forms and short answers in Simple Present and Present Continuous. Read the examples with the class and suggest they give you more examples of the sort.



### 4 Read the band's chat and answer.

Now the band is chatting before their performance, ask the class to read the chat first and then answer the questions in the activity. Call volunteers to read their answers and correct with the class.

#### ANSWER KEY

1 No, she isn't, she is anxious. 2 No, it doesn't, it plays at 5 in the afternoon. 3 No, they aren't, they are making decorations. 4 Yes, he does. 5 No, she isn't, she is taking her piano lesson. 6 No, she isn't. She is setting up the drums.

### 5 Write sentences. Then ask Yes / No questions to your classmate.

Have the class write sentences about the members of the band using the words in the box. Then pair them up and invite them to quiz their classmates using yes/no questions. As in:

*Student A writes:* Julia is checking the sound

*Student B asks:* is Julia reading the lyrics?

*Student A answers:* No, she isn't

Students must try to guess using only two attempts. If they fail they can finally ask: What is Julia doing?

Then students change roles and those who guess the right answer score a point.

#### ANSWER KEY

*Student's own answers*

## SB PAGES 44 AND 45

### Objectives

- Talk about routines and facts
- Talk about ongoing actions
- To listen for specific information

### Language Focus

#### Production

- *Music events consume a lot of energy.*
- *Solar panels produce energy for the festival*

### Vocabulary

#### Production

- Vocabulary connected to music festivals

## PAGE 44

### 1 Listen and write the missing information.

Nick and Zoe are talking about a music festival. Ask students to read first the invitation flyer and then listen carefully to complete the missing information. Play the audio file twice for students to fill in the blanks.

Carry out choral correction.

## TRACK 24 24

**Zoe:** *Do you want to go to a music festival? My cousin is playing music with her pop band.*

**Nick:** *Sure! I'm a fan of her band. When is the festival?*

**Zoe:** *It's on Saturday 25<sup>th</sup> and it starts at 6 pm.*

**Nick:** *Is this the local music festival?*

**Zoe:** *Yes, it is. The event includes local bands and guest artists. It's much bigger than the previous festivals because it takes place at the main park.*

**Nick:** *Cool! The park is enormous but it's the furthest place from the centre.*

**Zoe:** *Yes, but don't worry! There are special buses for the festival. So, we can take a bus from the station.*

**Nick:** *OK, and we must buy the tickets before they sell out. How much do they cost?*

**Zoe:** *We don't have to buy any tickets. It's a free event. But at the festival, you can buy merch of your favourite band and part of the money goes to eco-friendly organisations.*

**Nick:** *That's good! I want to buy a cap and some bracelets. What about you?*

**Zoe:** *I want a T-shirt of my cousin's pop band. I'm her fan, too!*

### ANSWER KEY

1 25<sup>th</sup>; 2 6 pm; 3 local; 4 park; 5 buses; 6 free; 7 caps; 8 T-shirts

### 2 Complete with the Simple Present or Present Continuous. Then number.

Zoe and Nick are at the music festival with some friends. Have the class read the statements first and complete with the correct tense of the verbs in parentheses. Then tell the students to match the paragraphs to the pictures. Call out volunteers to read the answers and correct with the class.

## ANSWER KEY

**1** starts, is not watching, is buying; **2** play, are not dancing, are taking; **3** needs, is filling; **4** produce, is charging

**Pictures** (top to bottom)

4; 3; 1; 2

## **3** Imagine you're at the festival.

### Answer and draw.

Have your students imagine they are at the music festival. Pair them up and ask them to interview their classmates by asking the three questions proposed in the activity. They must complete their peers' answers in the activity. Then they can draw their own answers on the page. Finally, have them swap books to show what they have drawn to their classmates.

## ANSWER KEY

*Student's own answers*

## PAGE 45

### PLANET WARRIORS SUSTAINABLE DEVELOPMENT GOALS



#### N° 15 - LIFE ON LAND

SDG 15 aims to protect and restore the land and all its living things. We want to stop the land from getting sick and help it stay healthy for a long time making sure that forests, animals and plants have a safe and happy home. Students can practice SDG 15 by planting trees, learning about the plants in their region, avoiding littering the environment, preserving nature, participating in clean-ups and raising awareness.



**CLIL**

## SCIENCE AND MUSIC: Green Music Festivals

Sustainable music festivals prioritize eco-friendly practices like waste reduction, energy efficiency and encourage public transportation. Invite the class to read about the characteristics of music festivals and what it is being done now to make them sustainable.

### 1 Complete the sentences with the Simple Present or Present Continuous.

Invite the class to read the whole first passage on negative effects and then complete the missing information with the corresponding tense. Then pass on to the second passage about the changes that are now being made and ask the class to complete the blanks.

When the activity is finished and corrected you can discuss with the students about what we can all do to make public festivals more eco-friendly.

#### ANSWER KEY

1 consume; 2 use; 3 produce; 4 sell; 5 takes; 6 go;  
7 does not get; 8 are using; 9 are moving;  
10 are riding; 11 are bringing; 12 are serving;  
13 are selling; 14 are getting



STEAM  
PROJECT

## STEAM PROJECT

### 2 Make a kinetic sound sculpture powered by wind.

A kinetic sound sculpture is a type of artwork that combines moving elements with sound-producing components which make sound as a result of their motion. Students can use cardboard, paper and recycled objects. Invite the class to read the steps they must follow and once they have made their sculptures you can showcase them in the school hall.

## REVIEW UNITS 3&4

### PAGE 46

This section has been created to integrate all the functions, notions and vocabulary presented throughout the unit. Students use the language to complete a task related to a topic of a specific subject. And they also reflect on different personal aspects and on relationships to increase their social and emotional skills

#### 1 Write questions using comparative and superlative adjectives. Then ask and answer with your classmate.

Have students read all the information about the four musical instruments first. Then ask them to read the words they will need to compare instruments. When the students finish writing their comparisons, ask them to read the statements aloud and to correct with the whole class. Tell them to correct their own mistakes and rewrite the sentences with errors. In the end, the students can give themselves a final mark.

#### ANSWER KEY

*Student's own answers*

### PAGE 47

#### 2 Listen and write *T* (True) or *F* (False). 25

Have the class look at Oliver's picture and elicit information about his life, routine and preferences. Then ask the students to read the statements in the activity they will have to assess *true or false*. Play the audio file twice and stop at key information points so that the students have time to write *T* or *F* in the circles.

Finally, carry out choral correction.

#### TRACK 25 25

**Girl:** *Oliver is my best friend. He's very active and he's the best athlete of the class. He plays basketball and football very well. He isn't the tallest of the players but he's the fastest. He trains three days a week after school. But he isn't practising any sports now because he's playing the drums at the school music festival. He has a band with his two brothers. Henry is the oldest and he's the guitarist. And Greg is the youngest and he's the pianist. They make their own music and they play cover songs, too. They sound great and we're all dancing right now. This is more entertaining than a sports event.*

#### ANSWER KEY

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

#### 3 Now answer.

Play the audio file one more time to refresh students' memory and ask them to answer the questions suggested for this task. Carry out choral correction.

#### ANSWER KEY

1 Yes, he does. 2 No, he isn't. 3 He plays with his two brothers. 4 Yes, they do. 5 No, they aren't. 6 Yes, she is.

#### 4 Complete Oliver's opinions with the comparative or superlative forms.

Tell the class to pretend they are Oliver now in order to complete his opinions using comparative and superlative forms. When students finish completing the task, call some volunteers to read aloud and correct with the class.

#### ANSWER KEY

1 better, than at; 2 more / less popular; 3 the most embarrassing; 4 the trendiest

#### Additional Activity

As a follow up activity you can ask students to add three more comments of their own to the ones made by Oliver.

#### ANSWER KEY

*Student's own answers*

**5 Look and write sentences.**

Invite the class to interpret the picture and complete the statements with what the students are doing now that the school festival is over. The class must answer using the prompts next to the unfinished statements. Finally, call out volunteers to read aloud and check with the rest of the class.

**ANSWER KEY**

**1** running, are walking; **2** playing music, is waiting;  
**3** isn't giving, is talking; **4** isn't sending, is checking;  
**5** isn't singing, is calling

**6 Circle the correct option. Then ask and answer with your classmate.**

This activity involves students' personal experiences so invite them first to circle the correct grammatical option in the questions and then answer them from their own personal perspective. Invite them to role play an interview with their classmates to exchange information. Monitor performance in class and assist with corrections.

**ANSWER KEY**

**1** Do; **2** Do; **3** Does; **4** Does; **5** Does

*Student's own answers*

Remember that this set of reinforcement activities can be used when students need extra written practice of vocabulary or a specific language structure. These activities can also be solved at the end of the unit to integrate and consolidate all the concepts learnt.

**1 Read and complete the sentences with the Simple Present.**

1 live; 2 sings, writes; 3 plays; 4 like; 5 give

**2 Look and answer.**

1 is having; 2 is playing; 3 is walking; 4 is running;  
5 are reading

**3 Find and match.**

**Across:** violin, trumpet, bass, guitar

**Down:** piano, drums

**4 Complete the sentences with the Simple Present or Present Continuous. Then put a tick (✓) or a cross (X).**

1 practise; don't play (X Mon.Friday / ✓ Sat.Sun)  
2 doesn't ride; doesn't live; takes (✓ bus / X bike)  
3 am not singing; am doing (✓ book / X microphone)  
4 is buying; isn't playing (X drums / ✓ market)

**5 Read and answer.**

1 No, she doesn't. 2 Yes, she does. 3 No, they don't.  
4 No, they aren't. 5 Yes, she is. 6 Yes, they are.

**6 Complete the questions with the Present Continuous and answer.**

1 Are they dancing hip hop?; No, they aren't, they are dancing ballet.  
2 Is he writing a song? No, he isn't, he is singing.  
3 Is he playing music at a festival? Yes, he is.  
4 Are they listening to their favourite band? No, they aren't, they are listening to their favourite singer.  
5 Is he buying tickets for the show? Yes, he is.

**7 Complete the interview with the Simple Present.**

1 don't sell; 2 buy; 3 reduce; 4 do, use; 5 do;  
6 comes; 7 does, take; 8 help; 9 does, start;  
10 starts; 11 finishes; 12 do, want; 13 play;  
14 makes

**8 Put a tick (✓) or a cross (X) and write your sentences. Then draw the scene.**

Students' own answers



## REVIEW UNITS 3&4

### PAGES 89 AND 90

**1 Look and write sentences with the adjectives in the comparative or superlative forms.**

1 Sam is the tallest. 2 Sam's hair is longer than Jim's. 3 Sarah is the happiest. 4 Sarah is older than Sam. 5 Jim is the youngest.

**2 Underline the mistakes and correct them.**

1 the most entertaining; 2 they're faster than;  
3 trendiest; 4 the best; 5 the most uncomfortable  
6 more modern

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

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

**4 Complete the questions. Then match them with Julia's answers.**

1 What, (d); 2 Where, (b); 3 When, (e); 4 What, (a);  
5 How (c)

**5 Answer about you. Are your answers similar to Julia's?**

Students' own answers

# 5

## LIFE IN THE PAST

### SB PAGES 49, 50 AND 51

#### Objectives

- To read and listen about dinosaurs.
- To speak about the past.
- To describe dinosaurs.
- To talk about ancient civilizations.

#### Language Focus

##### Production

- *Dinosaurs were reptiles.*
- *Dinosaurs lived on the Earth millions of years ago.*
- *There were huge dinosaurs.*

##### Vocabulary

##### Production

- Adjectives (*fast, big, small, large*)
- Verbs in the past (*was, were*)

##### Recognition

- Dinosaurs' names (*Megalosaurus, Triceratops, Oviraptor, Velociraptor, Tyrannosaurus Rex, Pterosaur*)
- Miscellaneous (*bones, fossils, fossil hunter, paleontologist, carnivore, omnivore, herbivore*)

### PAGE 49

Read the title of the unit aloud and direct students' attention to the photograph. Encourage them to describe the place and elicit information: *Who is the girl? What's she doing? Where are those ruins? Who built them? Who lived there? What do you know about the Maya civilisation?*

Write the ideas on the board and then invite the students to answer: *Do you like History? Why? How do you learn about historic events?* Help the class with the new vocabulary and ask different volunteers to share their opinions. Explain to students that they are going to reflect on the subject as they do the activities. Remember this section has a double purpose. It can be used to present structures and language issues at the beginning of the unit and / or for self-evaluation at the very end. Once you have finished a unit, go back to this self-evaluation sheet and go through it with the whole class so as to reflect upon the group performance. Students should put a tick in the corresponding box to show whether they can identify language functions and use the structures introduced in the unit.

### PAGE 50

#### 1 Listen and read. 26

Tell students that they are going to listen and read about dinosaurs. Write the word in a circle in the middle of the board and encourage the class to brainstorm words and ideas associated with the topic; for example: *extinction, carnivores, herbivores, Tyrannosaurus Rex, eggs, fossils.*

Then, play the audio file and tell students to follow the reading text. Encourage them to infer the meaning of new words from the context.

As a follow up activity you can get some volunteers at random to read the text. Correct pronunciation. Invite students to underline the verbs that appear in the text and say in which tense they are and why. Encourage them to identify the time references in the text to support their answers.

### PLANET WARRIORS TIPS

Remember that when students read aloud, you will be able to see how much they have improved or if they still need further practice as regards pronunciation, rhythm and intonation.

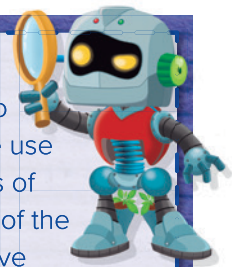
### TRACK 26 26

#### Narrator:

*Dinosaurs were on Earth for 165 million years, in the Mesozoic Era. During this era, there were different periods: the Triassic, Jurassic and Cretaceous. But not all the dinosaurs were in the same periods. For example, the Stegosaurus was extinct 80 million years before the appearance of the Tyrannosaurus. Dinosaurs were reptiles but some of them were carnivores with sharp, pointed teeth; others were herbivores, with long flat teeth; and others were omnivores, with a mixture of sharp and flat teeth. And they were of different sizes, too. Plant eaters were larger than meat eaters. And the smallest dinosaurs were about the size of a chicken. Dinosaurs were in all the continents, including Antarctica! We know this because of paleontologists who find and study fossils. In 1824, William Buckland, a British fossil hunter, was the first person to name a dinosaur: Megalosaurus. But it wasn't until 1842 that the paleontologist Richard Owen coined the word Dinosauria to classify the animal fossils. Dinosauria derives from the Greek words deinos (terrible) and sauros (lizard) and it means terrible lizard.*

### Eco Grammar

Draw students' attention to the Eco grammar board to systematise the use of **was** and **were** as the past forms of verb **to be**. Focus on the variation of the personal pronouns and the negative form. Read the examples with the class, elicit more examples and write them on the board.



## 2 Read again and circle the correct option.

Suggest students read the previous text again and circle the option they think it is correct. At the end, carry out choral correction.

### ANSWER KEY

1 weren't; 2 wasn't; 3 weren't; 4 was; 5 was

## PAGE 51

### Additional Activity

Randomly write key words from activity 1 text on the board; for example: *dinosaurs, reptiles, omnivores, herbivores, carnivores, Megalosaurus, small, huge*. Ask students to close their books and invite them to connect the words and form sentences to explain parts of the text.

They can use the words more than once. Remind the class to use the verbs in the correct tense.

Once students have formed all the possible sentences, encourage them to put them in the correct order to reconstruct the text.

## 3 Read the glossary and match.

Ask some volunteers to read the information in the note aloud and have the class follow the text in their books. Then, go through the glossary with the whole class and check if they understand the meaning of the words. Invite the students to explain the combination or root words to form the name of the dinosaurs as in: *Megalosaurus (Mega + saurus) = large lizard*

Finally, check with the whole class.

### ANSWER KEY

1 large lizard; 2 terrible tooth; 3 lizard with wings;  
4 head with three horns; 5 fast thief; 6 lizard with arms;  
7 covered lizard; 8 cruel king lizard; 9 thief of eggs

### 4 Read and complete.

Have students read the description of three dinosaurs and complete the blanks with the corresponding past of the verb *to be*. Be ready to demonstrate new words like *skull* or *spikes* with pictures or drawings. Correct with the whole class.

### ANSWER KEY

1 was, was, wasn't, were; 2 was, wasn't, was;  
3 was, were, weren't

### Additional Activity

#### New Dinosaurs

Ask students to use the glossary in exercise 3 to invent a name for a dinosaur, e.g.: *Tritopsaurus*. Tell students to illustrate their dinosaurs and write a short description: *This dinosaur has three heads. It eats meat with one head and fruit with the others.*

Share your students' new dinosaurs with the class.

## SB PAGES 52 AND 53

### Objectives

- To read for specific information.
- To use the simple past of *be* in interrogative form.
- To use the simple past of *be* in short answers.
- To describe dinosaurs using superlatives and comparatives.

### Language Focus

#### Production

- *The T-Rex was taller than the Stegosaurus.*
- *The Oviraptor was the smallest dinosaur of all.*
- *Were the T-Rex the fastest dinosaurs? Yes, they were. / No, they weren't.*
- *Was the Allosaurus carnivorous? Yes, it was/ No, it wasn't.*

### Vocabulary

#### Production

- Verb to be in the past (*was / were*)
- Miscellaneous (*carnivore, omnivore, herbivore, smallest, lightest, heaviest, longest*)

## PAGE 52

### 1 Write *T* (True) or *F* (False). Then listen and check. 27

Invite the class to read all the facts about dinosaurs first. Be ready to assist with the new vocabulary. Then ask students to listen to the description of the dinosaurs and write *T* (True) or *F* (False) after each fact. Correct with the whole class.

## TRACK 27 27

### Narrator:

**1** *The Patagotitan was one of the longest dinosaurs. It was 37 metres long.*

**2** *The Nanotyrannus was the fastest of its time, reaching 80 km/h. People usually believe that the T-Rex was the fastest but that isn't true. They were much slower than the Nanotyrannus.*

**3** *The Argentinosaurus was the heaviest dinosaur. It weighed between 60 and 124 tonnes.*

**4** *The Microraptor, which means "small thief" in Greek, was the smallest known species of raptor dinosaurs. It was the size of a crow.*

**5** *The smallest dinosaur egg discovered was less than 2 cm in length.*

### ANSWER KEY

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

### 2 Now match.

Now have students match the correct answer to the questions in connection with the listening about dinosaurs. Call a few volunteers to check the answers with the rest of the class.

### ANSWER KEY

**1** Yes, it was. **2** No, they weren't. **3** No, it wasn't. **4** Yes, they were. **5** No, it wasn't.

### Eco Grammar

Focus your class attention to the grammar board to emphasise the use of *was/were* in interrogative sentences and the short answers using *was/were*. Read the examples and elicit more from the class to write on the board.



**3 Read the files and answer.**

Explain to students that they have to read the files and use that information to answer the questions. Give the class some minutes to read the facts about dinosaurs to complete the activity. Get some students at random to read the answers aloud.

**ANSWER KEY**

**1** Yes, they were; **2** yes, it was; **3** No, it wasn't; **4** No, they weren't; **5** No, it wasn't

**4 Write sentences comparing the dinosaurs in exercise 3.**

Now, invite the class to use the prompts to compare the dinosaurs in the previous exercise.

Have a volunteer read the example aloud. Then, encourage the students to use comparative and superlative adjectives to write the sentences. To correct the exercise, invite different volunteers to read their answers aloud and write them on the board to check spelling.

**ANSWER KEY**

**1** the longest; **2** was heavier; **3** were the shortest; **4** was the lightest; **5** was taller than

**5 Ask and answer with your classmate.**

Have students read the two sticky notes about dinosaurs. Invite them to write as many questions as possible to ask their classmates. Remind them to use comparatives and the simple past of the verb *to be*.

Monitor around and assist with language issues while students are quizzing each other. Then, call some volunteers to perform their interviews in front of the class.

**ANSWER KEY**

*Student's own answers*

**Additional Activity****Dinosaur Bag**

Ask students to bring a paper bag and invite them to draw a dinosaur on it. Then, have them write facts about dinosaurs on five index cards: *They were carnivores, herbivores and omnivores*. Have students illustrate their sentences on the other side of the cards. Tell them to put the cards in the bag. Ask students to exchange bags and read each other's sentences.

## SB PAGES 54 AND 55

### Objectives

- To introduce the affirmative form of the Simple Past tense.
- To learn about ancient civilizations.
- To listen to check information.
- To write about events in the past.

### Language Focus

#### Production

- *I explored (Ancient Egypt).*
- *There was a pyramid. There wasn't one king.*
- *There were pictograms. There weren't any horses.*

### Vocabulary

#### Production

- Regular verbs in the past (*travelled, used, connected, buried, believed, created, designed, played*)

## PAGE 54

### PLANET WARRIORS SOCIAL EMOTIONAL LEARNING



Learning is not a passive activity. Students do not learn only by listening to teachers, memorising information and doing tests. They need to make what they learn part of themselves by talking and writing about what they are learning, relating it to past experiences and applying it to their daily lives. Learning from the past helps avoid repeating mistakes, and allows for informed decision making in the present and future.

## 1 Discuss with your classmate.

Give the class sometime to read and think about the questions suggested in the activity. Invite them to exchange opinions and answers with their classmates. You can then make a poll with the answers of the class to conclude how many students like History, how they get information about past events and to what period of history they would like to travel.

### ANSWER KEY

*Students' own answers*

### PLANET WARRIORS TIPS

When working on listening tasks, it is important to ask students to go through the instructions attentively so as to make sure they all understand what they have to do before listening. Relaxation is a key point when solving a listening task. Invest a few minutes to create a relaxed atmosphere.

## 2 Listen to Emily and read. Then tick (✓) the correct answers. 28

Draw students' attention to the pictures and invite them to identify the places they see. Tell the class they will have to listen and follow the reading text to tick the places Emily visited in her virtual reality History class. Finally, check students' answers and trigger these questions for the class to discuss:

*Do you think VR classes of History are a good way to learn about the past?*

*What places from the pictures in the activity would you like to visit? Why?*

**TRACK 28**  28

**Emily:** *Yesterday, my History class was the best of all! We travelled back in time with VR technology. First, I explored Ancient Egypt. I learned about hieroglyphics and I visited the Great Pyramid of Giza. Then, my friend Sue and I decided to see the Mayan civilisation and their pyramids. We looked at the pyramid of Chichen Itza and we were impressed by the images of the serpents on one of the staircases. After that, we wanted to see the Olympic Games in Olympia in Ancient Greece. We watched a chariot race. It was the most popular event of the games. And finally, we arrived at the Tower of London and walked around the fortification. It protected the entry to the city and it was the king's palace, too!*

**ANSWER KEY**

Pictures 5; 2; 7; 4

**Eco Grammar**

Focus the class attention on the formation of the simple past with regular verbs. Read the examples and provide a few more stressing the ending **ed** and **d**.




**3 Underline the verbs in the past and complete the table.**

Suggest students read Emily's History class to identify and underline verbs in the past. Then ask the class to complete the table with the verbs in their infinitive and past forms. Carry out choral correction.

**ANSWER KEY**

Infinitive verb	Simple past
Be	Was / were
Travel	Travelled
Explore	Explored
Learn	Learned
Visit	Visited
Decide	Decided
Want	Wanted
Watch	Watched
Arrive	Arrived
Walk	Walked
Protect	Protected

**PAGE 55**

**4 Complete the facts with the Simple Past. Then listen to Emily and check.**  29

Emily is sharing some interesting facts about ancient civilizations with the class. Ask students to read the sentences and complete them with the verbs in the Simple Past tense. Go through the first sentence with the class to check understanding. Encourage students to continue with the same procedure with the following sentences. Invite some volunteers to read the answers aloud to check.

**TRACK 29**  29

**Emily:** *These are some of the most interesting facts that I learned in my History lesson:*

- 1** *The Egyptians buried the pharaohs with treasures and things they needed for the afterlife.*
- 2** *The Mayas created a writing system with symbols. They were glyphs and they represented words and sounds.*
- 3** *The Mayas designed calendars with their knowledge of astronomy and maths.*
- 4** *The Olympic Games lasted full five days and only free Greek men participated in the games.*
- 5** *Kings and queens protected their possessions in the Tower of London.*



### ANSWER KEY

1 needed; 2 created, were, represented;  
3 designed; 4 lasted, participated; 5 protected

### 5 Imagine you were in Emily's class. Choose (✓) one historic destination and write.

Invite the class to pretend they are in Emily's History class. Tell them to choose one destination and write about it using the prompts given in the notebook page. Call out three volunteers with different destinations to read their writings aloud in class.

### ANSWER KEY

*Students' own answers*

### 6 Work with your classmate. Listen to their ideas in exercise 5 and complete.

Now students ask their peers about their historic destination and complete the notebook page on the right. Call volunteers to read their findings.

### ANSWER KEY

*Students' own answers*

## SB PAGES 56 AND 57

### Objectives

- To make predictions.
- To read and listen for information about the Maya civilisation.
- To infer information.

### Language Focus

#### Production

- *There was a long rectangular acropolis with a pyramid.*
- *The Mayas created a writing system with symbols.*

### Vocabulary

#### Production

- Adjectives (*tall, long, new, enormous, ancient, Mexican, archaeological*)
- Verbs in the past (*walked, discovered, connected, lived, believed*)

## PAGE 56

### PLANET WARRIORS SUSTAINABLE DEVELOPMENT GOALS



#### N° 12 - RESPONSIBLE CONSUMPTION AND PRODUCTION

This SDG encourages us to be mindful of what we use, to reduce waste and make eco-friendly choices to help create a more sustainable and healthy world. In our schools we can campaign for:

- using our own bags when we go shopping to avoid plastic ones
- recycling waste
- re using items and reducing single use products
- choosing items with minimal packaging
- being mindful of water consumption
- advocating for ecologically friendly policies

## 1 Listen to an archaeologist talking about the Mayas and match. 30

Invite the class to read about how sustainable the Maya civilization was. First, suggest they infer the connection between the statements in the activity. Then, play the audio file and stop for the students to match the statements. Call a few volunteers to read their answers.

### TRACK 30 30

**Archaeologist:** *The Mayas lived in Mesoamerica.*

*They used and consumed just what they needed, having a balanced life with nature. These are some of their sustainable characteristics:*

*-There weren't any windows in the houses.*

*Their huts received light and air from open doors on each side.*

*-There was a unit of land called "solar". They used this for agriculture, animal raising and social interactions.*

*-There were terraces, pieces of land floating in lakes and small fields with different types of crops. With these methods, they reduced the risk of erosion, used fish waste and algae as nutrients, and planted different crops together that were good for the soil.*

*-There was a sustainable water system. They distributed water through canals and used water for drinking, cooking, bathing, building and performing rituals.*

### ANSWER KEY

**1** Their huts received light and air from open doors on each side. **2** They used this for agriculture, animal raising and social interactions. **3** With these methods, they reduced the risk of erosion, used fish waste and algae as nutrients, and planted different crops together that were good for the soil. **4** They distributed water through canals and used water for drinking, cooking, bathing, building and performing ritual.

## 2 Circle the correct option. Then listen and check. 31

Have the class read more facts about the Mayas and circle the correct option, then play the audio file to check correction.

### TRACK 31 31

**Archaeologist:** *How much do you know about the Mayas? Let's test your knowledge!*

- 1 *There wasn't one king. There were different rulers in each big Mayan city.*
- 2 *The cities were similar. There was a palace for the ruler and a marketplace, and there were big stone pyramids.*
- 3 *There were roads to connect cities and sacred places like temples and water reservoirs.*
- 4 *There weren't any horses to transport heavy objects. Slaves carried the goods.*
- 5 *There were up to 800 glyphs in their writing system.*

### ANSWER KEY

1 There wasn't, There were; 2 There was, there were; 3 There were; 4 There weren't; 5 There were

## 3 Read the lists and write sentences.

Invite the class to interpret the symbols on the right of the activity and have them write sentences related to the Maya civilization. Check correction with the whole class.

### ANSWER KEY

There were calendars. There were musical instruments. There was a staircase in the pyramid. There weren't digital clocks. There wasn't a microphone. There wasn't a lift.

## Additional Activity

Revise the previous information about the Mayas. Divide the class into two teams and say true and false statements. Encourage the groups to identify the wrong information and correct it; for example: *The Mayas lived in South America* (false, they lived in Mesoamerica). *There weren't windows in Mayan houses* (true). If a team does not answer correctly, the other team has the opportunity to correct the statement.

CLIL

## ART AND HISTORY: An Archaeological Discovery

Before reading the article on *Ocomtun*, the Mayan city discovered in Yucatan, go to the web and find a video about this new archeological finding and show it in class.

After watching the video brainstorm with the students the main characteristics of this city and write them on the board. After the class finishes reading activity 1, go back to what you have written to debate if the information in the article is similar to what the video showed.

### 1 Read and complete the news article with the verbs in the Simple Past.

Now ask students to read and complete the blanks with the verbs in the Simple past. When the activity is finished, call volunteers to read their answers and correct with the class.

#### ANSWER KEY

1 discovered; 2 named; 3 were; 4 identified;  
5 reported; 6 lived; 7 used; 8 recognised;  
9 confirmed; 10 was; 11 covered; 12 was;  
13 connected; 14 was; 15 was; 16 survived;  
17 happened

#### Additional Activity

You can extend the previous reading by asking students to visit the Internet and find more information about the way of life of the Maya civilization. Students can read and share their findings the following class.

### 2 Make a pyramid.

Invite your class to make a pyramid. You can assign team work to carry out this task. Tell students to follow the instructions in the activity page. Suggest they can also add more information about their pyramids by searching the web and watching videos. Praise their efforts at the moment of assessing their work and showcase their products in the school hall.

## REVIEW UNITS 5&6

### PAGE 58

This section has been created to integrate all the functions, notions and vocabulary presented throughout the unit. Students use the language to complete a task related to a topic of a specific subject. And they also reflect on different personal aspects and on relationships to increase their social and emotional skills.

#### 1 Read the file and complete.

Tell students to read the file on T-Rex and transfer that information into the description of this dinosaur.

Correct with the whole class.

##### ANSWER KEY

The Tyrannosaurus Rex was a carnivore. It was 12 long and it was 6 m tall. It waked on 2 legs. The teeth were strong and the tail long.

#### 2 Complete and match.

Have students complete the facts about ancient civilizations by filling in the blanks with the past form of the verbs in parenthesis. Then ask them to match the corresponding statements.

##### ANSWER KEY

**1** were, They studied the stars and the planets.  
**2** believed, One of the most important was the god of rain. **3** lived, They used the water to grow crops.  
**4** lived, The two most powerful city-states were Athens and Sparta. **5** were, They created the Colosseum, a huge amphitheatre.

#### 3 Write about the Ancient Age.

Read aloud the notes on Ancient Age and encourage students to write facts using those notes. Walk around the classroom and monitor. Then, invite some volunteers to read their statements and correct with the rest of the class.

##### ANSWER KEY

were markets; There were domesticated animals; There was a writing system; There weren't cars; There wasn't electricity

This set of reinforcement activities can be used when students need extra written practice of vocabulary or a specific language structure. These activities can also be solved at the end of the unit to integrate and consolidate all the concepts learnt.

**1 Complete with the past forms of to be.**

1 was; 2 was; 3 were; 4 was; 5 was; 6 were

**2 Match to make true sentences. Then write.**

(possible answers)

1 The Brachiosaurus was herbivorous / wasn't fast / wasn't carnivorous / was bigger than Oviraptors.

2 The T-Rex was carnivorous / fast / bigger than Oviraptors / wasn't small.

3 Micro raptors were small / carnivorous / weren't bigger than Oviraptors.

4 The Stegosaurus was omnivorous / wasn't fast / wasn't small / was bigger than Oviraptors.

5 Velociraptors were: carnivorous / fast / were bigger than Oviraptors.

6 Triceratops were herbivorous / weren't fast / weren't small / were bigger than Oviraptors.

**3 Read and answer.**

1 Yes, it was. 2 No, they weren't. 3 Yes, it was.

4 No, it wasn't. 5 No, they weren't. 6 No, it wasn't.

**4 Imagine you discover a dinosaur fossil. Answer and draw.**

Students' own answers

**5 Match and write the sentences with the verbs in the Simple Past.**

1 Olympia hosted the Olympic Games.

2 The Aztecs ruled Mesoamerica until the arrival of the Spanish invaders.

3 The Romans constructed aqueducts to transport water.

4 The Mayas used bows and arrows to catch fish.

5 The Egyptians turned their bodies into mummies.

**6 Complete with the verbs in the Simple Past.**

1 lived; 2 transported; 3 travelled; 4 were;

5 were; 6 cooked; 7 enjoyed; 8 played;

9 played; 10 were; 11 preserved; 12 died; 13 used;

14 represented

**7 Complete the sentences with the Simple Past of There + to be.**

1 There were; 2 There wasn't; 3 There were;

4 There was; 5 There wasn't; 6 There were;

7 There were; 8 There weren't

**8 Put a tick (✓) or a cross (X) and write about Ancient Greece.**

1 weren't cinemas.

2 There were theatres.

3 There were Olympic Games.

4 There wasn't a microwave.

5 There was a Parthenon.

6 There wasn't an Aztec Sun calendar.

# 6

## ADVENTURE HOLIDAYS

### SB PAGES 59, 60 AND 61

#### Objectives

- To read and listen for specific information.
- To identify regular and irregular verbs in the past.
- To talk about holiday activities.
- To ask and answer questions about past events.

#### Language Focus

##### Production

- *I went camping in the forest*
- *We had lunch*
- *What did your team find?*

#### Vocabulary

##### Production

- Holiday activities (*go cycling, go hiking, swim, walk, go camping*)
- Camping items (*tent, sleeping bags, backpack, camping, fire, torch, binoculars*)

### PAGE 59

Direct students' attention to the photo. Encourage the class to describe the children, their clothes and the surroundings. Help the students with vocabulary and write key words on the board. Then, ask questions to different volunteers: *Where are the teens? What season is it? What do you think the teens did on their holidays? Do you like going camping? Where do you like going on holidays? What are your favourite activities when you are on holidays?* Organise vocabulary on the board by writing the words in two columns: *Summer holidays and Winter holidays*. Explain to students that they

are going to reflect on the subject as they do the activities. This section can be used to present structures and language issues at the beginning of the unit and / or for self-evaluation at the very end. It would be profitable to remember that knowing in advance what structures are going to be worked on is of great help for students. In this way, they can have a general idea and get ready for the learning process.

### PAGE 60

#### 1 Read the list and label.

Brainstorm with the class about the necessary items we all need to go camping. Even if students use Spanish to mention some items, write them in English on the board. Then have the class look at the pictures of camping elements and invite students to label what they can see. Tick the words you wrote on the blackboard when they appear in the activity. Correct with the whole class.

#### ANSWER KEY

- 1** first-aid kit; **2** binoculars; **3** water bottle;  
**4** backpack; **5** sleeping bag; **6** tent; **7** compass;  
**8** torch

#### PLANET WARRIORS SUSTAINABLE DEVELOPMENT GOALS



#### Nº 3 - GOOD HEALTH AND WELLBEING

This goal aims to ensure healthy lives for all, at all ages. It includes maternal and child care, combating diseases and ensuring healthcare services. At school, we can practise SDG 3 by covering topics such as nutrition, hygiene and physical education programmes.

## 2 Listen and read. Then answer.

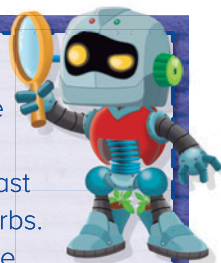


Discuss the following question with the class: *What activities do you do when you go camping?* Write their ideas on the board. Then tell the class they are going to listen and read about Sally's eco-camping day. Play the audio and check students' understanding of the text by pausing and asking questions. When the reading is finished pass on to:

1. Discuss with the class what the difference was between a common camping day and an eco-camping day. Suggest they underline these differences in the text.
2. Invite the class to tick the pictures corresponding to the activities Sally did during the camping day. Correct the answers with the whole class.
3. Suggest the students guess what the noise that woke Sally up was. Write their ideas on the board.
4. Have students go through the text and underline all the verbs in the Simple Past tense to later classify them into regular and irregular ones.

### Eco Grammar

Direct the students' attention to the grammar board and explain that it introduces the use of the Simple Past tense with regular and irregular verbs. Go through the explanation with the class. Highlight the difference between the *ed* ending and the irregularity of the other verbs. Remind students that the form is the same for all the persons.



### TRACK 32 32

*Sally: Last weekend, I went camping in the forest with the eco-club. On Friday, I checked that I had everything I needed: a torch, a water bottle, a compass and a pair of binoculars. I almost forgot my sleeping bag!*

*We travelled by an electric bus and arrived at the eco-friendly campsite on Saturday morning. The place was really cool! There were solar panels for electricity, recycling bins for different types of rubbish and rainwater collectors for storing water. There was also a vegetable garden and we ate locally grown food.*

*First, we worked in teams to put up the tents. Then, we collected sticks for the fire. After that, we swam and played games in the lake. We were very active and a bit hungry, too. So, we had lunch at 1 pm.*

*In the afternoon, we cycled to the forest near the campsite and then we went hiking. There were very tall trees and there were beautiful flowers and some insects. The teachers gave us a list of plants and animals and asked us to find them and take photos of them. That was a great experience and my team was the first to complete the list!*

*After all the activities, we were really tired and we went to bed right after dinner. It was quiet at night and I only heard the sound of crickets at a distance. I think that we immediately fell asleep. But, in the middle of the night, a strange sound near my tent woke me up. It was very dark and I was scared. What was there outside?*

### ANSWER KEY

**1** They travelled by an electric bus. There were solar panels, recycling bins, rainwater collectors, there was a vegetable garden and they ate locally grown food.

**2** Pictures 2; 5; 8

**3** Students' own answers

**4 Regular verbs:** check; need; travel; arrive; work; collect; play; ask

**Irregular verbs:** went; forgot; was/were; ate; swam; had; gave; heard; woke; fell



### 3 Find the irregular verbs in the past in the post and complete the table.

If you asked the class to identify and underline the irregular verbs in the previous text, now ask them to find their infinitive form in the notebook lists and write them down. Assist them with the grammar if necessary and check for mistakes by carrying out choral correction.

#### ANSWER KEY

1 were; 2 ate; 3 fell; 4 forgot; 5 gave; 6 went; 7 had; 8 heard; 9 swam; 10 woke

### 4 Complete Sally's notes with the correct verb. Then listen and check.



Invite the class to attempt and complete Sally's notes with the past of the verbs in the box. To correct the activity, play the audio file and stop at each activity to carefully check the right answers with your students.

#### TRACK 33

##### Sally:

- 1 We made a fire to cook our food.
- 2 We rode bikes to get to the forest.
- 3 I saw colourful birds with the binoculars.
- 4 My team found all the plants and insects.
- 5 I slept in a comfortable tent.

#### ANSWER KEY

1 made; 2 rode; 3 saw; 4 found; 5 slept

#### Eco Grammar

Direct the students' attention to the grammar board and explain that it introduces the use of the interrogative form of the Simple Past tense. Go through the explanation with the class. Highlight the use of the auxiliary *did* and the infinitive verb. Remind students that the form is the same for all the persons.



### 5 Unscramble the questions. Then match them with Sally's answers in exercise 4.

To practise the order of interrogative sentences using the simple past, invite students to unscramble the questions and match them with Sally's answers in exercise 4. Tell students to pretend to be Sally's friends and that in order to know more about her camping activities, they must prepare the questions correctly. Correct the activity with the rest of the class before passing on to exercise 6.

#### ANSWER KEY

1 How did you go to the forest? (2); 2 What did your team find? (3); 3 Did you make a fire? (1); 4 Where did you sleep? (5); 5 What did you see? (4)

### 6 Work with your classmate. Ask and answer about Sally's first camping day.

Students must complete the prompts to make full questions about Sally's first camping day. First, correct the questions with the whole class and use students' mistakes to reinforce correct structures. Then invite students to work with their classmates by asking and answering the questions. Have some volunteers role play the situation in front of the class.

#### ANSWER KEY

1 How did she go to the campsite? By electric bus; 2 What did she eat? Locally grown food; 3. What time did she have lunch? At 1 pm; 4 How did she feel after dinner? She felt tired; 5 Why did she feel scared? because she heard a noise; 6. What did she see outside the tent? (students' own answer)

### Additional Activity

Cue Sentences: Write key vocabulary from the text on separate pieces of paper: *tent, sleeping bags, backpack, camping, fire, torch, binoculars*. Divide the class into two teams. Have students take turns choosing a card and making a sentence with the word. Give one point for every logical sentence and two points if the sentence is grammatically correct. The team with most correct sentences is the winner.

## SB PAGES 62 AND 63

### Objectives

- To listen for specific information.
- To recognise and practise the negative form of the Simple Past tense.
- To describe past events.
- To ask and answer about past events.
- To correct information.

### Language Focus

#### Production

- *Ann turned on the torch.*
- *Sally didn't travel by car.*
- *The teachers didn't go quickly to Sally's tent.*
- *Did the animal go into the tent? No, it didn't*

### Vocabulary

#### Production

- *Camping Items (tent, sleeping bags, backpack, equipment, campsite)*

## PAGE 62

### 1 Listen to Sally and put the events in order. 34

Have students read the list of statements about Sally's night first. Remind them of their predictions about the noise Sally heard outside the tent to check, after listening, if students made any correct guesses. Then play the audio file and pause for the class to write numbers in the sequence.

Finally, call volunteers to read the events and correct with the class.

## TRACK 34 34

*Sally: When I heard the sound, I thought that there was a teacher on a safety patrol. But then, I realised that there was an animal. My friends Ann and Julia woke up, too. We didn't know what to do and Ann turned on the torch. Suddenly, we saw a big shadow close to our tent and the sound became louder and louder. The animal looked tall and it had large ears. We all screamed out loud and the shadow disappeared. The teachers came quickly to our tent to calm us down. When we finally explained the situation, one of them said that it was just a curious raccoon. He saw it running back to the woods. Probably, it wanted to get food but it ran away after we screamed. I think that the raccoon was more terrified than us! My friends and I were relieved that we weren't in danger and we went back to sleep. The next morning, we told our story to the rest of the children and we all laughed with relief, except for Julia. She didn't say a word and just pointed to some big paw prints of a bear near our tent. Was that the real sound we heard?*

### ANSWER KEY

- (7) Sally and her friends went back to sleep.
- (4) They saw a big shadow with large ears.
- (1) Sally realised that there was an animal.
- (6) Sally's teachers said that there was a raccoon.
- (8) Julia found some big paw prints of a bear near their tent.
- (3) Ann turned on the torch.
- (5) Sally and her friends screamed.
- (2) Ann and Julia, Sally's friends, woke up.

### Additional Activity

You can show students a video of a raccoon or ask them to find interesting facts about the animal. Students can bring a file to share in class about: *size; habitat; preferences, if they are dangerous or in extinction.*

### Eco Grammar

This grammar board will help students focus on the use of the negative form of the Simple Past tense. Go through the explanation and example with the class. Give more examples of what you *didn't do yesterday / last holidays* and write the sentences on the board; for example: *I didn't watch a film yesterday. I corrected some tests.*



## 2 Circle the correct option. Then listen again and check.

Invite students to clarify the events in Sally's camping holiday by circling the correct option. Go through the first example with the class. Encourage students to go on with in the rest of the sentences. Finally, play the audio file again to check the answers.

### ANSWER KEY

1 thought; 2 became; 3 got; 4 went; 5 ran; 6 laughed

### Additional Activity

Ask students to draw a scene from the story. Divide the class into groups. Invite students to display their picture and tell their group what it shows: *This is when Sally and her friends when they heard the sound of the racoon.*

## PAGE 63

## 3 Read and correct the information.

Invite students to correct the ideas by reading the three-day camping schedule in the activity. Go through the first example with the class. Encourage students to complete the rest of the sentences. Get some volunteers to check the answers.

### ANSWER KEY

1. Sally didn't buy her equipment on Friday. She checked it.

2 She didn't have breakfast at 6 am on Saturday. She got up at 6.

3 She didn't go to the campsite by car by on Saturday. She took the electric bus.

4 She didn't sleep in a room. She slept in a tent.

5 She didn't make a video of the eco-trip. She took photos.

### Additional Activity

#### I didn't do that!

Ask students to cut out a picture related to something they didn't do during their last holidays from a magazine. Invite a student to stick his / her picture on the board and make a sentence: *I didn't ride my bike.* Invite those students who did carry out the action to say: *I did!* Repeat the procedure with the remaining students. Encourage the class to give reasons why they did not do the activities and ask the students if they want to do them during their next holidays.

## 4 Match.

Now ask the class to match the questions about Sally's day to the short answers. Correct by asking a student to read the questions and another classmate to give the corresponding responses.

### ANSWER KEY

1 No she didn't. 2 No, it didn't. 3 Yes, he did. 4 No, they didn't. 5 Yes, it did.

## 5 Answer. Then share your ideas with your classmate.

Allow your students to discuss the answers to the questions suggested in the activity. Monitor their performance and then ask some volunteers to express their thoughts to the rest of the class.

### ANSWER KEY

Students' own answers

### Additional Activity

Divide the class into groups of four and assign roles: *Sally and her friends.* Have students write a dialogue for a scene from the story. Encourage them to include parts of the story, but also to add their own details to the dialogue. Invite pairs to act out their scenes in front of the class.

## SB PAGES 64 TO 66

### Objectives

- To practise the Simple Past tense.
- To listen to and read a comic strip.
- To recognise and use past adverbs of time.
- To ask and answer about past events.
- To integrate past, present and future forms.
- To correct information.

### Language Focus

#### Production

- *Melissa visited Brazil yesterday.*
- *When did you go hiking?*
- *He went ice skating the day before yesterday.*
- *I'm relaxing in the snow.*
- *We are going to fly home.*

### Vocabulary

#### Production

- Winter sports (*ice skating, snowboarding, skiing*)
- Past time expressions (*last year, last month, last week, last weekend, four days ago, three days ago, the day before yesterday, yesterday, today, what did you do last holidays?*)

## PAGE 64

### PLANET WARRIORS SOCIAL EMOTIONAL LEARNING

Enjoying our free time: create a pleasant and relaxed atmosphere so that the students feel comfortable to open up and share their feelings.

### Additional Activity

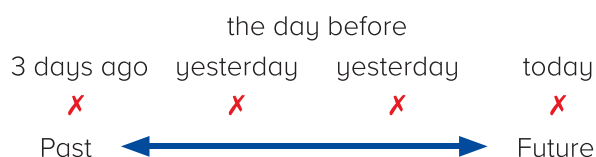
Divide the class into groups and have students discuss the following question: *What makes a good vacation?* Ask them to write their ideas. Then, have a member of each group share their ideas with the

class about: good weather, delicious food, making new friends, interesting things to see, resting, swimming, etc.

### 1 Listen and read. 35

Read the comic strip with the class. Ask the students to identify the following concepts:

1. Three winter sports. Write them on the board and invite the students to vote for their favourite one and to express why.
2. Focus on the expressions of past time and challenge the class to say which winter activity happened first. You can draw a time line as in:



3. Ask the class what Dan is doing now and what tenses he has used to express his sports activities and his situation at the moment.

### Eco Grammar

This grammar board summarises the use of the expressions of past time shown in the comic strip. Elicit the use of the Simple Past tense and revise the idea that this tense is used for actions or events that started and finished in the past. Go through the timeline with the class and analyse the expressions of time.



### TRACK 35 35

**Narrator:** *Dan loves travelling to the mountains in winter because he does a lot of activities.*

**Dan:** *I went ice skating yesterday...  
... skiing the day before yesterday...  
... and snowboarding three days ago.  
I'm exhausted now so I'm relaxing on the snow.*

## ANSWER KEY

**1** ice skating, skiing, snowboarding; **2** ice skating happened first, then, snowboarding and finally skiing; **3** Dan expressed past with the verb *go*: I went ice-skating and present with present continuous: I'm relaxing now.

## Additional Activity

Write personal pronouns and action verbs on the board. Write adverbs or expressions of time in the past randomly: *yesterday, last week, the day before yesterday, three days ago*. Throw a soft ball at the words to make a sentence: *I went to the park yesterday*. Have students say each word as you hit it with the ball. Invite them to come to the front and form their own sentences. Repeat the procedure several times.

## 2 Look and complete.

The pictures show Dan's activities during his winter holidays. Announce that today's date is December 25<sup>th</sup>. Go through the first picture with the whole class and draw students' attention to the day in the calendar as a reference so that they use the correct expression. Give students some minutes to complete the sentences with the corresponding expression of time and carry out choral correction.

## ANSWER KEY

**1** last week; **2** five days ago; **3** the day before yesterday; **4** yesterday

## PAGE 65

## 3 Listen to Dan's message and circle the correct option. 36

Explain to the students that they are going to listen to Dan describe his activities during his holidays. Invite the class to read the message and predict the information they need to circle. Then, play the audio file for students to circle the correct option. Correct orally with the class.

## TRACK 36 36

**Dan:** *Hi, Will!*

*How are your holidays? I'm having a great time!*

*I'm in a small town near the sea. We arrived here three days ago. I didn't swim in the sea because it was too cold and windy. I went to some markets and I ate local food with my family. The seafood is delicious and the town is beautiful. Then I'm going to share some photos on my social media accounts.*

*We're staying in a cottage near the beach and I'm sitting in the living room. I'm looking at the sea right now. I'm going to miss this view.*

*We're going to leave tomorrow because we're going to visit my grandparents. So, I'm going to buy some souvenirs in the morning.*

*We're going to fly home next Thursday, just before your birthday. Are you going to organise a party?*

## ANSWER KEY

**1** small; **2** three; **3** windy; **4** markets; **5** local; **6** share; **7** cottage; **8** sea; **9** grandparents; **10** Thursday

## 4 Read the message again and write T (True) or F (False).

Suggest students read the message again to write *true* or *false* next to the statements. Check orally.

## ANSWER KEY

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

## 5 Work with your classmate. Ask and answer about your holidays.

Invite the class to talk about their holidays by asking and answering the questions suggested in the activity. Students take turns playing roles A and B while you monitor performance. Assist them with language issues if necessary. Finally call volunteers to role play in front of the class.

## ANSWER KEY

Students' own answers

## 1 Listen and tick (✓) the correct answer. 37

Explain to the students they will now hear Alex talk about her holiday adventure on a safari. Brainstorm with the class what words they expect to hear in connection with a safari and write them on the board. Then invite the students to read the statements they must tick before listening to the audio file. Play the audio file and stop at key information for the class to mark the answer. Correct by calling out some volunteers to read the answers.

### TRACK 37 37

**Alex:** *My best holiday adventure was going on a safari with my family two years ago. I remember I was excited to see animals in their natural habitat.*

*The trip to the national reserve started early in the morning. We drank some hot chocolate and ate some biscuits before we got into the 4x4 safari vehicle. When the journey started, I took my binoculars and camera from my backpack.*

*The guide drove looking for animals and stopped the engine when he found them. There were a lot of animals: elephants, rhinos, zebras and hippos. We were all amazed and we didn't speak at all. And when I thought nothing better could happen, we heard a loud roar. At a small distance, I saw a lion on the grass. I was so happy and, at the same time, a bit scared. When I calmed down, I started to film with my camera. My hands shook a bit, but I made the most incredible video of all the trip!*

*I always tell my parents that I want to go back but the trip is expensive. So, I'm going to save money and when I'm older, I'm going to live this experience again!*

### ANSWER KEY

1 b; 2 a; 3 a; 4 b; 5 a; 6 a

## 2 Write true sentences about Alex using the prompts. Then listen again and check.

Invite your students to write true sentences about Alex using the prompts in the activity. Suggest reading the prompts first, then play the audio file to remind students of the story. Allow the class time to write the sentences. Before correcting play the audio one more time for a final check and correct with the whole class.

### ANSWER KEY

1 She didn't travel with friends, she travelled with her family. 2 She didn't go on a safari in the afternoon, it started in the morning. 3 There were a lot of animals. 4 Alex heard a lion's roar. 5 Alex made a video.

## 3 Ask and answer with your classmate.

Let your students talk about their holidays by asking and answering the questions suggested in this activity. Monitor and assist with language issues during their performance. Finally, ask them to answer the questions in written form about their own holidays and that of their peers.

### ANSWER KEY

Students' own answers



## 1 Read and complete.

Have your students read the introduction on how to write a story. First they must connect the headings to the corresponding paragraphs and then you can check correction by inviting some volunteers to read.

Tell the class that they are going to write their own story. Read the different titles aloud and ask the students to choose one. Brainstorm ideas about the different titles and write some key words on the board.

Then, give students time to write their ideas down and walk around the classroom to monitor and help if necessary. Remind them of the use of connectors for sequencing events and adverbs such as *suddenly*, *then* and *luckily*. Tell the students to revise their writing before finishing and then, swap works with classmates for peer correction.

### ANSWER KEY

Students' own answers.

## 2 Make an accordion book.

Invite your students to use the stories they have written in activity 1 to make accordion books. This type of project not only engages students but also promotes hands-on learning and creativity. Ask them to read and follow the steps to make the book and, the following class, students can share their books and stories with their peers.

## REVIEW UNITS 5&6

### PAGE 68

This section has been created to integrate all the functions, notions and vocabulary presented throughout the unit. Students use the language to complete a task related to a topic of a specific subject. And they also reflect on different personal aspects and on relationships to increase their social and emotional skills.

#### 1 Play *Noughts and Crosses* with your classmate

The goal is to form a line of three correctly made sentences, horizontally, vertically or diagonally.

Students take turns placing their noughts or crosses on a dinosaur or ancient civilization square. They must make a correct sentence in the past using the prompts in the square. If a student makes a wrong sentence then the square must be left empty again for the other contender to use. The student to first make three consecutive correct sentences wins.

#### ANSWER KEY

Students' own answers

### PAGE 69

#### 2 Complete Mike's story.

Invite the class to read and complete Mike's story using the correct past tense. Call volunteers to read the answers once they finish the activity. Check corrections with the class.

#### ANSWER KEY

1 travelled; 2 stayed; 3 made; 4 did; 5 swam; 6 went; 7 saw; 8 left; 9 spent; 10 wanted; 11 helped; 12 found; 13 started; 14 hit; 15 thought; 16 was ; 17 removed; 18 was

#### 3 Now answer.

Have your students answer the questions connected to Mike's story. Then, invite the class to predict what

object Mike found in the sand. You can give them alternatives ( a fossil; a crab; a gold chain; etc) for students to bet on. Later on, they can check if their prediction was correct.

#### ANSWER KEY

1 A few months ago. 2 They went swimming and snorkeling. 3 Yes, they did, they saw turtles and colourful fish. 4 She wanted to make a sandcastle.

#### 4 Discuss with your classmate and write.

Explain to students they can now discuss the answers to the questions with their classmates and write the answers. Then call volunteers to read and share their answers.

#### ANSWER KEY

Students' own answers

### PAGE 70

#### 5 Put the end of the story in order. Then listen to Mike and check. 38

Pair up students to sort out the correct order of the sentences to reach the end of the story.

#### TRACK 38 38

**Mike:** *I shouted for help and everyone ran to where I was. When one of my new friends arrived, she immediately took a photo and sent it to her mum who is a paleontologist. The woman got to the place very quickly and with a big smile she told me "You're looking at a fossil." We all celebrated and, some days later, a group of scientists took it to the local museum to examine it. I can't wait to learn what it is!*

#### ANSWER KEY

1 Mike shouted for help.  
2 One of his new friends took a photo and sent it to her mum, a paleontologist.  
3 The woman went to the place very quickly.  
4 With a big smile, the woman told Mike "You're looking at a fossil."



**5** Some days later, some scientists took it to the local museum to examine it.

**6** Mike wants to know what it is!

**6** Put a tick (✓) or a cross (X). Write true sentences about your last holidays.

Invite the class to write about their holidays. They must tick what they did and cross out what they didn't do. Remind the class that they must write about their activities in complete sentences.

**ANSWER KEY**

Students' own answers

**7** Complete about your plans using **Going to**. Then ask and answer with your classmate.

Allow students to express their future plans completing the page of the notebook with their ideas. They can then share their notes with their classmates.

**ANSWER KEY**

Students' own answers

This set of reinforcement activities can be used when students need extra written practice of vocabulary or a specific language structure. These activities can also be solved at the end of the unit to integrate and consolidate all the concepts learnt.

**1 Complete the comments to Sally's post.**

1 went; 2 was; 3 swam; 4 rode; 5 happened;  
6 had; 7 got; 8 spent; 9 was; 10 were; 11 got;  
12 saw; 13 called

**2 Complete and match.**

1 Where did Amy stay last weekend?, (d) She stayed at a campsite. 2 What did she do?, (f) She went swimming and cycling. 3 How did she feel?, (a) She was excited. 4 Who did Harry spend his holidays with?, (e) He was with his family. 5 Why did he get lost?, (c) He walked to a different place. 6 How did he find his parents?, (b) They called him.

**3 Label the photos.**

1 play beach volleyball; 2 go hiking; 3 put up a tent; 4 go kayaking; 5 build a sandcastle; 6 make a fire; 7 relax; 8 look at animals

**4 Look at the photos in exercise 3 and write.**

1 played beach volleyball; 2 didn't go hiking;  
3 didn't put up a tent; 4 went kayaking; 5 built a sandcastle; 6 didn't make a fire; 7 relaxed; 8 didn't look at animals

**5 Put a tick (✓) or a cross (X). Then answer.**

Students' own answers

**6 Complete with the verbs in the Simple Past and circle the correct past expression.**

1 went, the day before yesterday, took, wasn't  
2 tried, yesterday, loved, did  
3 made, 3 days ago, played

4 went, four days ago, was, had

**7 Answer about Steve's plans.**

1 He's going to pack his clothes. 2 They are going to go skiing. 3 No, he isn't. 4 No, they aren't.

5 They're going to fly home on Friday evening.

**8 Complete the sentences with the verbs in the Simple Past. Then number the pictures.**

1 went; 2 put up; 3 played; 4 were; 5 made;  
6 didn't find; 7 told; 8 forgot; 9 took; 10 came;  
11 said; 12 became; 13 were;  
14 cooked; 15 sang; 16 had  
Pictures (top to bottom): 5; 4; 1; 2; 3

**1 Read and answer.**

**1** It lived 99 to 65.5 million years ago. **2** No, it didn't. **3** It was 0.9 metres tall. **4** No, it didn't.  
**5** It moved on two legs. **6** it used its tail.

**2 Complete with *There was, There wasn't, There were or There weren't.***

**1** There was; **2** There were; **3** There weren't; **4** There were; **5** There wasn't

**3 Look and write sentences.**

**1** She didn't go snorkelling, she went swimming.  
**2** They didn't dig in the sand, they built a castle.  
**3** They didn't run, they rode bicycles. **4** He didn't put up a tent, he slept in a camper.

**4 Read and write.**

**1** went camping; studying for a History test; to visit her grandparents  
**2** visited the Colosseum; they are watching a film; are going to explore the jungle

**5 Write about you.**

Students' own answers

## EXTRA PRACTICE

## PAGES 99 AND 100

Let's transform the classroom into a hub of excitement and engagement!, fun activities and games offer a dynamic approach that makes learning enjoyable and also serve as powerful tools for reinforcing concepts. In this section, we delve into contests and fun experiences designed to infuse joy into the educational journey.

### EXTRA PRACTICE 1 & 2

#### 1 Play the *Liar, Liar* Game with your classmate.

Learners are invited to write three sentences including one with false information. Then, they should listen to their classmate's ideas and identify the false sentence. The student who finds out the sentence with false information scores a mark.

*Students' own answers*

### EXTRA PRACTICE 3 & 4

#### 1 Play with your classmate.

Learners write sentences to earn eco-badges using the prompts in the activity. To check, ask them to read their sentences aloud to correct them and give them a badge for each right sentence.

##### Student A:

- 1 Bikes are cheaper than cars.
- 2 Lions are bigger than cats.
- 3 A smartwatch is more useful than a watch.
- 4 Venus is the hottest planet.
- 5 Neptune is the furthest planet from the Sun.
- 6 Taylor Swift sings and dances at her concerts.
- 7 Taylor Swift doesn't live in Europe.
- 8 Taylor Swift is not giving a show now.
- 9 Taylor Swift is writing a song at the moment.

##### Student B:

- 1 Bikes are better than cars for the planet.
- 2 Cheetahs are faster than lions.
- 3 A VR headset is more expensive than sunglasses.
- 4 Jupiter is the biggest planet.
- 5 The hippo is the most dangerous animal in Africa.
- 6 Chris Martin writes the songs for Coldplay.
- 7 Chris Martin doesn't play the trumpet.
- 8 Chris Martin isn't singing now.
- 9 Chris Martin is doing yoga at the moment.

### EXTRA PRACTICE 5 & 6

#### 1 Play the *Treasure Game* with your classmate.

Pair up students first, then assign roles A and B. Students move along the board only if the answer to the ten corresponding questions correctly. If one answer is wrong, the student misses a turn. The student with most correct answers wins the treasure!

##### Student A:

- 1 No, they weren't.
- 2 Yes, it did.
- 3 Yes, there were.
- 4 No there wasn't.
- 5-6-7-8-9-10 Students' own answers.

##### Student B:

- 1 No, it wasn't.
- 2 Yes, they did.
- 3 Yes, there was.
- 4 Yes, there were.
- 5-6-7-8-9-10 Students' own answers.

# EXTRA ACTIVITIES

The proposed activities in this section serve as valuable tools for reinforcing language structures and expanding vocabulary. Their adaptable nature makes them suitable for diverse scenarios, requiring minimal time investment. Ideal for concluding a class or as engaging warm-up exercises at the beginning of the day, these activities efficiently contribute to language consolidation and foster an enjoyable learning environment.

## Word Bingo

This game enhances vocabulary retention in a fun way.

- Create bingo cards with simple words or images related to the lesson.
- Ask the students to draw a grid of eight squares and write words related to the topic they need to revise.
- Call out one word at a time and tell the students to cross them if they are in their grids.
- Explain that when they cross all of the words, they have to shout *Bingo!*

## Scrambled Letters

- Divide the class into groups and write different letters scattered on the board.
- Give the students 2 minutes to make words and write them down.
- Then, invite the groups to read their words aloud and write them on the board to check spelling.
- The group that writes more words correctly, wins.

## Word Chain

- Ask the students to sit in a circle.
- Say a word and encourage a volunteer to use the last letter to say another word; e.g.: *elephant, table*.
- Then, the classmate next to that student says another word using the last letter, e.g.: *elephant, table, egg*.
- Continue with the same procedure.

## Flashcard Scavenger Hunt

- Write a list of vocabulary on the board.
- Hide pictures representing the objects, food or animals in the classroom or outdoors.
- Ask the students to read the list and find the corresponding objects.
- When they identify an object or picture, they have to describe its location; e.g.: *The pencil case is under the chair. The fish is in the school bag. The cooker is on the desk.*

## Simon Says

This game reinforces listening skills and helps students follow directions in English.

- Play *Simon Says* using simple instructions.
- Tell the class you are going to give instructions and they have to mime the actions.
- Explain that if you do not say Simon says in the phrase, they do not have to move, e.g.: *Simon says swim.* (Students mime the action.) *Touch your hair.* (Students do not move.)

## Colour-Coded Vocabulary

This activity enhances memory and is helpful for language learning.

- Assign different colours to categories, e.g.: *animals, fruits.*
- Ask students to match items to the correct colour, reinforcing vocabulary and categorisation skills. You can also use this activity for parts of speech, e.g.: use one colour for nouns, another for verbs, and so on.

## Snap!

- Ask the students to prepare cards with words and pictures to revise vocabulary; e.g.: *animals, food, colours, numbers, etc.*
- Tell them to write a word in one card and draw the corresponding picture on the other.
- Then, ask the students to work in pairs and place the cards face down on the desk.
- Students have to turn the cards at the same time. If the words or pictures match, they have to say *Snap!*
- The student who collects more cards is the winner.

## Hangman

- Draw a scaffold on the board and lines for each letter of the word that students have to identify.
- Encourage the students to take turns to say letters. If the letter is part of the word, write it in the corresponding blank. If the letter is incorrect, draw a part of the hangman's body.
- The student who guesses the word comes to the front and thinks of another word for the class to guess.

## Dice Game

- Bring a dice and divide the class into groups.
- Assign a category to each number and write the reference on the board; e.g.: 1. *Colours*; 2. *Pets*; 3. *Furniture*; 4. *Family*; 5. *Food*; 6. *School objects.*
- The groups take turns to throw the dice twice: the first time, they identify the number with the category and the second time, they know the number of words they have to say in relation to that category. For example, if the students get 2 and 5, they have to mention five pets.

## Story Cubes:

- Use story cubes with images on each side.
- Students roll the cubes and create a story based on the images, enhancing storytelling and creativity.
- The unpredictability of the images of the cube can lead to imaginative funny narratives.

## Story Chain

This game boosts creativity and collaboration while practising sentence construction.

- Start a story and have students take turns adding sentences.
- A good variation to make this game more challenging, is to give them a set of words for students to include in their story.

## Body Story

- Tell students you are going to tell them a funny story and that they have to participate.
- Invite them to respond physically to the clues, e.g.: They should clap their hands when you mention an animal, stand up when you mention some food and raise their arms when you mention an action.
- Make up a short story using the vocabulary students need to revise. E.g.: *A big elephant (students clap their hands) lives under a tree in the forest. It walks (students raise their arms) long distances to eat big hamburgers (students stand up)...*
- Invite a volunteer to take your place and repeat the procedure.

## Show and Tell

- Encourage students to bring an item from home and describe it in English.
- This builds speaking skills and confidence.
- They can express why the item is special, its significance or any personal stories associated with it.

## Find a Partner

- Prepare some pairs of cards with identical personal information; use as much information as you want to revise e.g.: *name, age, eyes colour, hair colour, favourite pet, brother/sisters, hobby, etc.*
- Distribute the cards among the students at random.
- Tell them to walk around without showing their cards and to ask other students questions until they find someone with the same information.
- Then, invite each pair of students to complete their cards with their real names, and introduce one another using the information on their cards; e.g.: *His name is Tom. He is eight years old. He has got blue eyes and blonde hair. His favourite animal is the cat. He has got two brothers and one baby sister.*

## Noughts (O) and Crosses (X)

- Draw a 3 x 3 cm grid on the board.
- Write combinations of words or structures you want students to revise in each square.
- Then, divide the class into two teams, Noughts (O) and Crosses (X).
- A student from the first group chooses a square and tries to make a sentence with the word or structure given.
- If the sentence is correct, they mark the square using their symbol. That square cannot be used again.
- The groups take turns to choose a square and make a sentence. The first group that can draw three symbols in a row, horizontally, vertically or diagonally, wins the game.

## True or False?

- Give out wooden sticks and two paper squares to each student.
- Tell them to write the word *True* on one square and the word *False* on the other.
- Then, ask students to glue each square on a stick.
- Say true or false statements about a topic that the students have learnt about.
- Get students to hold up their sticks to show whether each statement is true or false.
- Then, students may take turns to say true and / or false statements.

## Jigsaw Sentences

- Invite students to choose the reading passage they liked best from their book.
- Tell them to copy it on a sheet of paper, leaving blank lines in between.
- Then, ask students to cut out the sentences and put them inside an envelope. Invite students to exchange envelopes.
- They should try to reconstruct the text and then, compare the passage with the original version in their books.

## Picture Dictation

- Prepare descriptions of people, animals or objects.
- Explain to the students that they are going to listen to the descriptions and they have to draw what they hear; e.g.: *Tina is tall. She has got long, curly blonde hair. Her eyes are brown. She has got a small nose and a big mouth.*
- Finally, invite the students to compare their pictures to check.

## Scrambled Sentences

- Students rearrange words to form grammatically correct sentences.
- Divide the class into groups.
- Write sentences in strips of paper and cut the pieces with each word.
- Put the pieces in envelopes and give one to each group.
- Students work together to put the words in order to make sentences.
- Invite volunteers from each group to write the sentences on the board to check.

## Guessing Game

- Divide the class into groups.
- Prepare cards with words that students need to revise.
- Invite a volunteer to come to the front and pick a card.
- The student has to describe and give clues so that the rest of the class identifies what it is: *It has got four legs but it can't walk. It isn't an animal. It's in the classroom.*
- The student who guesses the word goes to the front and picks another card.

## Role-Play Corner

- Set up a role-play station with props.
- This activity promotes language development through imaginative play and interaction e.g: you can recreate a kitchen with utensils, a store with items for sale or any scenario connected to the topic you are dealing with in class.

## Word Wonderland

- This game enhances children's vocabulary.
- Select an unfamiliar word, and ask students to write down their interpretations.
- Collect all the responses and read them aloud.
- Pupils will vote on the definition they believe is correct.
- Finally, reveal the accurate definition and determine who came closest.

## Memory Game

- Prepare flashcards and word cards.
- Write numbers or letters on the back of the cards and stick the cards facing the board.
- Divide the class into groups and ask them to say two letters / numbers and turn the cards to check if they match. If the picture and word match, the group takes the cards. If they are incorrect, turn the cards again and ask the next group to say two letters / numbers.
- The group with more cards is the winner.

## Odd One Out

- Dictate four words and include one of a different category; e.g.: *chess, hangman, dominoes, football.*
- Encourage the students to identify the word that does not belong to the group and explain why.
- Repeat the procedure with other categories.

## What's this?

- Bring pictures of different objects and animals.
- Cover the picture with a piece of cloth or dark paper and reveal a small part of the picture.
- Encourage the students to say what it is. If they do not say the correct word, show a bigger part of the picture so that they can recognise it.
- Continue with this procedure until the students guess correctly.



## Finish My Sentence

- Tell the class that you are going to say a sentence without the last word.
- Explain that they have to guess the missing word to finish the sentence correctly.
- Tell them to pay attention to the last word you mention; e.g.: *My favourite colour is... . I like strawberries but I don't like... .*
- If a student uses the exact word you omitted, *she / he* earns a point.

## Pictionary

- Students draw images representing vocabulary words for others to guess.
- Each team takes turns having one member draw a word or phrase without using letters or verbal clues while the teammates guess what it is within a time limit.

## Vocabulary Charades

- Students act out words without speaking, and classmates guess the vocabulary being portrayed.
- Invite a volunteer to the front and whisper an action: sing, ride a bike, cook, listen to music, etc.
- The student has to mime the word or phrase to the rest of the class.
- The student who guesses, goes to the front to mime another action.

## 20 Questions

- Create cards with interconnected words or topics.
- Form teams of two to four students.
- Each round, a student selects a card, and their teammates attempt to guess the word by asking yes-or-no questions.
- Monitor the number of questions asked, as participants are limited to 20 to uncover the answer.
- Set aside the cards that weren't guessed for a review session.

## 20 Objects

- Arrange a set of objects (up to 20) on a table or display images with 20 words/pictures on a slide.
- Allow students one minute to memorise as many as possible.
- Cover or hide the objects / slides, and ask students to write down what they remember.
- Repeat this game periodically to observe improvements in students' memory strategies.

# PLANET WARRIORS



With **PLANET WARRIORS**, children will certainly learn English in an enjoyable way through a wealth of challenging activities. But they will also become the new warriors who fight for a more sustainable world as they dive into texts and activities about sustainability and get to know about the UN Sustainable Goals. They will also enlarge their knowledge of the world through various CLIL topics and STEAM projects and reinforce their knowledge of English through constant recycling and integration of grammar. At the same time, they will focus on and develop their Social and Emotional Learning skills by reflecting on the effect of their own actions and attitudes and the effect they have in their community.

## Key Features

- Clear and easy-to-use material within a simply-structured, thorough and up-to-date programme
- Variety of printed and digital cross-curricular, interactive and fun project work activities for students
- Development of critical-thinking skills through thought-provoking texts and activities
- Plenty of extra ideas and materials for teachers

## Components and Resources

### For the student

- *Student's Book + Workbook*
- *Interactive Activities*

### For the teacher

- *Digital Teacher's Book*
- *Digital Student's Book*
- *Teacher's Resource Material*
- *Class Audio*

