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Grade 6

Guess What!

Teacher's Book 6

Lucy Frino

USAID FROM THE AMERICAN PEOPLE

CAMBRIDGE UNIVERSITY PRESS

Better Learning

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UZBEKISTAN EDUCATION FOR EXCELLENCE PROGRAM

English language Grade 6

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Letter from the Ministry of Public Education

Hurmatli o‘qituvchi,

Sizning ingliz tilini chet tili sifatida o‘rgatishdagi muhim rolingiz va globallashgan dunyoda o‘sib-ulg‘ayayotgan O‘zbekiston bolalari va yoshlarining yutuqlariga qo‘shayotgan hissangiz har qachongidan ham yuqori tahsinga sazovor.

O‘zbekistonda o‘quvchilarga XXI asrda muvaffaqiyat qozonish uchun zarur bo‘lgan ko‘nikma va malakalarni egallashga imkon beradigan ingliz tilini o‘qitishning yangi bosqichi boshlandi. Shu maqsadda, O‘zbekiston Respublikasi Xalq ta’limi vazirligi AQSh Xalqaro taraqqiyot agentligining O‘zbekiston barkamollik uchun ta’lim dasturi bilan hamkorlikda Cambridge University Press tomonidan nashr etilgan bir qator darsliklarni qabul qildi va moslashtirdi. Ushbu kitoblar ingliz tili va tillarni o‘qitish metodikasi bo‘yicha o‘zbekistonlik va xalqaro ekspertlar tomonidan sinchkovlik bilan ko‘rib chiqildi va tanlandi. Bundan tashqari, kitoblarning ushbu nashrlari O‘zbekiston o‘qituvchilari va o‘quvchilari uchun maxsus tayyorlandi.

Umid qilamizki, ushbu darsliklar turkumi siz va sizning o‘quvchilaringizga yoqadi va foydali bo‘ladi!

O’zbekiston Respublikasi Xalq ta’limi vazirligi

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Dear Teacher,

You have an important role teaching English as a foreign language; and more than ever, your contribution to the success of children and youth in Uzbekistan, who are growing up in a globalized world, is highly valued.

Uzbekistan is embarking on a new phase of English language instruction that will enable students to acquire the skills and competencies necessary for success in the 21st century. To this end, the Ministry of Public Education of the Republic of Uzbekistan has collaborated with the USAID-Uzbekistan Education for Excellence Program to adopt and adapt a series of textbooks published by Cambridge University Press. These books were carefully reviewed and selected by Uzbek and international experts in English and language-teaching methodology. Furthermore, the editions of these books have been specially prepared for the teachers and students of Uzbekistan.

We hope that you and your students will find the series enjoyable and useful!

Ministry of Public Education of the Republic of Uzbekistan

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Adapting *Guess What!* to your context

Dear Teacher

You have an important role teaching English as a foreign language; and more than ever your contribution to the success of children and youth in Uzbekistan growing up in a globalized world is highly valued. This addendum (introduction) to the Teacher's Book has been included to facilitate the adoption and effective use of the international series of books and supplemental materials in the classroom, independent of what resources you may have at your disposal.

Uzbekistan is embarking on a new phase of English language instruction that will enable students to acquire the skills and competencies necessary for success in the 21st century. To this end, the Ministry of Public Education of the Republic of Uzbekistan has collaborated with the USAID-Uzbekistan Education for Excellence Program to adopt and adapt a series of textbooks published by Cambridge University Press, representing the best in international publishing for English as a Foreign Language. These books were carefully reviewed and selected by Uzbek and international experts in English and language-teaching methodology. Furthermore, the editions of these books have been specially prepared for the teachers and students of Uzbekistan.

While every effort has been taken to ensure your and your students' success with these textbooks, it is important to be methodical and scientific before adopting them for all classrooms throughout the country. Thus, you and your students have the unique opportunity to participate in research to determine their efficacy, ease of use, and suitability. Your partnership, professionalism, and feedback in this piloting process will help to refine the use of textbooks towards supporting the academic and professional goals for Uzbek students.

To assist you, this customized addendum gives specific information and advice for using the textbook in *your* classroom. It is important that you read this addendum. It contains the timetable, including the exam schedule, as well as advice on how to use the resources of this outstanding textbook package effectively. It also contains much of the information you need day-to-day so that you can adapt this international textbook for your students and classroom. It is also critical that you read the publisher's introduction in this Teacher's Book as it gives a *tour of the unit*, which explains how the units are organized. The publisher's introduction also provides general information about the course components, including audio, video, tests and assessments, as well as additional details for the types of projects and special lessons found in the series.

Timetable

The timetable shows how *Guess What!* Level 6 can be used in the Uzbek school year. Grade 6 has 102 English lessons. The timetable accounts for all the pages of the Student's Book. Most of the course is done in order, page by page. However, to ensure there are sufficient exam opportunities in each quarter, some of the CLIL pages are done later than where they appear in the Student's Book. This provides for an opportunity for students to review earlier material while developing their skills in project-based activities. The corresponding teaching notes are in the main section of this Teacher's Book.

Quarter	Date	Week	Lesson	Unit	Student's Book page #	Homework Workbook page #	Skill
1		1	1	0	6	4	Vocabulary
		1	2	0	7	5	Grammar
		1	3	0	8	6	Grammar / Pronunciation
		2	4	0	9	7	Reading (story)
		2	5	0	10	8	Listening / Speaking
		2	6	0	11	9	Reading / Writing
		3	7	0			Review U0
		3	8	Exam 1			Exam 1 U0
		3	9	CLIL	12-13	10	CLIL Art
		4	10	1	16	12	Vocabulary
		4	11	1	17	13	Grammar
		4	12	1	18	14	Grammar / Pronunciation
		5	13	1	19	15	Reading (story)
		5	14	1	20	16	Listening / Speaking
		5	15	1	21	17	Reading / Writing
		6	16	1			Review U1
		6	17	Exam 2			Exam 2 U1
		6	18	CLIL	22-23	18	CLIL Math
		7	19	2	26	20	Vocabulary
		7	20	2	27	21	Grammar
		7	21	2	28	22	Grammar / Pronunciation
		8	22	2	29	23	Reading (story)
		8	23	2	30	24	Listening / Speaking
		8	24	2	31	25	Reading / Writing
		9	25	2	34	28	Review
		9	26	2	35	29	Review
		9	27	Exam 3			Exam 3 U0-2
2		10	28	CLIL	32-33	26	Feedback CLIL Physical Education / Project
		10	29	3	38	30	Grammar
		10	30	3	39	31	Grammar
		11	31	3	40	32	Grammar / Pronunciation
		11	32	3			Review U3 Grammar / Vocabulary

Quarter	Date	Week	Lesson	Unit	Student's Book page #	Homework Workbook page #	Skill
		11	33	Exam 4			Exam 4 U3
		12	34	3	41	33	Feedback Reading (story)
		12	35	3	42	34	Listening / Speaking
		12	36	3	43	35	Reading / Writing
		13	37	CLIL	44-45	36	CLIL Science / Project
		13	38	4	48	38	Vocabulary
		13	39	4	49	39	Grammar
		14	40	4	50	40	Grammar / Pronunciation
		14	41	3-4			Review U3 Skills & U4 Grammar / Vocabulary
		14	42	Exam 5			Exam 5 U3 Skills & U4 Grammar / Vocabulary
		15	43	4	51	41	Reading (story)
		15	44	4	52	42	Listening / Speaking
		15	45	4	53	43	Reading / Writing
		16	46	3-4	56	46	Review
		16	47	3-4	57	47	Review
		16	48	Exam 6			Exam 6 U3&U4
3		17	49	CLIL	54-55	44	Feedback CLIL Music
		17	50	CLIL	54-55	CLIL Project	CLIL Music Project
		17	51	5	60	48	Vocabulary
		18	52	5	61	49	Grammar
		18	53	5	62	50	Grammar / Pronunciation
		18	54	5			Review U5 Grammar / Vocabulary
		19	55	Exam 7			Exam 7 U5 Grammar / Vocabulary
		19	56		Feedback / Project Presentations		
		19	57	5	63	51	Reading (story)
		20	58	5	64	52	Listening / Speaking
		20	59	5	65	53	Reading / Writing
		20	60	5	66-67	54	CLIL History
		21	61	5	66-67		CLIL History Project
		21	62	6	70	56	Vocabulary
		21	63	6	71	57	Grammar
		22	64	6	72	58	Grammar / Pronunciation
		22	65	5-6			Review U5 Skills & U6 Grammar / Vocabulary

Quarter	Date	Week	Lesson	Unit	Student's Book page #	Homework Workbook page #	Skill
		22	66	Exam 8			Exam 8 U5 Skills & U6 Grammar / Vocabulary
		23	67		Feedback / Project Presentations		
		23	68	6	73	59	Reading (story)
		23	69	6	74	60	Listening / Speaking
		24	70	6	75	61	Reading / Writing
		24	71	CLIL	76-77	62	CLIL Science
		24	72	CLIL	76-77	CLIL Project	CLIL Science Project
		25	73	5-6	78	64	Review
		25	74	5-6	79	65	Review
		25	75	Exam 9			Exam 9 U5-6
		26	76		Feedback / Project Presentations		
		26	77		Project Presentations		
		26	78	7	82	66	Vocabulary
4		27	79	7	83	67	Grammar
		27	80	7	84	68	Grammar / Pronunciation
		27	81	7			Review U7 Grammar / Vocabulary
		28	82	Exam 10			Exam 10 U7 Grammar / Vocabulary
		28	83		Feedback		
		28	84	7	85	69	Reading (story)
		29	85	7	86	70	Listening / Speaking
		29	86	7	87	71	Reading / Writing
		29	87	CLIL	88-89	72	CLIL Science
		30	88	CLIL	88-89	CLIL Project	CLIL Science Project
		30	89	8	92	74	Vocabulary
		30	90	8	93	75	Grammar
		31	91	8	94	76	Grammar / Pronunciation
		31	92	7-8			Review U7 Skills & U8 Grammar / Vocabulary
		31	93	Exam 11			Exam 11 U7 Skills & U8 Grammar / Vocabulary
		32	94		Feedback / Project Presentations		
		32	95	8	95	77	Reading (story)

Quarter	Date	Week	Lesson	Unit	Student's Book page #	Homework Workbook page #	Skill
		32	96	8	96	78	Listening / Speaking
		33	97	8	97	79	Reading / Writing
		33	98	CLIL	98-99	80	CLIL Science
		33	99	CLIL	98-99	CLIL Project	CLIL Science Project
		34	100	7-8	100	82	Review
		34	101	7-8	101	83	Review
		34	102	Exam 12			Exam 12 U7-8

Unit lessons

Each unit in *Guess What!* Level 6 follows the same structure. Read the Tour of the unit to understand this better.

You will notice that the pages for the large picture at the beginning of each unit are not listed in the timetable. This is because the picture is not intended as the focus of any lessons. You should still ask students to look at this page as an introduction to the unit. You can do this in a variety of ways. Before beginning the unit in class, you can give students the topic and ask them to look at the picture for homework. If you prefer, you can spend a few minutes at the beginning of class to introduce the unit with the picture and ask students how they think it is related to the unit. You do not need to do all the steps listed in the Teacher's Book for this preview to the unit.

Content and Language Integrated Learning (Clil)
CLIL means Content and Language Integrated Learning. The content subjects represent the popular subjects for the students' age / language level in many countries. The vocabulary and content for these pages may be slightly more challenging than the main unit lessons, but the activities teach this vocabulary and the grammar is tightly controlled so that students can successfully complete these pages.

Additionally, the CLIL pages contain projects. Collaborative learning through projects helps students to develop their oral language skills as well as higher order thinking skills, including analyzing situations, synthesizing information, and thinking creatively. Furthermore, projects help students to develop important 21st century skills like mediation and negotiation.

The CLIL projects can be started in class and completed outside of class on students' own time. After the second quarter, the timetable includes two days for the CLIL pages and one day for students to present their projects. This time is allocated in the hopes that projects can become a regular part of students' learning. Similarly, there are CLIL pages in the Workbook which you may assign for homework to consolidate vocabulary and content.

Reviews

As in the previous levels, *Guess What!* Level 6 includes two review pages after every second unit. These pages are called 'Review' in the timetable under the skills column. These pages integrate the vocabulary, grammar, and skills. The timetable also includes review days that do not have corresponding pages in the Student's Book. These review days are the day before an exam. Each grade 6 classroom is different, so these days allow flexibility for you to focus on difficult activities, important vocabulary, or grammar that your class needs to review. During these lessons, you can use activities from the Workbook or from the Extra Activities section beginning on page TBIII of this Teacher's Book. Of course, you can also use other material that you think is suitable.

Assessments

There are I2 exams in grade 6. There are three exams in each quarter of the academic year. The first two exams of each quarter focus on material only from the new unit. The third exam of each quarter is cumulative. This means it covers material from all the units of that quarter.

In this addendum, there are sample exams that have been compiled in accordance with the Uzbekistan timetable. These exams have been compiled using the Test Generator for the *Guess What!* series. All teachers using *Guess What!* in Uzbekistan have access to this Test Generator. You can make your own tests using the Test Generator, so it is important that you speak with your colleagues about how your school can access it.

The timetable includes a time for feedback after most exams. You may not have time to provide feedback the next day. That is fine! You can continue with the new lessons and give time for feedback when you are ready. You should take time to review the exams with students and give additional practice or homework if most of the class had difficulty with something.

Homework

The timetable shows the homework from the Workbook that you can assign for each lesson. However, if you are not able to complete the entire Student's Book page in class, it is important that listening and speaking activities be done in class. Students can complete activities from the grammar, vocabulary, reading, and writing sections of their Student's Book at home.

The Workbook also contains plenty of additional practice in vocabulary, grammar, reading, and writing. The Workbook does not include listening or speaking activities.

Supplementary Materials

There are many supplemental resources. They are online. All are available to teachers in Uzbekistan. To learn more about them, read the section on the course components in this Teacher's Book. You should check with your colleagues to find out how your school is accessing these online supplementary resources.

Culture Considerations

Guess What! was written for an international audience. Wherever possible, it is important to personalize and localize the content. This will make the lessons more interesting and relevant to students. Doing this is more likely to motivate students, which will help their language learning

Glossary

Content Language Integrated Learning (CLIL)
This approach to learning English combines subject matter content, such as math and science, with language learning. Combining content with language instruction is motivating, interesting, and authentic. Through CLIL, students are able to use the new language in a practical real-world context.

Feedback
Feedback is helpful information given to students in response to their performance. Providing students with feedback is an important element of teaching that helps students learn from their mistakes and improve their performance.

Communicative Language Teaching (CLT)
This approach to learning English emphasizes communication and language as the tool for communicating. Textbooks with a communicative language approach have many activities that give opportunities for students to practice and develop their overall language ability, not just their ability to know grammar rules or vocabulary definitions. These textbooks do contain grammar and vocabulary activities, but there are also many opportunities for students to practice using this grammar and vocabulary to communicate with each other, for example, speaking activities and projects.

Cumulative
Cumulative refers to Cumulative Exams. Cumulative means *including everything that was there before*. Therefore, a Cumulative Exam for the quarter includes material from all the units in that quarter.

Flipped classroom
This instructional strategy aims to increase student engagement and learning by having students complete some assignments that can be done independently at their home. This allows for review and reinforcement of these activities in class, as well as allows for class time to focus on activities that require greater teacher support and for learner-centered activities that are designed for pair and/or group collaboration.

Project-based learning (PBL)
A project is an extended task which integrates language skills through a number of activities towards an agreed goal. Activities may include planning, the gathering of information through reading, listening, and interviewing, discussion of the information, problem solving, oral or written reporting, and display. Additional specifications for PBL use in the classroom include using authentic materials, creating a learner-centered classroom, sequencing tasks to scaffold the final project, collaborative learning, and students accepting responsibility in completing the project both in and outside of the classroom.

Guess What! 6

Name _____ Class _____ Date _____

Sample Exam from Test Generator

Exam 3: Unit 0 and I with Answer Key

1. Read and match. (one point each)

1.	When I was two *I didn't go to school.*	a. when my friend moved to a new house.
2.	I was scared *when I saw the bear in the forest.*	b. when I saw the bear in the forest.
3.	I was sad *when my friend moved to a new house.*	c. I didn't go to school.
4.	When I cleaned my bedroom *my dad was very happy.*	d. I went to the playground.
5.	When the class finished *I went to the playground.*	e. my dad was very happy.

2. Read and write sentences. (one point each)

1. Helen's mom: "Helen, can you carry the water bottles, please?"
   _____
   She asked her to carry the water bottles.

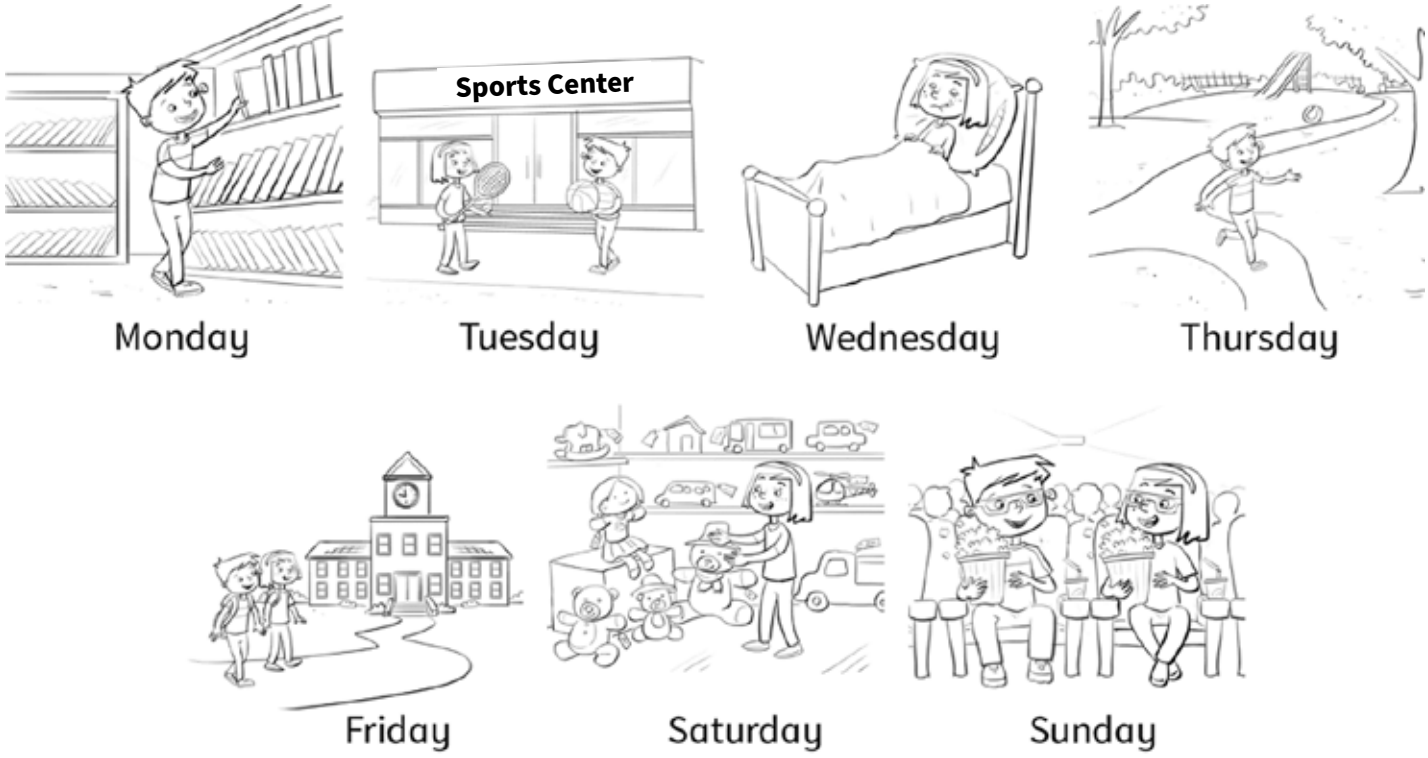
2. Helen's dad: "Peter, can you cook the sausages, please?"
   _____
   He asked him to cook the sausages.

3. Peter: "Helen, can you make some tea, please?"
   _____
   He asked her to make some tea.

4. Helen: "Mom, can you take a photo, please?"
   _____
   She asked her to take a photo.

3. Look and answer the questions. (two points each)

bed | movie theater | library | park | school | sports center | toy store



1. Where was Jimmy on Monday?

   _____

   He was at the library.

2. Where was Sue on Wednesday?

   _____

   She was in bed.

3. Where was Jimmy on Thursday?

   _____

   He was at the park.

4. Where were Jimmy and Sue on Friday?

   _____

   They were at school.

5. Where was Sue on Saturday?

   _____

   She was at the toy store.

6. Where were Jimmy and Sue on Sunday?

   _____

   They were at the movie theater.

Introduction

About *Guess What!*

Guess What! is an innovative six-level course for primary-age students learning English who want to learn about the world around them as they do so. *Guess What!* aims to motivate students and excite young minds, to feed their natural inquisitiveness about the world and fuel their imaginations. It offers a well-paced syllabus with clearly marked goals for language learning and also aims to develop students' learning and life skills in a broader sense, with opportunities for learning across the wider curriculum, as well as exploring social skills and values.

Guess What! has been written with the busy teacher in mind and offers clear lesson planning with flexibility for teachers with between two and four lessons per week.

The global classroom



With the use of stunning international photographs and an emphasis on real-life contexts, *Guess What!* brings the world into the English classroom. Students are encouraged to engage with each topic in a broad sense, expanding their horizons and making cross-cultural comparisons.

An imaginative journey



The realm of fantasy and imagination is as important to young learners as discovering the world around them. *Guess What!* uses engaging characters and fun and exciting stories to fuel students' imaginations. In *Guess What!* Level 6, students follow the exciting adventures of Ruby, Jack, and Sofia as they're transported through time and space by a mystery tablet to complete a computer game for a competition.

Social values

An understanding of social values gives young learners the skills they need in order to be successful in life. They need to learn about how to behave with other people, as well as about taking responsibility for themselves and the world around them. Stories, fairy tales, and fables have traditionally been used to promote social values in a way that children relate to and find interesting. The stories in *Guess What!* build on this tradition. Each story episode illustrates a social value for students to discuss and apply to their own behavior. The social values covered in *Guess What!* Level 6 include working together, persevering, and sharing success with your friends.

Skilled learners



Students need to be skilled in reading, listening, speaking, and writing in order to use language effectively. The varied activities in *Guess What!* provide plenty of opportunities for students to practice all four skills, and there's a specially formulated skills spread in every unit. In *Guess What!* Level 6, the motivating skills topics include camping in different and exotic locations, gingerbread art, communication through the ages, and recycling flip-flops into animal sculptures.

Confident speakers

Speaking skills are further developed in discussion and pronunciation activities. In the *Talk time* feature in the Skills section, students are prompted to enjoy a collaborative discussion, such as planning a tour of festivals, inventing the rules for a new game, and designing their ideal home. In the *Say it!* feature, students perfect their fluency by practicing stress and intonation as well as some common weak forms.

Good thinkers

Guess What! aims to encourage students to become keen thinkers as well as good language learners. The different kinds of activities develop a range of thinking skills, including: observation, concentration, prediction and guessing, using memory, sequencing, and classifying, as well as thinking about and giving personal response to topics. Regular thinking skills activities are clearly signposted with the *Think* icon. The inclusion of Content and Language Integrated Learning activities (CLIL) also encourages wider thinking and knowledge across the primary curriculum.

The wider curriculum



The Content and Language Integrated Learning (CLIL) material in *Guess What!* has been selected from popular primary school subjects across the curriculum. Teachers can therefore integrate learners' understanding of age-related subject concepts while developing their English language skills. *Guess What!* offers CLIL learning with the combination of materials found in the Student's Book, the Workbook, and short dynamic videos. short dynamic videos. This innovative and motivating approach provides a language-rich experience and develops learners' listening skills while they process subject content.

Digital competence

Successful young learners need to be competent in information technology (IT) and digital skills. These can be combined with language practice by using the *Online Resources* and *Presentation Plus*.

Cambridge English: Young Learners (YLE) tests

The language syllabus in *Guess What!* is well paced and achievable, with plenty of recycling built in throughout the course. *Guess What!* supports students aiming to take Cambridge English: Young Learners (YLE) tests. Students begin working toward Movers in *Guess What!* Level 5, and they complete the syllabus by the end of *Guess What!* Level 6.

Tour of a unit

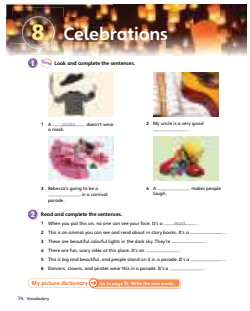
Guess What! Level 6 has nine teaching units, each divided into eight lessons, plus an introduction to the topic. In addition, there are four Review sections, each covering two units. As well as offering further practice, the Workbook provides a Picture dictionary and Evaluations. There are further additional resources on the Teacher's Resource and Tests CD-ROM.

Unit introduction

The topic of the unit is introduced with a highly engaging double-page photograph, chosen to stimulate children's imaginations and to encourage them to relate the topic to the wider world. The teaching notes for each unit suggest ways of exploiting the photographs. This introduction can be included as part of Lesson **1** or as a separate introductory lesson.

Lesson 1
Presentation and practice of vocabulary

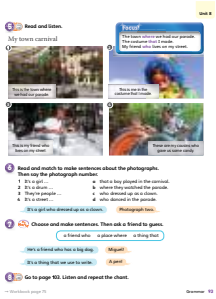


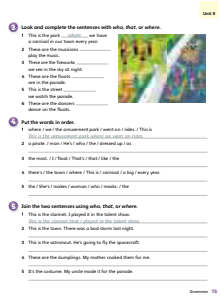


New vocabulary is presented with colorful photographs. These are accompanied by a lively dialog on the Audio CD featuring the *Guess What!* characters. Students listen and repeat the vocabulary as well as reading the vocabulary labels on the page. They then use the new vocabulary in guessing games and activities, which also recycle language from previous units.

- The word cards can also be used to practice new words in a variety of games.
- The Workbook provides further vocabulary practice using puzzles and a range of definition, categorization, and classification activities. Students are also directed to the Picture dictionary at the end of this lesson.
- There's an additional vocabulary worksheet available on the Teacher's Resource and Tests CD-ROM.

Lesson 2
Presentation and practice of grammar 1

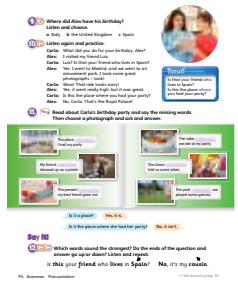




The first new grammar point of the unit is presented using varied real-life contexts, such as an information piece about celebrations around the world or ideas on how to help the environment.

- The activities follow a clear and enjoyable path from presentation, through controlled practice to active production and personalization. Students are supported through their learning with prompts or example speech bubbles and the new grammar point is summarized at the bottom of the page in the Focus! box.
- Students then either reinforce the grammar using a motivating chant, or practice a linked pronunciation point with the *Say it!* feature. (The position of the chant and *Say it!* feature varies between Lesson 2 and Lesson 3.)
- The Workbook provides engaging activities to reinforce the target grammar, while also providing additional practice in reading and writing, and a personalization activity.
- There's an additional grammar worksheet available in the Teacher's Resource and Tests CD-ROM.

Lesson 3
Presentation and practice of grammar 2





The second new grammar point is presented in a short dialog featuring the *Guess What!* photograph characters, Emma, Alex, Pedro, and Carla. The new grammar point is summarized next to the dialog in the Focus! box.

- Students then progress to active production with an activity that also has a thinking or personalization focus.
- Students then do either the grammar chant or the *Say it!* feature (depending on which of these was used in Lesson 2).
- The Workbook provides engaging activities to reinforce the target grammar while also providing additional practice in reading and writing as well as a personalization activity.
- There's an additional grammar worksheet available on the Teacher's Resource and Tests CD-ROM.

Lesson 4
Story and value

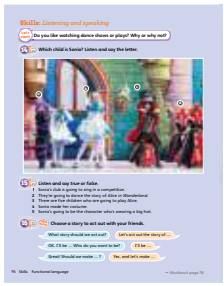
Students reinforce and extend their learning further with a dynamic cartoon strip story featuring the *Guess What!* story characters. Each story also introduces a social value in a lighthearted way.

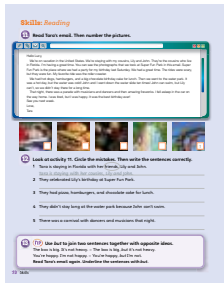




- The Workbook provides story comprehension activities, including sequencing, summarizing, and spotting mistakes. Students also consider how they can integrate the social value from the story into their own life.

Lesson 5
Listening and speaking



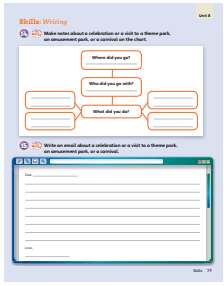


Students reinforce and extend the language of the unit with a task-based listening activity based on a motivating theme linked to the unit topic.

- In the *Talk time* feature, students are prompted to have a stimulating discussion based on the listening theme and using language students are familiar with.
- The Workbook provides a reading text that is then used as a model for the extended writing activity in Lesson 6 in the Workbook.

Lesson 6
Reading and writing





Students reinforce and extend the language of the unit with an interesting reading text, varied comprehension activities, and a *Your turn!* feature designed to stimulate discussion and students' own creativity in response to the text.

- In the Workbook, students use a graphic organizer to plan their own writing and then write an extended text using the models from the Student's Book or Lesson 5 in the Workbook to guide them.

Lesson 7
CLIL (Content and Language Integrated Learning)

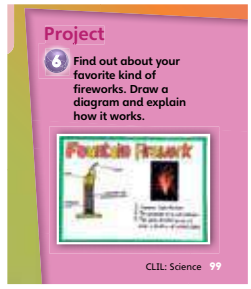




Students explore a fascinating topic selected from primary school subjects across the curriculum. Students use the stimulating introductory photograph to engage with the topic and share any knowledge they already have. They then learn some new vocabulary and watch a short, dynamic video, which is provided on the DVD with the Teacher's Book. Instructions for using the video and the video script are provided on Teacher's Book page TB122.

- The Workbook provides further activities exploring the CLIL topic.

Lesson 8
CLIL project and evaluation





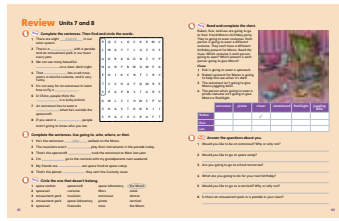
Students work together to research and do a project activity linked to the CLIL topic. The kinds of projects vary from unit to unit and include factfiles, a bar chart, a flow chart, estimating, and measuring.

- Students then complete an evaluation in the Workbook. This includes self-assessment.

Review lessons (after every second unit)

Language is reinforced through real-life topics such as playing in the school orchestra, experiencing a power cut, and going to a sleepover in a museum. Students practice listening, reading, speaking, and writing. There's also a full-page board game with clearly marked linguistic aims and rules.





Games bank

The Games bank provides the instructions for games and communication activities that are referred to in the teacher notes. It can also be used as a dip-in resource whenever you need a simple and fun activity to use in class.

Act and guess

Use any set of word cards. Students take turns choosing a word card without showing the rest of the class. They mime the item on the word card for the rest of the class to guess.

Action treasure hunt

Write actions on slips of paper: *Play a musical instrument*. *Do acrobatics*, etc. Hide these around the classroom. Students take turns finding a slip of paper and do or mime the action on it for the rest of the class to guess.

Act it out

Students write an activity or sentence on a slip of paper and put the slips of paper into a bag/box, e.g., *run*, *climb*, *juggle*. Students or pairs of students take turns drawing out a slip of paper, reading it silently, and acting it out for the class to guess by asking questions.

Adjective game

Ask one or two students to stand outside the classroom briefly. While they're outside the classroom, the rest of the class chooses an adjective they're all going to act out, e.g., *talkative*. The students outside come back into the classroom and have to guess the adjective by nominating students in the class to perform actions in the manner of the adjective, e.g., *Pick up a book*. The student performing the action has to do so talking all the time, to demonstrate *talkative*. When the students guess the adjective correctly, other students can take turns leaving the room.

All change!

Go around the class assigning one of the new words to each student so that there are at least two students for each word. Call out, e.g., *Tacos! All change!* All the students given the word *tacos* stand up and change seats without running. The game works with any plural noun.

Anagrams

Write anagrams of target vocabulary on the board. Students work in pairs to solve them. When they've solved each one, they raise their hands, say a word, and spell it out correctly. This can also be played as a team game.

Bingo

Students choose and write down four words from a vocabulary set. Make a sentence using each word, e.g., for camping equipment, *You need a flashlight at night*. Students who have written the word *flashlight* cross it out. The first student to cross out all four of their words calls out *Bingo!* This game can be made more challenging by giving definitions of each word, rather than just using it in a sentence.

Bluff

Invite three students to the front of the class. Give each one a word card or picture and ask them to keep their picture secret from the class. The three students decide (without telling the rest of the class) who's going to be the *bluffer* (the one who doesn't tell the truth). The three students then say a sentence that might or might not correspond with the card or picture they're holding. Students guess who's bluffing. Students say *Bluff* and the name of the student they think is the bluffer. Check by showing the cards or pictures and then repeat the activity with other groups of students.

Can I have?

Put the word cards in a pile face down on a table at the front. Call two students out to the front. One takes a card and uses the word on it to ask *Can I have (paella), please?* The other student then collects the word card and hands it over, saying *Yes, of course. Here you are*.

Categories

Use word cards from different vocabulary sets. Write the category headings for each set on the board. Distribute the word cards to different students in the class. Students with a card take turns reading it aloud. The class decides which category the word is from. Students can then come to the front of the class and put their cards into piles for each category.

Choose and answer

Use any set of word cards. Put them in a pile at the front of the class and ask a student to choose one and read it aloud. Then ask a question about this word, choosing a linguistic question or a general knowledge question, e.g., for the word card *violin* in Unit 4, ask *How many strings does it have?*

Circle it!
Write a selection of 10 to 12 numbers (or stick a set of word cards on the board) at a height your students can reach. Divide the students into two teams lining up facing the board. Give a different color marker to the student at the front of each team. Say a number (or give a definition of an item) from the board. The two students race to circle it on their team's color. The two students then pass the markers to the next student on their team and go to the back of the line. Repeat until all the numbers/word cards are circled. The team with the most circles wins.

Class survey
Divide the students into groups. Students draw a chart with a column per group member, plus one extra, and rows for each question in the survey. They leave the top left-hand square blank and write the survey questions down the left-hand column and the names of all the students in their group at the top of the other columns. Students then ask and answer in their groups. They record each person's answers with checks, Xs, or notes, depending on the survey. Pool the results as a class, using a similar chart on the board. Record the number of checks or make notes as ideas are suggested, add checks when other groups have the same idea or opinion.

Copycat
Ask a pair of students to the front of the class and give them a series of instructions to perform or mime. (Take note of the sequence of instructions you give.) Then ask another pair of students to the front of the class. Say *Copycat*. The students have to perform the same actions in the same order as the first pair. The rest of the class can correct and help. Repeat with different actions and students.

Correct my mistakes
Make incorrect sentences for students to correct with information from the reading texts or events from the story. Nominate individual students to correct the sentences or play it as a team game with a time limit and points.

Definitions
Define words for students to guess, e.g., for *dumplings* in Unit 3, you could say *They're from China. They're a little like pasta. They have meat inside.* You can just give the definitions or write anagrams or letter blanks on the board to help students guess.

Describe and draw
Students draw three or four items or one large picture, e.g., in the opening unit, Seasons and weather, they draw a landscape with different features in it, such as a farm, some horses, and two people. They then work in pairs, without showing their drawing to their partner. Students take turns describing what they've drawn, e.g., *There's a farm on the left. There are two horses. There are two people: a man and a woman. They're next to a tractor on the right.* Their partner listens and draws the same picture(s) on another piece of paper. They then compare their drawings to check, commenting on any mistakes, e.g., *No. The horses aren't next to the tractor. The people are next to the tractor.*

Describe and guess
Play this game with objects (or pictures). Display them at the front or around the classroom. Ask two students to come to the front of the class. Then describe one of the objects. The two students try to find and point to it first.

Drawing game
Choose a vocabulary item students know. Draw a picture on the board, line by line, pausing to ask each time *What am I drawing? Can you guess?* Students try to guess what the picture is before you've finished it.

Elimination
This is a good way of practicing negative sentences. Use five word cards and attach them to the board. Then think of one card and make sentences so students guess which one it is by a process of elimination, e.g., in Unit 4 with instruments: *You don't blow it. You don't hit it. It doesn't have six strings. You don't need electricity. What is it?* (*Violin.*)

Find a partner
Students write something (as suggested in the teaching notes, according to the topic of the unit). Then they have to stand up and walk around the class to find someone who has written the same thing. They do this by asking questions. When they find a partner, they sit down. In a large class, you may prefer to allow just one or two students at a time to stand up and ask other students at their desks.

Find someone who
In advance, write some instructions on slips of paper (as suggested in the teaching notes, according to the topic of the unit). Prepare enough for one per student. Students read the instruction on their slip of paper and write down the question they need to ask to find it out. Students then stand up and walk around the class to find someone who answers the question as requested on their instruction slip. In a large class, you may prefer to allow just one or two students at a time to stand up and ask other students at their desks.

Guess the answers
Write five questions on the board relating to the students' experiences and using the target language, e.g., in Unit 4 *How many students can play the violin?* Students guess the answers and note them down. Then ask the questions. Students raise their hands. Count the hands for each question and write the numbers on the board. Students then check to see how close their guesses were.

Guess what!
Students describe something or someone for others to guess what or who it is.

I can see
Play this observation game with pictures in the Student's Book or the classroom. Make sentences about what you can see, practicing new language as much as possible. Students find and point to the correct items. They can also play the game in pairs.

Last one standing
Start the game with all students standing. Make a sentence, practicing a target structure. Students to whom the same information applies stay standing. Those to whom it doesn't apply sit down. To work on questions, you could follow up by asking a standing student, e.g., *Could you swim when you were four?* (*Yes, I could.*) Then ask a sitting student, to elicit, e.g., *No, I couldn't.* Repeat with other sentences. The last student left standing wins.

Memory 1 through 10
Play this game with any set of ten word cards. Show the cards to the students one by one and elicit the word or a sentence using the word. Then attach the word card to the board face down and write a number underneath it from *1* thro*ugh 10*. Students have to try to remember where each word card is. Divide the students into two teams. Students name a card and ask a question about it, e.g., *Number 3. Is it juggling?* Turn the chosen word card over. If it has the word *juggle*, answer *Yes, it is* and the guessing team keeps the card. If it doesn't, say *No, it isn't* and turn it face down on the board again in the same position. Continue the game until all the cards have been guessed correctly. The team with the most word cards wins the game.

Messages
Students write a message on a slip of paper and put the slips of paper into a bag/box. The message can be an instruction, a request or an invitation. Students then take turns drawing out a message and pass it on to another student by reading it aloud. The chosen student responds or performs the instruction and then draws out the next message.

Tic-tac-toe
Use any nine word cards. Draw a tic-tac-toe grid on the board (a 3 X 3 grid). Attach one word card face down in each of the nine squares. Divide the class into two teams: the Xs and the Os. Each team takes it turns selecting a card and turning it over. They have to read the word on the card and either make a sentence or ask a question using it. If they do this correctly, they score an X or an O in the square. If they make a mistake, the other team scores the X or O. The first team to get three Xs or Os in a row is the winner.

One that doesn't belong
Write sets of four words on the board: three from the same category and one that is different. Students say which is the one that doesn't belong and give a reason.

Pass the actions
Use any word cards for actions, adverbs, or action phrases. Distribute these to students in the class. Play some music and ask students to pass the word cards around the class. Then stop the music. Students with word cards take turns reading their action silently and acting it out for the rest of the class to guess.

Pass the word cards
Use any set of word cards. Distribute these to students in the class. Ask students to pass the word cards around the class. Then say *Stop!* Students with word cards take turns making a sentence with the word on their card.

Reading race
Use any set of word cards. Write sentences on pieces of paper, each using one of the words from the cards you've chosen. Attach the word cards to the board. Divide the class into two teams and give each team half of the sentences (face down in a pile). Say *Play!* One student from each team stands up, picks up a sentence, reads it aloud, and sticks it below the correct word card on the board. They then walk quickly back to their team and sit down, naming the next student to read a sentence. The first team to stick up all its sentences is the winner.

Sentence chain game
This is a chain activity. Start with an initial sentence, as suggested in the teaching notes. Ask a student to continue, repeating your sentence and adding one of their own. The game continues until someone forgets the chain or can't think of a sentence to add.

Sentences in a bag
Students write a sentence on a slip of paper and put the slips of paper into a bag/box. This can be a true/false sentence, a definition, or a sentence with a missing word. Students then take turns drawing out a sentence and guessing if it's true or false, guessing the definition, or finding the missing word.

Simon says
This is an instructions game. Students listen and follow your instructions, but only if you say *Simon says*, e.g., if you say *You're good at juggling*, students should do nothing, but if you say *Simon says*, "*You're good at juggling*," students mime juggling proficiently. Students can also give the instructions.

So did I
Students write a list of three things they did in the past, as suggested in the teaching notes. They then read their sentences and see how many students in the class did the same things. Students raise their hands and say *So did I*. They make a note of which of their sentences gets the most *So did I* responses.

Spelling game
Divide the class into two teams. Call out words for students to spell. One student from each team writes the spelling on a piece of paper (or on the board) and then shows the rest of the class. If the spelling is correct, they score a point for their team. The team with the most points at the end of the game is the winner.

Stand in order
Use any set of word cards. Distribute these to students in the class and then ask these students to come to the front. Say the words in a random order. Students with the cards have to arrange themselves in the correct order.

Starting letters
Divide the class into teams. Write a word on the board, e.g., *flute*. Students have to think of an English word that begins with each letter in the word, e.g., *fantastic*, *loud*, *under*, *trombone*, *easy*. The first team to think of all their words raises their hands, reads them aloud, and spells them. They get a point for each word that other teams or groups haven't written down.

Ten lives
Choose a word from a target vocabulary set, e.g., *dumplings*. Write nine letter blanks on the board (one for each letter in *dumplings*). Students guess the word by calling out letters. If they call out a correct letter, e.g., *p*, say *Yes* and write *p* in the fourth letter blank. If they call out an incorrect letter, say *No*, and students lose a life (mark this on the board as a strike). Students have to try to guess the word before they lose all their lives.

Test the teacher
Students test your knowledge by asking you questions. The questions can be about themselves, comprehension questions about a text, or general knowledge questions. If you know the answer, you get a point. If you don't know the answer, they get a point.

The last word
Make sentences using the target vocabulary from the unit or say lines from the story, but stop before you say the last word each time. Students say the word.

True or false?
Make a variety of true and false statements about a picture, a text, students in the class, or world information that your students will know. Students listen and say *True* or *False*.

Two minutes
Write a category heading for words you want to brainstorm on the board. Divide the class into teams of five or six. Tell them to think of as many English words in the category as they can. Each team chooses someone to write for them. Set a time limit of two minutes (use a timer if you have one or say *Stop writing!* after two minutes). Ask students to count how many items are on their list. Elicit the words from the team with the fewest items and write them on the board (or invite the student with the list to write them). The other teams cross off the ones they have on their lists. Elicit extra items from the other teams to see which team has the most words.

What's behind my back?
Without students seeing, put a word card behind your back and ask *What's behind my back?* Students guess by asking different questions, not just *Is it ... ?*

What's missing?
Attach word cards to the board. Allow students a few minutes to look at them. Then ask students to close their eyes while you remove one or two of the cards. Students then open their eyes and answer the question *What's missing?*

Whisper down the line
Make four teams, lined up facing the board. Give the student at the front of each team a marker. Whisper a different number or word to each of the students at the front of the lines. Students whisper it back along the line and the student at the back of their team comes, and writes it on the board. Teams get a point for writing the number (in figures) or the word correctly. The four students at the front go to the back of the line. Repeat with different numbers or words.

Who said it?
Read aloud lines from the story for students to call out the name of the character who said it, e.g., *What's the surprise? (Jack.)* Alternatively, write the lines on the board and number them. Students write the number and the character names and they then compare in pairs.

Word race
Stick a set of word cards on the board and give students a time limit of five minutes to look at them and practice spelling, e.g., by writing them out or testing each other. Divide the class into teams (with no more students on each team than there are words on the board). Remove the words from the board. Divide the board with vertical lines so that each team has a section. Students line up in their teams, facing the board. Give the first person on each team a marker. Say *Write the words!* These students come to the front and write one of the words on their team's section. Then they pass the marker to the next person on the team, who writes a different word from the list, and so on. Students should not copy other teams, but they can help the members of their own team as long as they do so in English. Make sure a different student writes each word. The team that finishes first, with all the words spelled correctly, wins.

Yes/No game
Think of an item students know the English word for. Students have to guess what you're thinking of by asking *yes* or *no* questions only, e.g., for camping equipment in Unit 1: *Can you see with it?* (*No, you can't.*) *Do you sleep in it?* (*No, you don't.*) *Do you carry things in it?* (*Yes, you do.*) *Is it a backpack?* (*Yes, it is.*) Allow them a maximum number of questions to ask, e.g., five.

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Vocabulary	clown, costume, dancer, dragon, fireworks, float, amusement park, mask, musician, pirate	92
Grammar	The town where we had our parade. • The costume that I made. • My friend who lives on my street.	93
	Is that your friend who lives in Spain? **Say it!** Sentence stress and intonation	94
Story value	Share success with your friends	95
Skills	Listening and speaking: Sonia's dance show **Talk time** Choosing a story to act out	96
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Seasons and weather





Unit aims Students learn to talk about seasons and weather. This includes:

- asking about and describing the weather in the present and the past
- describing vacations in the past
- planning a trip
- talking about the representation of seasons in paintings

Background information The photograph shows a frog (a European Common frog) sitting below a mushroom in a rain shower.

Introduction to the unit

- Say *Open your books to pages 4 and 5, please.* Read the title of the unit and check that students understand the meaning of the phrase.
- Ask students to look at the photograph and guess the topic of the unit (*weather/seasons*). Then ask *What can you see?* Elicit the name of the animal (*frog*) and other features students can name (e.g., *grass*, *mushroom*, *leaves*). Then ask *What's the weather like in this picture? Is it hot or cold? Is it rainy or dry? What's the weather like today in our region/country? Is it often hot here? Is it often rainy? Does it sometimes snow?*
- Tell students that they will learn to describe more kinds of weather and to talk about the seasons in this unit.

1 CD1 02 Listen and look.

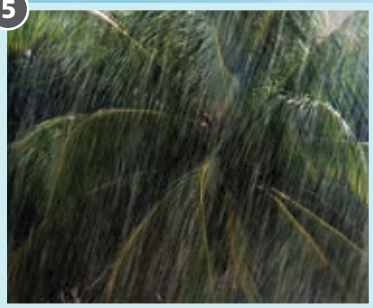
2 CD1 03 Listen and repeat. Then match.

1 

2 

3 

4 

5 

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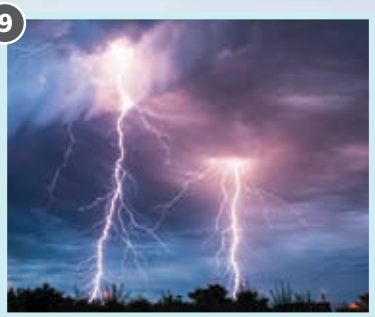
9 

a fall **b** drought **c** flood **d** monsoon **e** spring
f storm **g** summer **h** thunder and lightning **i** winter

3 CD1 04 Think Listen and say *yes* or *no*. Then ask and answer.

Is the weather in the spring cold and snowy?

No!

4 My World Is the weather today usual for the season? Ask and answer.

→ Workbook page 4

Lesson aims Students review and extend vocabulary related to weather and the seasons.

New language *fall, drought, flood, monsoon, spring, storm, summer, thunder and lightning, winter | dry, season, usual, lose (their leaves), change color*

Recycled language *weather, windy, snowy, cloudy, foggy, rainy, sunny, hot, cold, warm | What's the weather like (today)? It's (hot and sunny). | colder, the hottest/coldest*

Materials CD1 | Word cards: see page TB102

Warmer

- Play *Two minutes* (see page xvii) with the heading *Weather*. Write all the words on the board and ask *What's the weather like today?* Review *storm*, *thunder*, and *lightning*.

Student's Book page 6

- Ask students to help you stick the word cards for the seasons on the board in order (*spring*, *summer*, *fall*, *winter*). Ask *What season is it now?* (*It's (fall).*) *What's the weather like here in (fall)?*

1 Listen and look.

- Play the recording. Students listen and look at the photographs. Play it again, pausing to ask, e.g., *What's a (flood)? What do you see/hear in a storm?* Check comprehension of *start to grow* and *change color.*

CD1:02

Teacher: Emma and Pedro – can you present your project on seasons and weather?

Emma and Pedro: Yes, of course.

Pedro: Many countries have four seasons – spring, summer, fall, and winter.

Emma: In the spring, the weather is usually warm and sunny. Leaves and flowers start to grow.

Pedro: Summer is the hottest season. The trees have green leaves, and there are lots of flowers in parks and gardens.

Emma: In the fall, the weather gets colder again. It's often windy. The leaves on the trees change color.

Pedro: Winter is the coldest season. Some countries have snow in the winter.

Emma: Some countries have a monsoon season. It rains a lot in a monsoon.

Pedro: Sometimes there are floods when it rains a lot. A flood is when there is a lot of water in the streets. Sometimes people can't drive their cars because there is so much water.

Emma: But in some countries, it doesn't rain for a long time. The land is very dry. This is called a drought.

Pedro: Many countries have storms.

Emma: In a storm you often see lightning and you hear thunder. Thunder is the noise the lightning makes.

Teacher: Good job. That was very interesting. Who's next?

2 Listen and repeat. Then match.

- Say *Now listen and repeat.* Play the recording. Students repeat the words while pointing to the photographs.
- Play the recording again. Students match each word to its vocabulary label in the box. They say the letter of each label, then read it aloud. Elicit answers (e.g., *1 – e, spring*).

Key: **1** e **2** g **3** a **4** i **5** d **6** c **7** b **8** f **9** h

CD1:03

1 spring **2** summer **3** fall **4** winter **5** monsoon
6 flood **7** drought **8** storm **9** thunder and lightning

3 Listen and say yes *or* no. *Then ask and answer.*

- Play the recording, pausing for students to answer.
- Students then ask and answer in pairs as in the example.

Key: **1** No **2** Yes **3** Yes **4** No **5** No **6** Yes **7** No **8** Yes **9** Yes

CD1:04

1 Is the weather in the spring cold and snowy?
2 Is winter the coldest season of the year?
3 Does it rain a lot in a monsoon?
4 Is there a lot of rain in a drought?
5 Is fall the hottest season of the year?
6 Can you often see lightning in a storm?
7 Do the leaves on the trees change color in the summer?
8 Do you sometimes hear thunder in a storm?
9 Is there a lot of water everywhere in a flood?

4 Is the weather today usual for the season? Ask and answer.

- Students ask and answer about the weather today.

Workbook page 4

1 Read and complete the sentences.

- Students complete the sentences.

Key: **2** drought **3** winter **4** the spring **5** thunder … storm

2 Circle the one that doesn't belong.

- Students circle the one that doesn't belong.

Key: **2** winter **3** monsoon

3 Read and write the words. Then number the pictures.

- Students number the pictures and write the words.

Key: **2** winter – e **3** flood – c **4** fall – a
5 lightning – f **6** drought – d

My picture dictionary → Go to page 84: Write the new words.

- Students write the new words under the correct pictures.

Ending the lesson

- Play *Anagrams* (see page xiv) with words from the lesson.

Extra activities: see page TB111 (if time)

Lesson aims Students practice using the simple past to talk about vacations and weather. They also practice using rising intonation in questions.

New language *What was the weather like? It was (hot and sunny). Was there (a storm)? Yes, there was./No, there wasn't. There weren't any (storms).* | *vacation, India, Bali, stay (stayed), beach, go bodyboarding*

Recycled language seasons and weather, names of countries, *went, visited, played, Where did (you/Josh) go? What did (you/Josh) do? Did the children enjoy their vacation? Yes, they did./No, they didn't.*

Materials CD1 | Your own summer vacation photographs | A world map | Vacation statements for *Find someone who* (optional)

Warmer

- Elicit information about the weather in your region, e.g., *The weather in winter is cold, and it sometimes … (snows). In the summer, it doesn't rain much, and there can be a … (drought). We get storms in the summer. We can see lightning and hear … (thunder).*

Presentation

- Show your vacation photographs and say *These are photographs from my summer vacation.* Ask *When is summer vacation? Is it in November?*
- Tell students to pass the photographs around, then collect them and ask, e.g., *Where did I go on vacation?* (Students guess the region/country.) *What was the weather like?* (*It was hot and sunny.*) Alternatively, encourage students to ask you *Where did you go? What did you visit/do/eat?* etc.

Student's Book page 7

5 Read and listen. Then match.

- Point to the photographs and ask *Which country is this? What are the children doing?/What's happening?* Students guess. Present *bodyboarding* and review *kite*.
- Say *Let's find out which country is in each photograph. Read and listen.* Play the recording. Students listen and follow the text. They can guess, but don't confirm answers.
- Play the recording again. Students match each text to a photograph. Show the countries on a world map.
- Explain the meaning of new words, e.g., *stay, beach.* Ask students which vacation they would prefer.

Key: **1** b **2** a **3** c

CD1:05 : see Student's Book page 7

6 Match the questions and answers.

- Students match the questions to the answers.

Key: **1** c **2** a **3** e **4** b **5** d

7 Ask and answer.

- Say *What about you?* Read the question in the speech bubble and choose different students to answer.
- Elicit more past tense questions about vacations (students can use activity 6 to help) and write them on the board, e.g., *What did you do? Did you stay with family/friends? What was the weather like? Was there a (storm)? Did you enjoy your vacation?*
- Students ask and answer questions about their last vacation in pairs as in the example.

8 Does the end of the question go up or down? Listen and repeat.

- Tell students to follow in their books as you play the recording, pausing after the single word to show the up and down movement by pointing. Then play the sentence for the second time and pause for students to repeat, trying to copy the intonation.

CD1:06

Was there a storm? … storm?
Was there a storm?
Did you enjoy your vacation? … vacation?
Did you enjoy your vacation?

- Play the recording, pausing for students to repeat, copying the intonation. Elicit that these questions go up at the end (because the answer will be *Yes* or *No*) and contrast this with the downward intonation of a *Wh-* question, e.g., *Where did you go?*

CD1:07

1 Was the weather sunny?
2 Did you have a party?
3 Did you go bodyboarding?
4 Was there a drought?
5 Did you see lightning?
6 Did you have fun?

Workbook page 5

4 Read and circle the correct words.

- Students circle the correct pairs of words.

Key: **2** Did, did **3** didn't, wasn't **4** Was, wasn't **5** didn't, were

5 Complete the questions and answers.

- Students look and complete the questions and answers.

Key: **1** went **2** was, was, **3** did, went **4** Were, weren't, were

6 Look at activity 5. Write questions.

- Students write questions for the answers given.

Key: **2** Was the weather cold/rainy/bad? **3** Did they/Anna and Claire go to the beach? **4** Were there any dolphins (in the ocean)? **5** Was the vacation fun/good?

Ending the lesson

- Write questions about vacations on the board, some with rising intonation, some with falling intonation (e.g., *Did you visit friends? Did you stay in a hotel? What did you eat? Was the weather good?*).
- Students work in pairs to decide which have rising intonation. Elicit answers (all the *yes/no* questions). Students ask and answer the questions in pairs.

Extra activities: see page TB111 (if time)

5 CD1 05 Read and listen. Then match.

Where did you go on summer vacation?

1 I went to stay with my cousins in Colombia. It was hot and sunny. We went to the beach, and we went bodyboarding. It was great.
Josh

2 I visited my pen pal in India. It was the monsoon season, and there was a lot of rain. We played soccer in the rain. It was fun!
Luis

3 I stayed with my mom's friends in Bali. It was very windy, but there weren't any storms or rain. We went to a kite festival. It was fantastic.
Nicola


a


b


c

6 Match the questions and answers.

1 Where did Josh go on summer vacation?
2 What did Josh do there?
3 What was the weather like in India?
4 Was there a storm in Bali?
5 Did the children enjoy their vacation?

a He went bodyboarding.
b No, there wasn't.
c He went to Colombia.
d Yes, they did.
e It was rainy.

7 My World Ask and answer.

Where did you go on summer vacation?

I went to Spain.

Focus!

What **was** the weather **like**?
It **was** hot and sunny.
Was there a storm?
Yes, **there was**. / No, **there wasn't**.

Say it!

8 CD1 06 CD1 07 Does the end of the question go up or down? Listen and repeat.

Was there a storm? ↗

Did you enjoy your vacation? ↗

→ Workbook page 5

9 CD1 08 **What are they talking about? Listen and choose.**

a a drought **b** a storm **c** a monsoon



10 CD1 08 **Listen again and practice.**

Alex: What's your scariest memory, Carla?
Carla: When I was six, I went to Florida on vacation.
Alex: In the United States? That sounds great!
Carla: Well, wait and see. The weather was great when we arrived, but then there was a bad storm.
Alex: Oh, no!
Carla: It was really windy, and it rained and rained. Then there was a flood in our hotel.
Alex: How awful!
Carla: Yes! We had to leave our hotel by boat. It was really scary.
Alex: Poor you.

Focus!

When I was six, I went to Florida.
The weather was great **when** we arrived.

11 My World **Read and match. Then make sentences that are true for you.**

Memories

1 When we went on vacation,
2 I met my best friend
3 When we got our new puppy,
4 My brother Rufus was born
5 When we moved to our new house,

a when she came to my school.
b it ate my mom's new shoe.
c I found a big snake in our yard.
d when I was five.
e we saw turtles on the beach.



When we went on vacation, I went windsurfing on a lake.

12 CD1 09 **Go to page 102. Listen and repeat the chant.**

→ Workbook page 6

Lesson aims Students learn to use *when* to link clauses in the simple past.

New language Sentences with *when*: *When I was six, I went to Florida. The weather was great when we arrived.* | Verbs: *met, got, was born, moved, came, found* | *scary/scariest, memory, That sounds (great)!, Wait and see, great, arrive(d), How awful! leave, Poor you! puppy*

Recycled language seasons and weather, *was, wet, went, ate, There was …*

Materials CD1 | 20 homemade cards with these infinitives and irregular past forms: *go, see, drink, eat, catch, have, do, be, meet, find, went, saw, drank, ate, caught, had, did, was, met, found*

Warmer

- Show the homemade cards of the infinitives and stick them on the board. Check comprehension and present *meet* and *find*. Leave the irregular past tense forms on your desk and invite volunteers to come and choose the correct card and put it next to the infinitive on the board. Then make an example sentence with the class using the simple past, e.g., *I ate rice for dinner last night*.

Presentation

- Make sentences with *when* and the verbs from the Warmer, e.g., *When I was on vacation in Mexico, I ate flautas. I saw dolphins when I went on a boat in Cancun.* Ask students to explain the meaning of *when* in these phrases and to help you make more sentences, e.g., *When I went to London, I drank tea with milk. I caught a cold when I was on vacation in London.*

Student's Book page 8

9 What are they talking about? Listen and choose.

- Introduce Carla and Alex in the photograph. Ask *What are they talking about?* Read the three answer choices with the class and check that they remember the meanings.
- Say *Listen and choose.* Play the recording. Students listen and choose the correct answer.

Key: b – a storm

CD1:08 : see Student's Book page 8

10 Listen again and practice.

- Say *Now listen again. When did Carla go to Florida?* Play the beginning of the recording, pausing for students to answer: *She went to Florida when she was six*. Ask *What was the weather like when she arrived?* Play the next section of the recording, pausing again for the answer: *It was great.*
- Continue the recording, pausing to ask *What happened in the hotel?* (*There was a flood.*) and *How did they leave the hotel?* (Check that students understand *leave*.) (*By boat.*)
- Then play the recording again, pausing for students to repeat. Explain new words and phrases as necessary, e.g., *Wait and see. How awful! Poor you!* Students can also practice the dialog in pairs.

CD1:08 : see Student's Book page 8

11 Read and match. Then make sentences that are true for you.

- Use the picture to present/review *puppy*. Check that students know the meaning of the verbs in the phrases.
- Students work in pairs to match the sentence halves. Elicit answers. Then students complete two or more of sentences 1 through 5 to make memories of their own. They write the sentences in their notebooks. Circulate and help. Elicit examples as you monitor the activity. Respond with appropriate phrases from the lesson (e.g., *Poor you! / That's awful! / That sounds great!*) or encourage students to read their sentences aloud in pairs.

Key: **1** e **2** a **3** b **4** d **5** c

12 Go to page 102. Listen and repeat the chant.

- Play the recording. Students listen and repeat the chant, following the text on page 102. Repeat until students are chanting confidently.

CD1:09 : see Student's Book page 102

Workbook page 6

7 Join the two sentences using when.

- Students write new sentences with *when*.

Key: **2** Gemma's grandmother felt sad when she moved. / When Gemma's grandmother moved, she felt sad. **3** The weather was awful when Luke and Kate arrived. / When Luke and Kate arrived, the weather was awful. **4** When Peter saw the bat, he was scared. / Peter was scared when he saw the bat. **5** When my father went to India, he lost his cell phone. / My father lost his cell phone when he went to India.

8 Put the words in order.

- Students write sentences in the past tense.

Key: **2** Lisa was happy when she saw her cousins. **3** Karen didn't go rock climbing last week. **4** When Juan was ten, he went to Brazil. **5** There were floods in my town last month.

9 Complete the sentences about you.

- Students complete the sentences about themselves.

Ending the lesson

- Call on volunteers to read a sentence they wrote for activity 11. Ask the class *Is it a scary/funny/happy/sad memory?* Encourage students to ask questions in the past about the event.

Extra activities: see page TB111 (if time)

Lesson aims Students reinforce language with a story. They also discuss the value of asking friends for help.

New language *den, surprise, get* (= *arrive*), *enter a competition, How exciting! island*

Recycled language seasons and weather, simple past, *I have … , I want to … , computer game, Can you help me? Of course, Let's go/stay, Oh, dear!*

Materials CD1 | Your own vacation photographs

Warmer

- Say *Listen. Stop me when I say something false.* Tell a story about your vacation, using the simple past. Include true and false sentences (e.g., *In the summer, I went to Laredo. The weather was cold and snowy.*) and show photographs. The students raise their hands to stop you when they think they've heard something false. If they're right, they get a point. If they're wrong, you get a point.

Introduction

- Say *Let's listen to a story. It's about the children from Guess What! 5.* Elicit the characters' names and write them on the board (*Jack, Ruby, Sofia*). Ask students what they remember about the children, e.g., *What do they look like? How old are they?*
- If the class didn't use *Guess What! 5*, explain that the story involves three characters (Jack, Ruby, and Sofia), who have adventures in which they're transported through time and space.

Student's Book page 9

13 Read and listen.

- Ask students to point to each character and check their descriptions. Congratulate students who remembered what they're like. Point to the story frames that show the den and ask *Where are the children?* Review/Present *den*.
- Then encourage students to guess what happens from looking at the story frames. Ask *What's the weather like at the beginning?* (*It's rainy.*) *What are the children playing with?* (*A computer game.*) *What kind of game is it?* Accept students' guesses.
- Then say *Let's find out. Read and listen.* Play the recording. Students follow the story in their books. At the end of the story, check that they understand the gist by asking *What does Sofia want to do?* (*Enter a competition.*) Ask *What's the weather like at the end?* (*There's a storm.*)
- Then play the recording again, pausing to ask more questions: Frame 1: *Whose phone is this?* (*It's Jack's phone.*) Frame 2: *Is it raining?* (*Yes, it is.*) Frame 3: *When did Sofia arrive?* (*On Saturday.*) Frame 4: *What's the computer game called?* (*The Lost City of Emoclew.*) Frame 5: *Does Jack want to help?* (*Yes, he does.*) Frame 6: *Where's the game?* (*On an island.*) Frame 7: *What did Jack hear?* (*Thunder.*) *What does Ruby want to do?* (*She wants to go back to the house.*) Frames 8 and 9: *Do the children go back to the house?* (*No, they stay in the den.*) *What happened at the end?* Accept students' guesses, then tell them that the den has been hit by lightning. Ask students what they think will happen in the next episode. Accept any guesses (some students might guess that the children are going to the island in the computer game).
- Students can listen to the story again for pleasure or you could pause after each line for them to repeat. Encourage students to use gestures and intonation from the story as appropriate. You could also divide the class into three groups. Each group repeats the lines for one character (Ruby, Jack, or Sofia).

CD1:10 : see Student's Book page 9

Value ***Ask your friends for help***

- Read the value with the class: *Ask your friends for help.* Then ask *Who needs help in the story?* (*Sofia.*) *Why?* (*She wants help with the computer game.*) Ask *Do her friends want to help her?* (*Yes, they do.*)
- Encourage students to think about why it's important to ask friends for help: *It's more fun to do things together. Your friends can be good at different things and have new ideas to try.*
- Then ask *Who do you usually ask for help? How do your friends help you?* Students think of times when they've asked friends for help. They then tell the class.

Workbook page 7

10 Read the story again. Circle the correct words and then number.

- Students read and circle the correct word each time. They then number the sentences in the correct order, referring back to the story if necessary.

Key: **2** c – enter **3** a – happy **4** b – storm

11 Read and match the questions and answers.

- Students match the questions and answers.

Key: **2** e **3** a **4** b **5** d

12 What can you do to show the value: ask your friends for help?

- Remind students of the value from the story: ask your friends for help.
- Students think of things their friends can help with. They write two ideas and then compare in pairs.

Ending the lesson

- Play *Who said it?* (see page xvii).

Extra activities: see page TB111 (if time)

13 CD1 10 **Read and listen.**



→ Workbook page 7

Value: Ask your friends for help

Skills: *Listening and speaking*

Let's start! What's your favorite season? Why?

14 CD1 11 **Who's speaking? Listen and say the names.**



Luca



Stacie



Palin



Elise

15 CD1 11 **Listen again and complete the sentences.**

1 Elise is from _____ .
2 Palin's favorite season is _____ .
3 _____ likes going to summer camp.
4 Stacie went _____ on a lake last summer.
5 Luca _____ skiing.

16 CD1 12 **Talk Time** **Plan a trip with a friend.**

Where would you like to go next summer?

I'd like to go to …

Good idea. What's the weather like in … then?

It's …

OK. Can we … ?

Yes, and we can …

Lesson aims Students practice the skills of listening and speaking, with reading in the Workbook. They also practice making plans.

New language *Switzerland, pick (fruit), They were born … , summer camp*

Recycled language seasons and weather, countries, *I'm from (Beijing), in (China). (Luca) likes (ski)ing. Where would you like to go? I'd like to go to …*

Materials CD1 | A world map and a map of Europe | Internet access / reference materials about weather around the world (optional)

Warmer

- Show China, India, and the United States on a world map with pins or numbers. Students write the names of the countries. Elicit answers.
- Show a map of Europe and ask students to say as many countries in Europe as they can in English (e.g., *Spain, France, Italy*). Teach *Switzerland*.

Student's Book page 10

Let's start! What's your favorite season? Why?

- Ask the opening question *What's your favorite season? Why?* Encourage students to give reasons by prompting with further questions: *What's the weather like in the (summer)? What can you see/do? Are there any special festivals?*

14 Who's speaking? Listen and say the names.

- Ask *What can you see in the photographs?* Elicit/teach any key words, e.g., *snowboarding, canoeing, chicks, picking grapes*.
- Play the recording. Make sure students realize that the photographs are not in the correct order. Students listen and say the name of the person after they've finished speaking.
- Check students' understanding by asking, e.g., *What's Elise's favorite season? Why?*

Key: **1** Elise **2** Palin **3** Stacie **4** Luca

CD1:11

1 I'm from France. My favorite season is fall because there's a lot of fruit, and I like picking it. I pick grapes with my family every year. We eat the grapes at the Mid-Fall festival.

2 I live on a farm in India. My favorite season is spring because that's when the baby animals are born. These are some baby chicks. They were born last spring.

3 I'm from the United States. My favorite season is summer because I go to summer camp. I like being with my friends, and we do a lot of different activities. My favorite activities are the water sports. We do them on a lake. Last summer, I went canoeing for the first time. It was great!

4 I live in the mountains in Switzerland. My favorite season is winter because it snows a lot here, and I can go snowboarding. I like skiing, too, but snowboarding is my favorite sport. Someday, I would like to snowboard at the Winter Olympics.

15 Listen again and complete the sentences.

- Students read the sentences and try to guess the missing words. They copy the sentences in their notebooks. Play the recording again. Students complete the sentences.

Key: **1** France **2** spring **3** Stacie **4** canoeing **5** likes

16 Plan a trip with a friend.

- Ask different students *Where did you go on vacation last summer?* Then ask *Where would you like to go next summer?* Talk briefly about the weather in a different hemisphere from your students' country.
- Play the example dialog while students read the sentence prompts in the speech bubbles. Then divide the students into pairs. They make plans for a trip.
- Students can then report back to the class, e.g., *We'd like to go to the mountains in Peru. The weather in the summer is dry, but cold. We can go climbing and visit Machu Picchu.*

CD1:12

A: Where would you like to go next summer?
B: I'd like to go to India.
A: Good idea. What's the weather like in India then?
B: It's very rainy. It's the monsoon season.
A: OK. Can we go swimming there?
B: Yes, and we can go kayaking!

Workbook page 8

13 Read Tom's article in the Pineville school newsletter. Complete with the past tense of the words in the box.

- Students fill in the blanks with the words from the box.

Key: **2** started **3** rained **4** were **5** helped **6** arrived **7** saw **8** wasn't **9** stayed **10** went

***14 Read and write* true *or* false.**

- Students read the sentences and write *true* or *false*.

Key: **2** true **3** false **4** true **5** false **6** true

15 A noun is a word that names a person, place, or thing.

- Students read about nouns and then circle six examples in Tom's article (e.g., *storm, night, thunder, lightning, flood, Pineville Shopping mall, bus station, tree(s), police, people, teachers, Mr. Jones, Ms. Green, school, morning, water, cafeteria, library, students, week, mess*).

Ending the lesson

- Ask students to write a sentence about a new activity they tried recently, e.g., *I tried playing beach volleyball last summer.* They compare in pairs / small groups.

Extra activities: see page TB111 (if time)

Lesson aims Students practice the skills of reading and speaking, with extended writing in the Workbook.

New language *school trip, sand dunes, one hundred meters high*

Recycled language seasons and weather, simple past (*went, stayed, arrived, enjoyed, started*), *last (spring), Mexico,* superlatives *(biggest, hottest), dry, beautiful, first, second, grow, go hiking*

Materials CD1 | Word cards: see page TB102 | A bag/box (optional)

Warmer

- Elicit adjectives students can remember – ask them to think of adjectives to describe weather (e.g., *hot, cold, dry, rainy*), people (e.g., *talkative, funny, friendly*), and places/things (e.g., *beautiful, dangerous*).
- Play *Adjective game* (see page xiv).

Student's Book page 11

Look below! Where did Joe go on his school trip?

- Ask students if they've ever gone on a school trip. Check comprehension of the phrase.
- Ask students to look at the photograph and ask *What kind of place is this?* (*Desert.*) Elicit adjectives to describe it (*dry, hot, beautiful, dangerous*). Students guess where the desert is. You can also ask more prediction questions for students to guess about Joe's school trip, e.g., *What season did Joe visit the desert? How long did he stay? What did he see and do?*

17 Read and listen.

- Say *Let's find out. Read and listen.* Play the recording. Students read and listen to Joe's report of the school trip. Then ask the prediction questions again for students to answer and see if their guesses were right. (*The desert is in Mexico. Joe visited in the spring. He stayed for a week. He saw sand dunes and lots of cacti with beautiful flowers. He climbed the sand dunes and went hiking.*) Explain new words (e.g., *sand dunes*) and check that students understand the phrase *one hundred meters high*.

CD1:13 : see Student's Book page 11

18 Read again and say true *or* false.

- Say *Now read again and say* true *or* false. Students read the sentences and decide if they're true or false, referring back to the text in activity 17. Elicit correct sentences for the false answers.

Key: **1** false (It's in Mexico.) **2** false (It's one of the biggest in North America.) **3** false (It's very hot in the summer.) **4** true **5** false (It rained on their second day and the phrase *when it rains* shows that it rains there from time to time.) **6** true

Your turn! Think about a class trip.

- Say *Now it's your turn. Think about a class trip.* Students think of a class trip and ask and answer about it in pairs, using the questions in the box. Alternatively, they can imagine a class trip they would like to go on.
- Students then write about the trip in their notebooks. They can use the report in activity 17 as a model.

Workbook page 9

16 Make notes about a weather event in your town.

- Students research a weather event in their town/city. They find out facts about it and complete the chart (or they can invent an imaginary event). Students can work individually or in pairs or small groups. They can do the research on their weather event using books or the Internet.

17 Write an article about a weather event in your town.

- Students write their own article about the weather event they've researched (or the one they've imagined) in the space provided. They use the information from their notes in activity 16 and Tom's article on Workbook page 8 to help them.
- Students can then read each other's articles.

Ending the lesson

- Write sentence halves from the report in the Student's Book on the board, e.g.,

1 *The Sonoran Desert is*	**a** *the dunes.*
2 *The summer in the desert is*	**b** *very high.*
3 *When Joe arrived, it was*	**c** *the desert changes.*
4 *The dunes are*	**d** *in Mexico.*
5 *Joe enjoyed climbing*	**e** *sunny and windy.*
6 *When it rains,*	**f** *the last day.*
7 *Joe went hiking on*	**g** *too hot.*

- Invite volunteers to link the phrases by drawing lines.

Key: **1** d **2** g **3** e **4** b **5** a **6** c **7** f

Extra activities: see page TB112 (if time)

Skills: *Reading and writing*

Look below! **Where did Joe go on his school trip?**

17 CD1 13 **Read and listen.**

The Sonoran Desert
by Joe



Last spring, our class went to the Sonoran Desert in Mexico. It's one of the biggest and hottest deserts in North America. We went in the spring because the summer is too hot.

We stayed there for a week. When we arrived, it was sunny and windy. On our first day, we visited the Altar sand dunes. Some of the dunes are more than one hundred meters high. They were beautiful, and we enjoyed climbing on them.

It's very dry in the Sonoran Desert. There are lots of cacti, but there aren't usually many other plants. We were lucky because on our second day, it started to rain. When it rains, the desert changes because flowers can grow. We went hiking on the last day, and there were beautiful flowers everywhere!

18 **Read again and say *true* or *false*.**

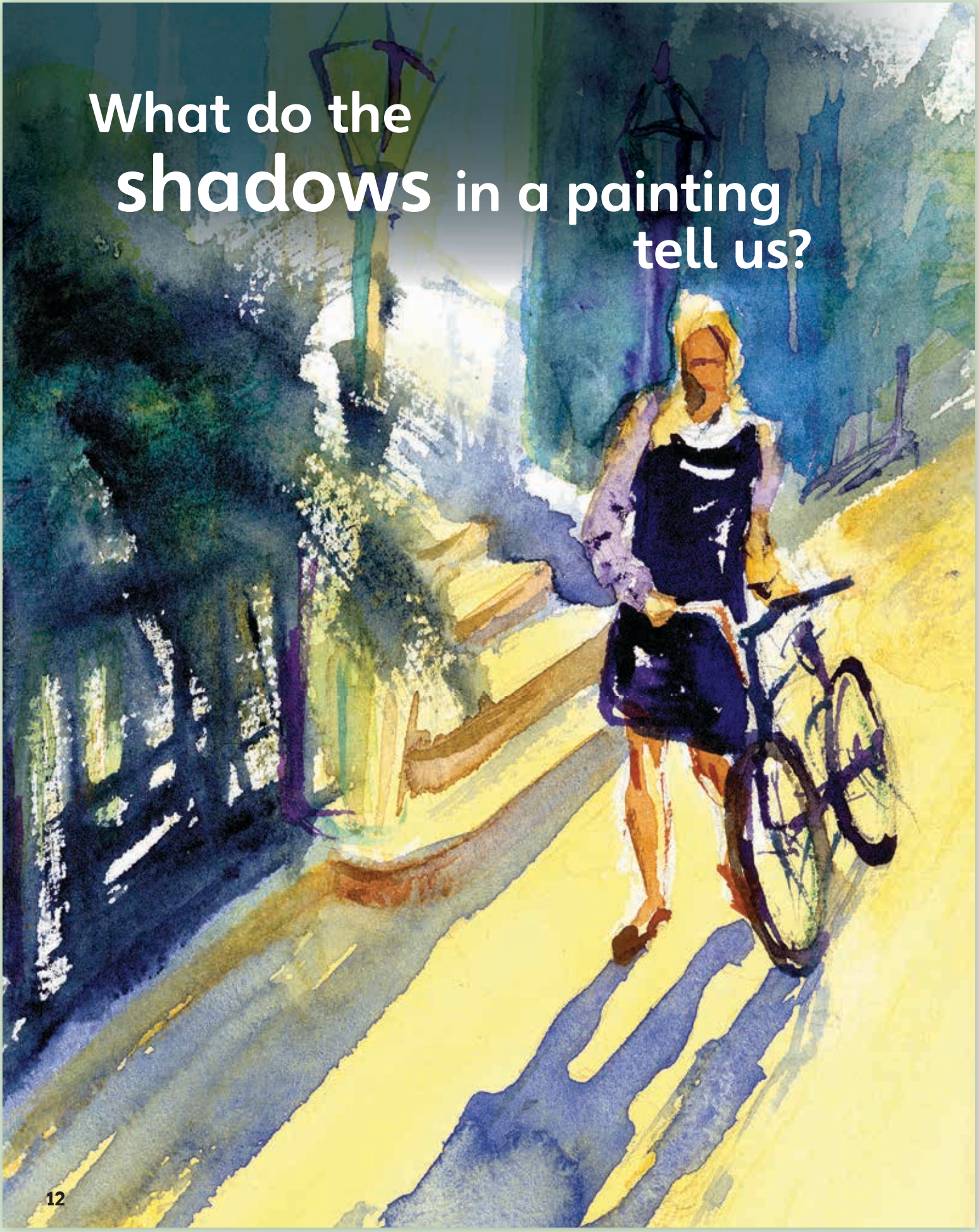
1 The Sonoran Desert is in Brazil.
2 It isn't a big desert.
3 The desert is very hot in winter.
4 The sand dunes are very high.
5 It never rains in the Sonoran Desert.
6 Flowers can grow in the spring in the Sonoran Desert.

Your turn!

Think about a class trip.
Where did you go?
What season was it?
What was the weather like?
What did you do?

Now write about it in your notebook.

→ Workbook page 9


What do the
shadows in a painting
tell us?

1 CD1 14 Listen and repeat.



shadow



light from above



light from the side

2 Watch the video.

3 CD1 15 Read and listen.

Artists use shadows to show different seasons and times of day. To show summer, artists often paint short shadows. This is because the Sun is high in the sky in summer, and when the light comes from above, it makes short shadows. In winter, the Sun is lower in the sky. The light comes from the side and makes longer shadows.

Artists also paint long shadows to show the morning or the evening and short shadows to show midday.

The shadows in paintings can also tell us where the Sun is in the sky. When the shadows are on the right of the objects, the Sun is on the left. When the shadows are in front, the Sun is behind.

4 Answer the questions.

1 What's different about shadows in summer paintings and in winter paintings?
2 Why do we see long shadows in winter paintings?
3 Are shadows shorter in the morning or at midday?
4 Look at the painting on page 12. Where is the Sun?

5 Which season would you like to paint?

Guess What!

Shadows aren't just black. They're darker in the center and lighter on the outside.

Project

6 Paint a picture that shows a season. Write about it and say where the Sun and shadows are.



→ Workbook page 10

Lesson aims Students learn how to interpret shadows in paintings.

New language *shadow, light, above, side, sky, low(er), on the (left/right)*

Recycled language seasons, *Sun, season, cloudy, painting, artist*

Materials CD1 | DVD | A light source (e.g., a task lamp), items to cast shadows (e.g., a ball, toy animals) | Four or five pictures of landscape paintings with shadows (optional)

Warmer

- Before the class, position a lamp so that it shines onto the whiteboard/a light-colored wall and practice placing items so that shadows are cast on the wall.
- Make shadows with different objects for students to name.Elicit/present *shadow* and *light*. Ask students to guess what will happen if you move the light around. Show them by moving the lamp to the left and right of the item (the shadow moves) and closer/farther away (the shadow gets bigger/smaller).

Student's Book page 12

What do the shadows in a painting tell us?

- Point to the painting and ask *What can you see?* (*A girl/woman in a street with a bike.*) Then ask *Where are the shadows? What do shadows in a painting tell us?* (Students guess.)

Student's Book page 13

1 Listen and repeat.

- Say *Let's find out more about shadows in paintings*. Play the recording, pausing for students to repeat. If necessary, explain the meaning using your lamp.
- Ask questions about the painting on page 12. Say *Look at the shadows. Where does the light come from? Does it come from above or from the side? Is it from behind her or in front of her?*

CD1:14 : see Student's Book page 13

2 Watch the video.

- Play the video.
- If you don't have the video, call a volunteer to the front and ask him/her to put one hand in front of the lamp. Ask the class to guess what will happen if the student moves his/her hand farther away from the light. Will the shadow be bigger or smaller? Let the student try and see what happens (it gets bigger). Repeat with the student moving his/her hand nearer the light source.

Video 00 : see page TB122

3 Read and listen.

- Play the recording while students read the text. Then play the recording again, pausing to check comprehension.
- Ask some general comprehension questions, e.g., *Is the Sun high or low in the sky in the summer?* (*It's high.*) *Where is the Sun if the shadow is on the right?* (*It's on the left.*)

CD1:15 : see Student's Book page 13

4 Answer the questions.

- Students answer the questions and compare in pairs.

Key: **1** The shadows in summer paintings are short, in winter paintings they're long. **2** Because the light comes from the side (the Sun is lower in the sky). **3** They're shorter at midday. **4** The Sun is behind the woman and the bike.

5 Which season would you like to paint?

- Students discuss in pairs which season they would like to paint. Encourage them to think about shadows as well as the weather. Find out the most popular season.
- Students can then read the Guess What! for the page. Ask them if they've ever noticed this effect with shadows and tell them to watch for it.

Workbook page 10

1 Read and match.

- Students read and match the sentence halves.

Key: **2** b **3** c **4** a **5** e

2 Circle the shadow in the two drawings. Then answer the questions.

- Students circle the shadows, then read and answer.

Key: **1** In picture b, it's on the left of the tree. **2** In picture a, it's on the left. In picture b, it's on the right. **3** In picture a, the shadow is long. In picture b, the shadow is short. **4** In picture a, it's winter. In picture b, it's summer.

3 In your notebook, draw and write about the things you can see outside and their shadows.

- Looking out the window for help, students draw a picture showing shadows and write a description.

Ending the lesson

- Play *The last word* (page xvii) with information from the lesson: *In summer paintings, the shadows are …* (*short*). *In winter paintings, the shadows are …* (*long*). *In the summer, the Sun is …* (*high*) in the sky. *In the winter, the Sun is …* (*low*) in the sky.

Extra activities: see page TB112 (if time)

Lesson aims Students interpret the shadows in a landscape painting of their choice. They can also complete the Evaluation in the Workbook.

Recycled language seasons and weather, *Sun*, *shadow*, *light*, *above*, *side*, *sky*, *low(er)*, *high(er)*, *on the (left/right)*, *painting* | Students review all unit vocabulary and grammar in the Evaluation.

Materials Pictures of landscape paintings with shadows (optional)

Warmer

- Play *Drawing game* (see page xv), making a landscape picture on the board, line by line (e.g., of sheep in a field, with trees with no leaves). When your picture is finished, add some long shadows and ask *What season is it?* (*Winter.*) *How do you know?* (*Because the shadows are long/the Sun is low in the sky.*) Briefly review the information about shadows in paintings from the previous lesson.

Student's Book page 13

6 Paint a picture that shows a season. Write about it and say where the Sun and shadows are.

- Say *Let's find more paintings that show seasons*. Students look at the example drawing and read the text. Ask *What season is it?* (*Spring.*) *Are the shadows long or short?* (*Quite short.*) *How do we know the Sun is on the left?* (*Because the shadows are on the right.*)
- Then say *Now let's draw and write about another painting*. Divide students into groups and allow them to work with books or class computers to choose and research a landscape painting. Suggest paintings if necessary (e.g., *Morning Shadows*, by Barbara Fox, *Evening Shadows*, by Julia Swartz, *Woman with a Parasol*, by Claude Monet, *Painter on the Road to Tarascon*, by Vincent Van Gogh). They will need to find out and note down the name of the painting and the artist and then make notes about whether the shadows are long or short and which direction they're coming from. (Alternatively, students can find out this information at home before the lesson and share it with their group in this stage of the activity.)
- Students then draw their version of the painting and work together to write a description. Check their writing and ask each member of the group to write out a neat version.
- Groups present their picture to the class and talk about it (each student in the group can say one sentence). Alternatively, make new groups in which each student has information about a different painting. They take turns showing their pictures and describe them.
- The pictures and texts can then be displayed in the classroom, or kept in folders of students' work.

Workbook page 11 – Evaluation

1 Look at Lisa's diary. Then read and circle the correct words.

- Students read the diary and circle the correct words in the paragraph below.

Key: **2** was **3** went **4** storm **5** flood

2 Look at activity 1. Answer the questions.

- Students answer the questions, referring to the diary in activity 1.

Key: **2** No, it was spring. **3** There was thunder and lightning / an awful storm. **4** It was rainy and windy. **5** No, there was a flood. **6** No, she didn't.

3 Complete the sentences about this unit.

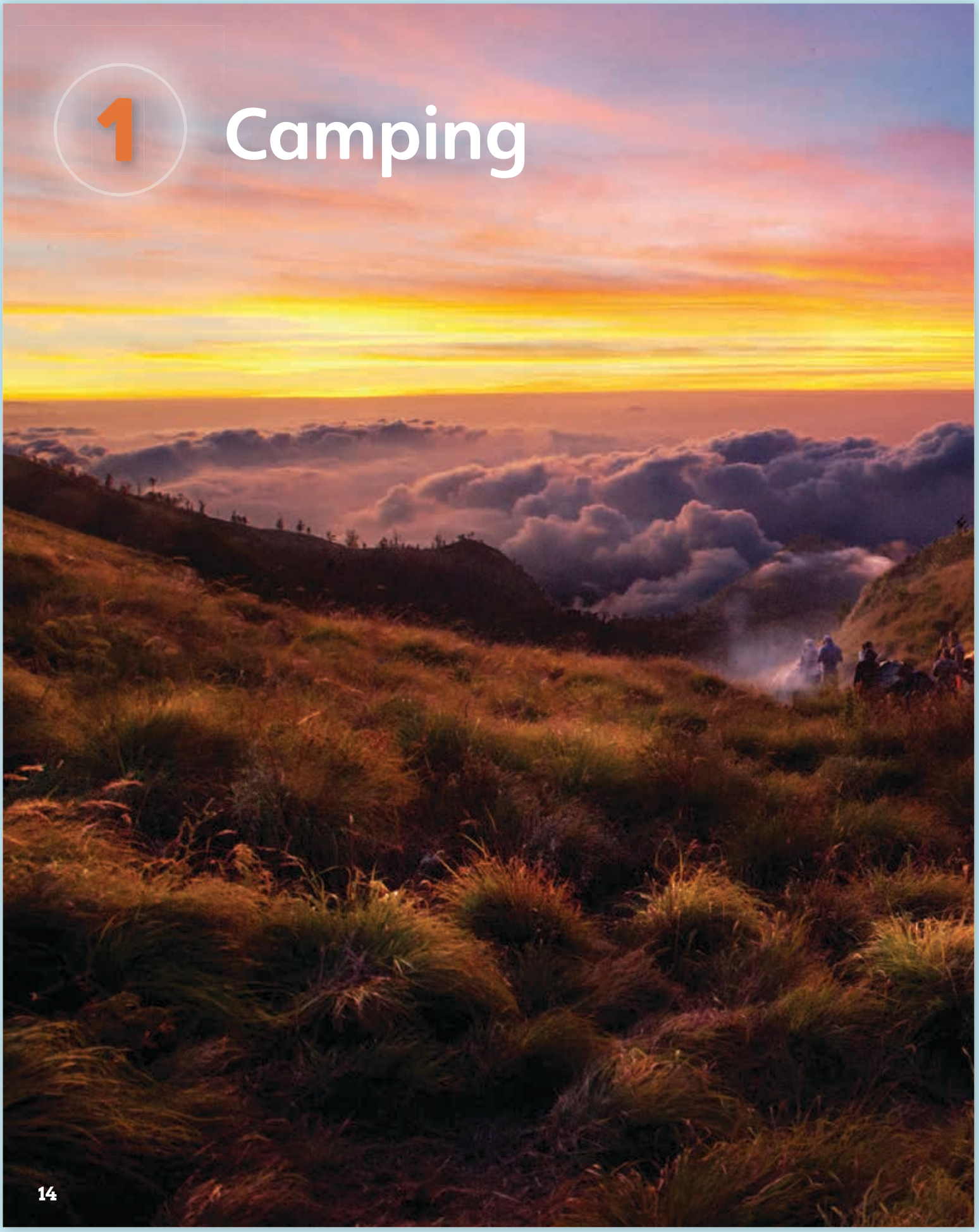
- Students read the list of learning points that have been covered in the Seasons and weather unit. They check the box next to each thing they can now do and put an X in the box next to anything they're still unsure about. Make a note of any areas students have found difficult, for further review work.
- Students then choose the part of the unit they found the most interesting and write it down. They can then compare this choice with those made by other students.

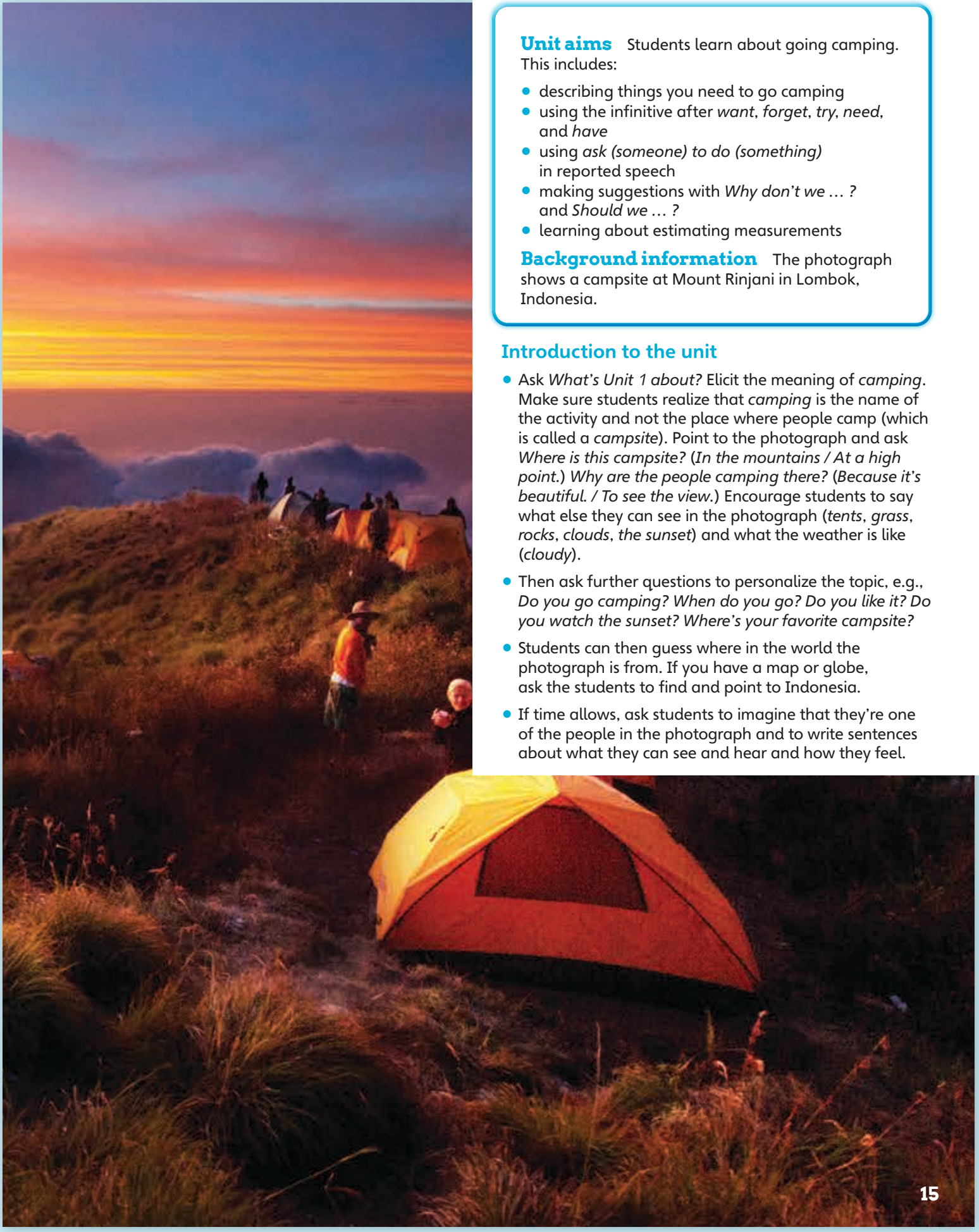
Ending the lesson

- Students repeat their favorite activity from the unit.

Extra activities: see page TB112 (if time)

1 Camping





Unit aims Students learn about going camping. This includes:

- describing things you need to go camping
- using the infinitive after *want*, *forget*, *try*, *need*, and *have*
- using *ask (someone) to do (something)* in reported speech
- making suggestions with *Why don't we … ?* and *Should we … ?*
- learning about estimating measurements

Background information The photograph shows a campsite at Mount Rinjani in Lombok, Indonesia.

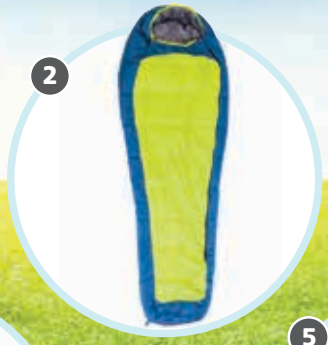
Introduction to the unit

- Ask *What's Unit 1 about?* Elicit the meaning of *camping*. Make sure students realize that *camping* is the name of the activity and not the place where people camp (which is called a *campsite*). Point to the photograph and ask *Where is this campsite?* (*In the mountains / At a high point.*) *Why are the people camping there?* (*Because it's beautiful. / To see the view.*) Encourage students to say what else they can see in the photograph (*tents*, *grass*, *rocks*, *clouds*, *the sunset*) and what the weather is like (*cloudy*).
- Then ask further questions to personalize the topic, e.g., *Do you go camping? When do you go? Do you like it? Do you watch the sunset? Where's your favorite campsite?*
- Students can then guess where in the world the photograph is from. If you have a map or globe, ask the students to find and point to Indonesia.
- If time allows, ask students to imagine that they're one of the people in the photograph and to write sentences about what they can see and hear and how they feel.

1 CD1 16 **Listen and look.**

2 CD1 17 **Listen and repeat. Then match.**





















a blanket **b** bowl **c** cup **d** map **e** plate **f** backpack
g sleeping bag **h** tent **i** flashlight **j** water bottle

3 CD1 18 Think **Listen and guess the words. Then practice with a friend.**

You stay in this when you're camping. — A tent!

4 My World **What do you need when you go camping? Ask and answer.**

→ Workbook page 12

Lesson aims Students learn vocabulary related to camping.

New language *blanket, bowl, cup, map, plate, backpack, sleeping bag, tent, flashlight, water bottle* | *What about … ? meal-times*

Recycled language *Do you have … ? Yes, I have. I have …* | *We need …*

Materials CD1 | Real items from the lesson (e.g., a large backpack, blanket, flashlight, water bottle, bowl, plate, cup, and map) or word cards: see page TB103 | Sentences for *Reading race* (optional)

Warmer

- Hold up a backpack or draw one on the board. Say *This is my backpack. I'm going camping next week. What do I need?* Elicit as many items as possible (e.g., *tent, bottle, map*). Write only the English words on the board and draw pictures of the items students name in L1. Leave the words and pictures on the board.

Student's Book page 16

- Use the photographs to teach the new words. See if any of the things in the photographs came up in the Warmer.

1 Listen and look.

- Play the recording. Students listen and look at the photographs. Play it again, pausing to ask questions.

CD1:16

Alex: OK, Pedro. Do you have everything for our camping trip?
Pedro: Yes, I think so. Here's the backpack.
Alex: What about a sleeping bag?
Pedro: Yes, here it is.
Alex: Do you have a blanket?
Pedro: Yes, I have this picnic blanket.
Pedro: And here's my flashlight. We need this when it's dark.
Alex: Yes. And do you have your water bottle?
Pedro: Yes, I have a new water bottle – here it is!
Alex: What about for mealtimes? Do you have a bowl for breakfast?
Pedro: Yes, I have this bowl. I like having cereal for breakfast. And I have a plate for my lunch and dinner.
Alex: Good idea. Do you have a cup for drinks?
Pedro: Yes, I do.
Alex: OK. And do you have a map?
Pedro: Yes, I do.
Alex: Good. I think that's everything.
Pedro: Um … Alex?
Alex: Yes?
Pedro: We need a tent!
Alex: Oh, yes!

2 Listen and repeat. Then match.

- Play the recording. Students repeat and point.
- Play the recording again. Students match each word to its vocabulary label in the box. They say the letter of each label, then read it aloud.

Key: **1** f **2** g **3** a **4** i **5** j **6** b **7** e **8** c 9 d **10** h

CD1:17

1 backpack **2** sleeping bag **3** blanket **4** flashlight
5 water bottle **6** bowl **7** plate **8** cup 9 map **10** tent

3 Listen and guess the words. Then practice with a friend.

- Play the recording, pausing for students to answer.
- Students then practice in pairs as in the example.

Key: **1** A tent. **2** A blanket. **3** A (water) bottle. **4** A flashlight. **5** A backpack. **6** A cup. **7** A plate. **8** A bowl. **9** A map. **10** A sleeping bag.

CD1:18

1 You stay in this when you're camping.
2 You can sit on this when you're having a picnic.
3 You carry water in this.
4 You use this at night. It gives light.
5 You carry your things in this.
6 You can drink hot or cold drinks from this.
7 You put food on this when it's lunchtime or dinnertime.
8 You can eat cereal from this.
9 You use this for finding places.
10 You sleep in this inside your tent.

4 What do you need when you go camping? Ask and answer.

- Students work in pairs, testing their memory by naming the items with their books closed.

Workbook page 12

1 Read and write true *or* false.

- Students read the sentences and write *true* or *false*.

Key: **2** true **3** false **4** true **5** false

2 Read and write the words.

- Students write the words in groups. Explain that they can write the words in more than one group.

Key: Open and close: backpack, water bottle, tent; Use for eating and drinking: bowl, water bottle, plate, cup; Use at night: sleeping bag, flashlight, tent

3 Which camping things do you have? Complete the sentences.

- Students complete the sentences with their own answers.

My picture dictionary → Go to page 85: Write the new words.

- Students write the new words under the correct pictures.

Ending the lesson

- Play the *Yes/No game* (see page xvii).

Extra activities: see page TB112 (if time)

Lesson aims Students practice using the infinitive after key verbs (*want, forget*, etc.). They also practice repeating sentences with the correct word stress.

New language Verbs followed by the infinitive: *want to (sleep), forget to (take), try to (make), need to (make), start to (rain)* | *strange, forget (forgot), try (tried), make a fire, get (got) wet, firewood, still*

Recycled language camping vocabulary, past tense: *had (to), wanted, went, was, were, needed, started*

Materials CD1 | Real items used for camping (backpack, flashlight, blanket, plate, cup, map, etc.) or word cards: see page TB103

Warmer

- Before class, place items used for camping around the room (e.g., behind the door, under students' desks, on window sills, etc.) or use the word cards.
- Show students an empty backpack and say *I'm going …* (*Camping.*) *What do I need?* Ask about the items around the room, e.g., *Where's my (map)?* Students get or point to the items and say *Here's your (map)* or *Your map's behind the door.* Put the items in your backpack.

Presentation

- Write the following sentence on the board: *I want ___ go camping in Spain*. Elicit the missing word (*to*). Ask several students *Where do you want to go camping?*

Student's Book page 17

5 Read and listen.

- Point to the photograph and ask *What's the weather like? What can you see?* (*A family, trees, grass, a blanket.*) *Where's their tent?* Students guess. Present *forget* (and the past form *forgot*).
- Say *Let's find out why they don't have a tent. Read and listen.* Play the recording. Students listen and follow.
- Explain the meaning of new words, e.g., *try/tried, get/got wet*. Ask further questions: *Why did they go camping?* (*They wanted to sleep outside.*) *Who forgot to take the tent?* (*The girl's dad.*) *What did they need to make?* (*A fire.*) *Did they make a fire?* (*No, they didn't.*) *What did they have to do?* (*Come home.*)

CD1:19 : see Student's Book page 17

6 Read, complete, and order the sentences.

- Students read the sentences about the camping trip and complete them with the correct form of the verbs in the box. Point out that each blank needs two verbs. Students use the examples in the Focus! box to help them. They write the sentences in their notebooks and then number them to show the correct order.

Key: **a** tried to make, forgot to take – 2 **b** started to rain – 4 **c** needed to make – 3 **d** wanted to sleep – 1 **e** had to go – 5

7 Make true and false sentences about yourself. Then talk to a friend.

- Ask different students some questions from the prompts, e.g., *What did you forget to do this morning?* Encourage students to use the infinitive form in their answers, e.g., *I forgot to feed the dog*.
- Students write true and false sentences in their notebooks. Then in pairs, they take turns guessing if they're true or false. Circulate and check language.

8 Which words sound the strongest? Listen and repeat.

- Say *Which words sound stronger?* Tell the students to look at the words in **bold** and play the recording, pausing after the "strong" words. Then play the sentence for the second time and pause for students to repeat, stressing the same words.

CD1:20

We **wanted** to **sleep** in a **tent**.
… wanted … sleep … tent
We **wanted** to **sleep** in a **tent**.
We **needed** to **make** a **fire**.
… needed … make … fire
We **needed** to **make** a **fire**.

- Say *Now listen again. Which words are the strongest?* Play the recording, pausing after each sentence for students to tell you the "strong" words. Then encourage the students to repeat, stressing the correct word.

CD1:21

1 I **forgot** to **brush** my **teeth**.
2 I **tried** to **find** my **glasses**.
3 It **started** to **rain** in the **evening**.
4 They **needed** to **finish** their **homework**.
5 I **wanted** to **watch** a **movie**.
6 I **had** to **go** to **bed**.

Workbook page 13

4 Read and complete the sentences. Use the words in parentheses.

- Students complete the sentences.

Key: **2** needed to get up **3** had to run **4** tried to run **5** had to drive

5 Put the words in order.

- Students rewrite the sentences in the correct order.

Key: **2** My brother forgot to take a sleeping bag on the camping trip. **3** I had to make my bed this morning. **4** The students needed to do their homework last night. **5** The baby started to cry because she was tired.

6 Complete the sentences about you. Use the words in the box.

- Students write sentences in the past tense.

Ending the lesson

- Play *What's missing?* (see page xvii) with real items.

Extra activities: see page TB112 (if time)

5 CD1 19 Read and listen.



I had a strange weekend. I went camping with my family because we wanted to sleep outside, but my dad forgot to take the tent! We tried to make a tent with a blanket, but it wasn't very good. We were cold. We needed to make a fire, but we didn't have any firewood. Then it started to rain, and our sleeping bags got wet. We had to come home. We still want to sleep outside someday.
Zoe

Focus!

We wanted **to sleep** outside.
My dad forgot **to take** the tent.
We tried **to make** a tent.

6 Think Read, complete, and order the sentences.

want/sleep | try/make | start/rain | need/make | forget/take | have/go

a They _____ a tent with a blanket because they _____ their tent.
b Their sleeping bags got wet because it _____ .
c They _____ a fire because they were cold.
d Zoe's family was excited because they _____ in a tent.
e They _____ home because they got wet.

7 My World Make true and false sentences about yourself. Then talk to a friend.

I forgot _____ this morning.
I want _____ after school today.
I need _____ on Saturday.
I tried _____ yesterday.
I had _____ last week.

I forgot to brush my teeth this morning.

False!

Say it!

8 CD1 20 CD1 21 Which words sound the strongest? Listen and repeat.

We **wanted** *to* **sleep** *in a* **tent**.

We **needed** *to* **make** *a* **fire**.

→ Workbook page 13

9 CD1 22 **What does Pedro have to do? Listen and choose.**

a put up the tent **b** wash the cups and bowls
c cook the dinner



10 CD1 22 **Listen again and practice.**

Teacher: OK, everyone, come and help me, please.
Emma: Yes, of course. What do we have to do?
Teacher: Emma, put up the tent, please. And Pedro …
Pedro: Yes?
Teacher: Please wash the cups and bowls.
Pedro: Aww! Can I put up the tent?
Teacher: No, Pedro. I asked Emma to put up the tent.
Pedro: Can I help cook the dinner?
Teacher: No, Pedro. What did I ask you to do?
Pedro: You asked me to wash the cups and bowls.

Focus!

What did I **ask** you **to do**?
You **asked** me **to wash** the cups and bowls.

11 My World **Whisper an instruction to a friend. Then mime and guess.**



Please carry the backpack.

What did she ask me to do?

She asked you to carry the backpack.

12 CD1 23 **Go to page 102. Listen and repeat the chant.**

→ Workbook page 14

Lesson aims Students learn to report requests using *ask (someone) to do (something).*

New language *What did (I) ask (you/Name) to do? (You) asked (me/Name) to wash the cups and bowls.* | *ask (someone) to (do) (something), put up (the tent), pass (someone) (something), turn off, What do we have to do?*

Recycled language camping vocabulary, *wash, cook, look for, carry, find, help, dinner, Of course, Can you … ? Can I … ?*

Materials CD1 | A bag/box

Warmer

- Play a mime game. Say *Stand up. Let's go camping! Let's all carry our backpacks.* Mime carrying a heavy backpack. Students copy. Continue with different key actions from this and the previous lesson, e.g., *Let's find a campsite. Let's put up the tent. Let's look for some firewood. Let's make a fire. Let's cook some soup. Let's wash the plates. It's getting dark. Let's turn on our flashlights*, etc.

Presentation

- Ask students *What did you have to do in the mime game?* Elicit phrases (e.g., *carry our backpacks, find a campsite*) and make sentences with *I asked you to … ,* e.g., *I asked you to carry your backpacks. I asked you to find a campsite.* Write these example sentences on the board.

Student's Book page 18

9 What does Pedro have to do? Listen and choose.

- Introduce Pedro and Emma in the photograph. Ask *What's the teacher doing?* (Giving instructions.) Ask *What does Pedro have to do?* Read the three options and check comprehension.
- Say *Listen and choose.* Play the recording. Students listen and choose the correct answer.

Key: b – wash the cups and bowls

CD1:22 : see Student's Book page 18

10 Listen again and practice.

- Say *Now listen again. What did the teacher ask Emma to do?* Play the beginning of the recording, pausing for students to answer: *She asked Emma to put up the tent.* Ask *What does Pedro want to do?* Play the next section of the recording, pausing again for the answer: *He wants to help put up the tent, and he wants to cook the dinner.*
- Then play the recording again, pausing for students to repeat. Explain new words and phrases as necessary (e.g., *pass, turn off*). Students can also practice the conversation in groups of three.

CD1:22 : see Student's Book page 18

11 Whisper an instruction to a friend. Then mime and guess.

- Read the phrases in the boxes with the class and check comprehension, using the picture.
- Students work in groups of three or four. Student A whispers an instruction to Student B, who mimes it. Student B asks *What did he/she ask me to do?* Student B guesses the original instruction (e.g., *He/She asked you to find the map.*) Circulate and help/check language.

12 Go to page 102. Listen and repeat the chant.

- Say *Go to page 102. Listen and repeat.* Play the recording. Students listen and repeat the chant, following the text on page 102. Repeat until students are chanting confidently.

CD1:23 : see Student's Book page 102

Workbook page 14

7 Look at the chart. Then answer the questions.

- Make sure students understand the meaning of *To-Do list* and that they know the gender of each name. They use the chart to write answers to the questions.

Key: **2** She asked her to turn off the computers. **3** She asked them to water the plants. **4** She asked him to wash the cups. **5** She asked her to sweep the floor.

8 Look at activity 7. Write the questions.

- Students write questions using the information in the chart to generate the answers given.

Key: **2** What did she ask Hae and Akoi to do? **3** What did she ask Diego to do? **4** What did she ask Ben and Joe to do? **5** What did she ask Ellie to do?

Ending the lesson

- Play *Messages* (see page xvi) with instructions from the lesson for the students to act out. The class guesses by saying *The message told (Eva) to …*

Extra activities: see page TB112 (if time)

Lesson aims Students reinforce language with a story. They also discuss the value of being resourceful.

New language *show (you/us) the way, get dark, resourceful*

Recycled language camping, *island, noise, find, paper, smart, ants, help, try (to), lost, put, tablet, It looks like … , Do you want to … ? You/We should … , Of course, We don't have (tents). We can … , Good idea. What was that?*

Materials CD1

Warmer

- Play *Definitions* (see page xv) with the camping words.

Introduction

- Remind students of the story episode from the previous unit: *What's "The Lost City of Emoclew"? (The name of Sofia's computer game.) Where do you have to go in the game? (To an island.) What was the weather like? (There was a storm.) What happened at the end of the episode? (Lightning hit the den.)* Ask students to guess where the children are in this episode and what they do. Accept any guesses.

Student's Book page 19

13 Read and listen.

- Point to frame 1 and ask *Where are the children? (They're on the island in Sofia's game.)* Congratulate students who guessed correctly.
- Give students time to look at the story frames and figure out what's going to happen. Ask *What do the children have to do? Do they have tents?* Accept students' guesses.
- Then say *Let's find out. Read and listen.* Play the recording. Students follow the story in their books. At the end of the story, ask *What do the children find? (A map.) What do they use to make a camp? (Blankets.)*
- Then play the recording again, pausing to ask more questions: Frame 1: *What makes a noise? (The tablet.)* Frame 2: *What are the children trying to find? (The city of Emoclew.) What kind of animal can help? (Ants.)* Frame 3*: Where are the children? (In Sofia's game.)* Frames 4–5: *What do the ants show the children? (A map.)* Frame 6: *Is the city close? (No, it's far away.) Why do the children have to make a camp? (Because it's getting dark.)* Frame 7: *Do they have tents? (No, they don't. They use blankets.)* Frame 8: *Where do they put the map and the tablet? (Into the backpack.)* Frame 9: *What was the noise?* Accept students' guesses, then ask what they think will happen in the next episode. Focus on the *M* in the sign and elicit why it is filled in by asking *What did the children find in the story? (A map.) What's the first letter in* map*? (m.)* Establish that the students will figure out clues like this in each episode of the story.
- Students can listen to the story again for pleasure or you could pause after each line for them to repeat. Encourage students to use gestures and intonation from the story as appropriate. You could also divide the class into three groups. Each group repeats the lines for one character (Ruby, Jack, or Sofia).

CD1:24 : see Student's Book page 19

Value ***Be resourceful.***

- Read the value with the class: *Be resourceful.* Explain the meaning. Then ask *Are the children resourceful in the story? How? (They don't have tents, so they use blankets.)*
- Encourage students to think about why it's important to be resourceful: *Sometimes you don't have everything you need, and you have to think of different things to use. It's good to use your imagination/think about a problem in different ways so you can solve it.*
- Then ask students to think of times when they or members of their family have been resourceful. They tell the class.

Workbook page 15

9 Read the story again. Correct the mistakes and then number.

- Students cross out the mistake in each sentence and write the correct word. They then number the sentences in the correct order, referring back to the story if necessary.

Key: **4** a The children make tents with ~~sleeping bags~~ (blankets) and camp in the forest. **2** b The ~~naughty~~ (smart) ants are trying to show them something. **3** d They find a ~~photograph~~ (map) of the island.

10 Read and circle the correct answers.

- Students read and circle the correct answer each time.

Key: **2** a **3** a **4** b **5** a

11 What can you do to show the value: be resourceful?

- Remind students of the value from the story: be resourceful.
- Students complete the sentences about how to use the Internet to be resourceful and another idea of their own. Volunteers can tell the class.

Ending the lesson

- Ask students to look at the story again and think of adjectives to describe what the island looks like and how the children feel. Elicit ideas and write them on the board (e.g., *the island – beautiful, hot, sunny, mysterious; the children – excited, resourceful, happy, smart, scared*. Ask students if they would like to be in a computer game and which game it would be.

Extra activities: see page TB112 (if time)

13 CD1 24 **Read and listen.**



→ Workbook page 15

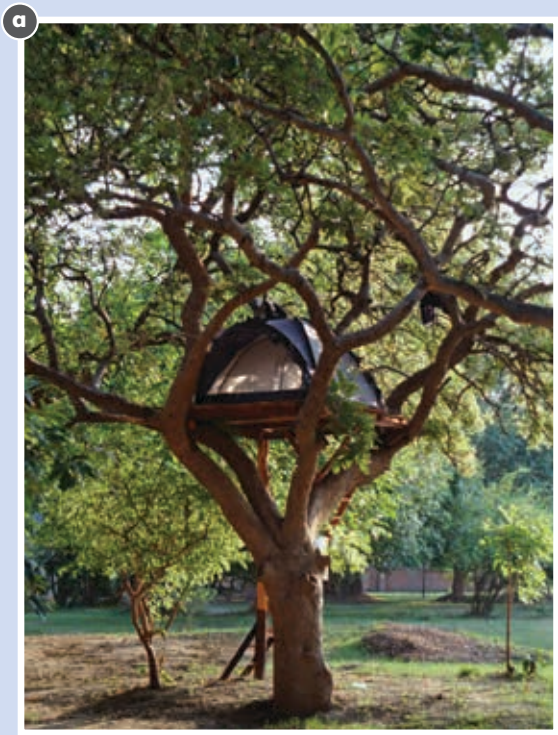
Value: Be resourceful

Skills: *Listening and speaking*

Let's start! Do you like camping? Why or why not?

14 CD1 25 **Where do Rosie and Tilly want to go camping? Listen and say the letter.**

a



Sleep like a bird.

b



Wake up to mountain views.

c



Watch for dolphins at night.

15 CD1 25 **Listen again and answer the questions.**

1 Does Tilly like mountains?
2 Is the tree tent in a campsite?
3 Can you go hiking in the national park?
4 Are there showers close to the tent on the ocean?
5 What do Rosie and Tilly need to take with them?

16 CD1 26 Talk Time **Plan a camping trip with a friend.**

Should we go camping?

Yes, great! Let's go to …

Who should we go with?

Why don't we go with … ?

OK. Let's take …

Yes, and I'll take …

→ Workbook page 16

Lesson aims Students practice the skills of listening and speaking, with reading in the Workbook. They also learn and practice making suggestions and plans.

New language *views, Where do you want to go? What about … ? national park, shower, What should we take? Who should we go with? Why don't we … ?*

Recycled language camping, outdoor sports, *wake up, sleep, watch, dolphin, at night, Should we (go camping)? We don't need to take …*

Materials CD1 | Word cards for outdoor sports from *Guess What!* 5 (if available) | Internet access (optional)

Warmer

- Review the outdoor sports from *Guess What!* 5. Then play *Act and guess* (see page xiv) with the word cards.

Student's Book page 20

Let's start! Do you like camping? Why or why not?

- Ask students about camping experiences they've had, e.g., *Where did you go? What was the weather like? What did you do?* or what they would like to do on a camping trip, e.g., *Where would you like to go?* Present *national park* and ask for examples in the students' region.

14 Where do Rosie and Tilly want to go camping? Listen and say the letter.

- Ask *What can you see in the photographs?* Elicit key words, read the captions, and check comprehension.
- Say *Listen. Where do Rosie and Tilly want to go camping?* Play the recording. Students listen and say the letter.

Key: a

CD1:25

Rosie: Should we go camping this weekend, Tilly?

Tilly: OK. Where do you want to go?

Rosie: What about one of these places? Look! You can go camping in the mountains, or in a tree, or in a tent on the ocean! What do you think?

Tilly: Hmm … Not this tent in the mountains. I like the mountains, but this looks too cold!

Rosie: OK. What about the tree tent? That looks fun.

Tilly: Where is it?

Rosie: It's in a campsite in a national park. You can't go hiking there, but you can see animals.

Tilly: Hmm …

Rosie: Or we could stay in this tent on the ocean. You can sometimes see dolphins there.

Tilly: Cool! But there aren't any showers.

Rosie: No.

Tilly: Are there showers in the campsite with the tree tent?

Rosie: Yes. And a restaurant.

Tilly: Let's go there. What should we take?

Rosie: Well, we don't need to take a tent. And we don't need plates because we can eat in the restaurant. But we need to take sleeping bags and flashlights.

Tilly: OK!

15 Listen again and answer the questions.

- Students first see what answers they can remember. Then play the recording again. Invite volunteers to ask and answer the questions to check.

Key: **1** Yes, she does. **2** Yes, it is. **3** No, you can't. **4** No, there aren't. **5** Sleeping bags and flashlights.

16 Plan a camping trip with a friend.

- Say *Imagine you're planning a camping trip. What do you have to plan?* (e.g., where to go, what to take).
- Play the example dialog while students read the sentence prompts in the speech bubbles. Then divide the students into pairs to make plans for a trip.
- Ask different pairs about their plans, e.g., *Where are you going? Who are you going with? What are you going to take? Are you going to go climbing?*

CD1:26

A: Should we go camping?

B: Yes, great. Let's go to the beach.

A: Who should we go with?

B: Why don't we go with my cousins?

A: OK. Let's take a tent and some sleeping bags.

B: Yes. And I'll take a flashlight.

Workbook page 16

12 Read and complete the story. Use the words in parentheses.

- Students fill in the blanks with the verbs in brackets.

Key: **2** forgot **3** take **4** had **5** to take **6** had **7** use **8** forgot **9** needed **10** put **11** to go **12** got **13** needed **14** looked

13 Look at activity 12. Read and complete the sentences.

- Students complete the sentences.

Key: her water bottle … her hat, a sleeping bag … her blanket, a map … the Sun

14 A verb is an action word.* Is, are, *and* am *are verbs, too.

- Students read about verbs and circle six examples (e.g., *forgets, went, started, have, use, rain, keep,* etc).

Ending the lesson

- Play *Sentence chain game* (see page xvi) with the sentence *I'm going camping and I need to take … .*

Extra activities: see pages TB112–113 (if time)

Lesson aims Students practice the skills of reading and writing, with extended writing in the Workbook.

New language *describe, experience, emperor penguin, ship, make a sound, film (v), woke up, bored (by)*

Recycled language camping, *What does … do?* simple past (*asked, had, stayed, camped, was, didn't need, filmed, forgot*), *Antarctica, ice, make movies, last/next, cold, warm, get dark, quiet, at night, You can hear … , noisy, close to, exciting, have breakfast*

Materials CD1 | A world map | Four or five photographs of wild/endangered animals in different countries (e.g., a tiger in a swamp in Asia, a golden eagle on a cliff in North America, a mountain gorilla in Rwanda, a jaguar in a rain forest in Brazil) (optional)

Warmer

- Play *Last one standing* (see page xvi) with sentences about camping/outdoor activities, e.g., *I like camping. I'd like to do wild camping. I'd like to sleep under the stars. It's not a problem for me if there aren't any showers on vacation. I like eating outside. I'm not afraid of the dark. I'm good at hiking.*

Student's Book page 21

Look below! What does Ben Taylor do?

- Focus on the right-hand side of the photograph and ask *What kind of birds are these?* (*Penguins.*) *Where do they live?* Elicit *Antarctica* and show students where it is on the world map. Elicit adjectives to describe Antarctica (*cold, beautiful, lonely*). Read the question about Ben Taylor above the picture and point to the photographers. Students guess. Don't confirm answers. You can also ask more prediction questions about the text, e.g., *Where did Ben stay? Was it quiet?*

17 Read and listen.

- Say *Let's find out. Read and listen.* Play the recording. Students read and listen. Then check students' predictions to see if their guesses were correct. (*He makes movies. He stayed on a boat and, for one night, in a special tent. It was very noisy.*) Explain any new words/phrases (e.g., *experience, make a sound*) and check that students know that *woke up* is the past of *wake up*.

CD1:27 : see Student's Book page 21

18 Read again and correct the sentences.

- Say *Now read again and correct the sentences*. First read through the sentences with the class and answer any questions (check comprehension of *bored*). Students correct the sentences in their notebooks, referring back to the text in activity 17.
- Check the activity by asking students to read aloud their new sentences.

Key: **1** Ben went to Antarctica in November. **2** He had to make a movie about emperor penguins. **3** He camped on the ice for one night. (He stayed on a boat.) **4** He had to take a sleeping bag and a special tent. **5** November is (an) early summer (month) in Antarctica. **6** He wasn't bored by the penguins. / The penguins were exciting.

Your turn! Imagine you make movies about animals.

- Say *Now it's your turn. Imagine you make animal movies like Ben.* Read the questions in the Student's Book. Students make notes about the animal they would like to film and the funny or interesting things that it does. Circulate and help with new language.
- Students then write about their chosen animal in their notebooks. If they wish, they can write about going to see and film their animal using the text in activity 17 as a model. Alternatively, provide a model text on the board, e.g., *I would like to film giant pandas. They live in the mountains in China. It's not easy to see wild pandas. They live in forests, and they're very shy. They spend a lot of time eating.*

Workbook page 17

15 Imagine a story about someone being resourceful. Make notes about what he/she did.

- Review the meaning of *resourceful*. Students imagine a story about someone who had to be resourceful. They work individually to complete the chart. Circulate and help with language and ideas.

Key: Answers will vary, but make sure students have written the items the person didn't have on the left and possible things to use to replace them on the right.

16 Write a story about someone being resourceful.

- Students use the story in activity 12 and their chart in activity 15 to write their own story. They could also illustrate it on a separate piece of paper.
- Make sure that students are using the past tense correctly and encourage them to start with a phrase such as *One day / Last weekend / Last summer* and to include verbs followed by the infinitive with *to* (e.g., *forget to, try to, have to, need to*) in their story. Students can then read each other's stories.

Ending the lesson

- Students work in pairs. Student A closes his/her book. Student B looks at the text about Ben Taylor. Student A says everything he/she can remember, e.g., what Ben does, where he went, which animals he filmed. Student B checks and helps/corrects. Then they swap roles.

Extra activities: see page TB113 (if time)

Skills: *Reading and writing*

Look below! **What does Ben Taylor do?**

17 CD1 27 **Read and listen.**

Camping on ice

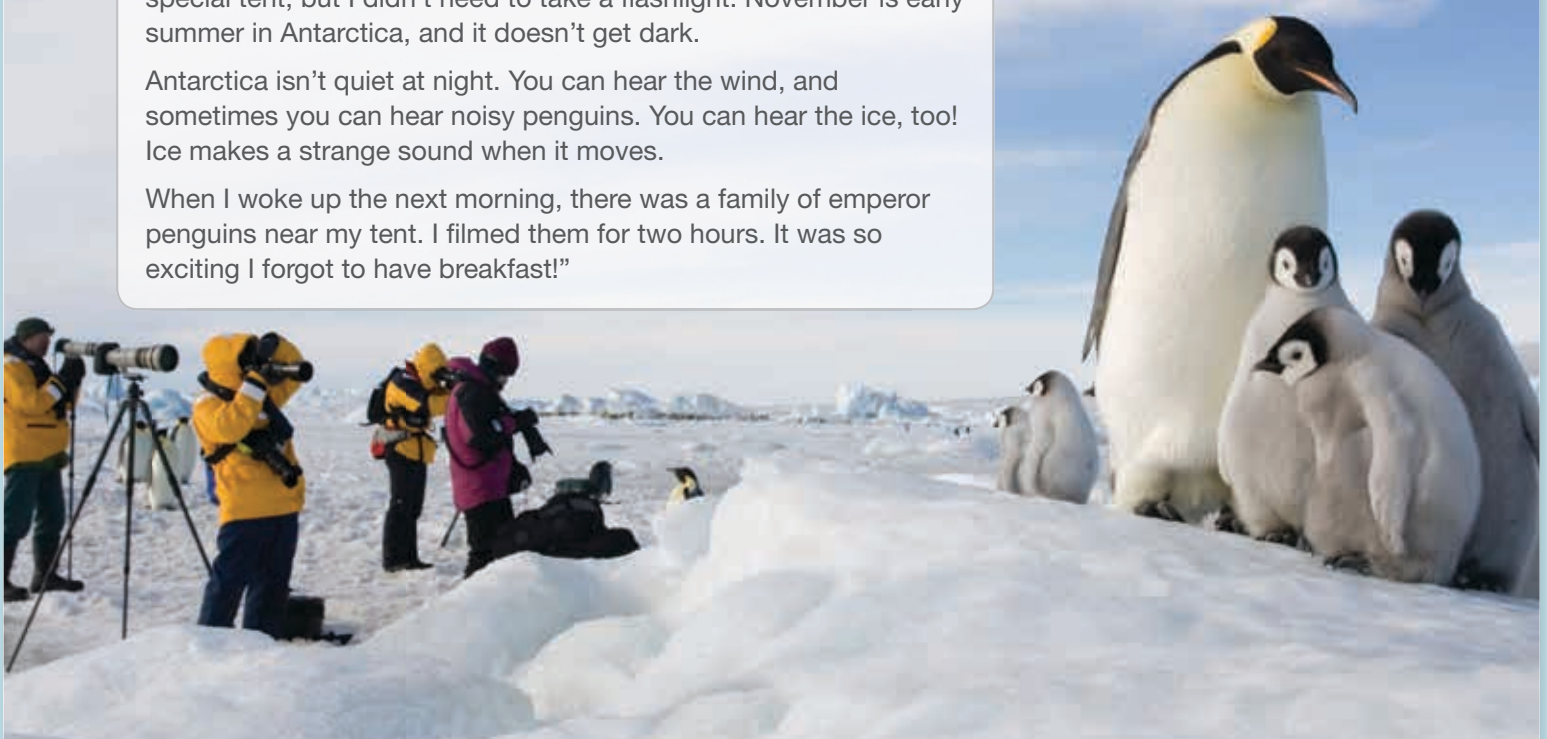
Ben Taylor makes movies about animals. We asked him to describe his favorite movie-making experience.

"Last November, I had to make a movie about emperor penguins in Antarctica. I stayed on a boat, but one night I camped outside.

It was very cold. I had to have a very warm sleeping bag and a special tent, but I didn't need to take a flashlight. November is early summer in Antarctica, and it doesn't get dark.

Antarctica isn't quiet at night. You can hear the wind, and sometimes you can hear noisy penguins. You can hear the ice, too! Ice makes a strange sound when it moves.

When I woke up the next morning, there was a family of emperor penguins near my tent. I filmed them for two hours. It was so exciting I forgot to have breakfast!"



18 **Read again and correct the sentences.**

1 Ben went to Antarctica in January.
2 He had to make a movie about elephant seals.
3 He camped on the ice for seven nights.
4 He had to take a sleeping bag and a flashlight.
5 November is a winter month in Antarctica.
6 He was bored by the penguins.

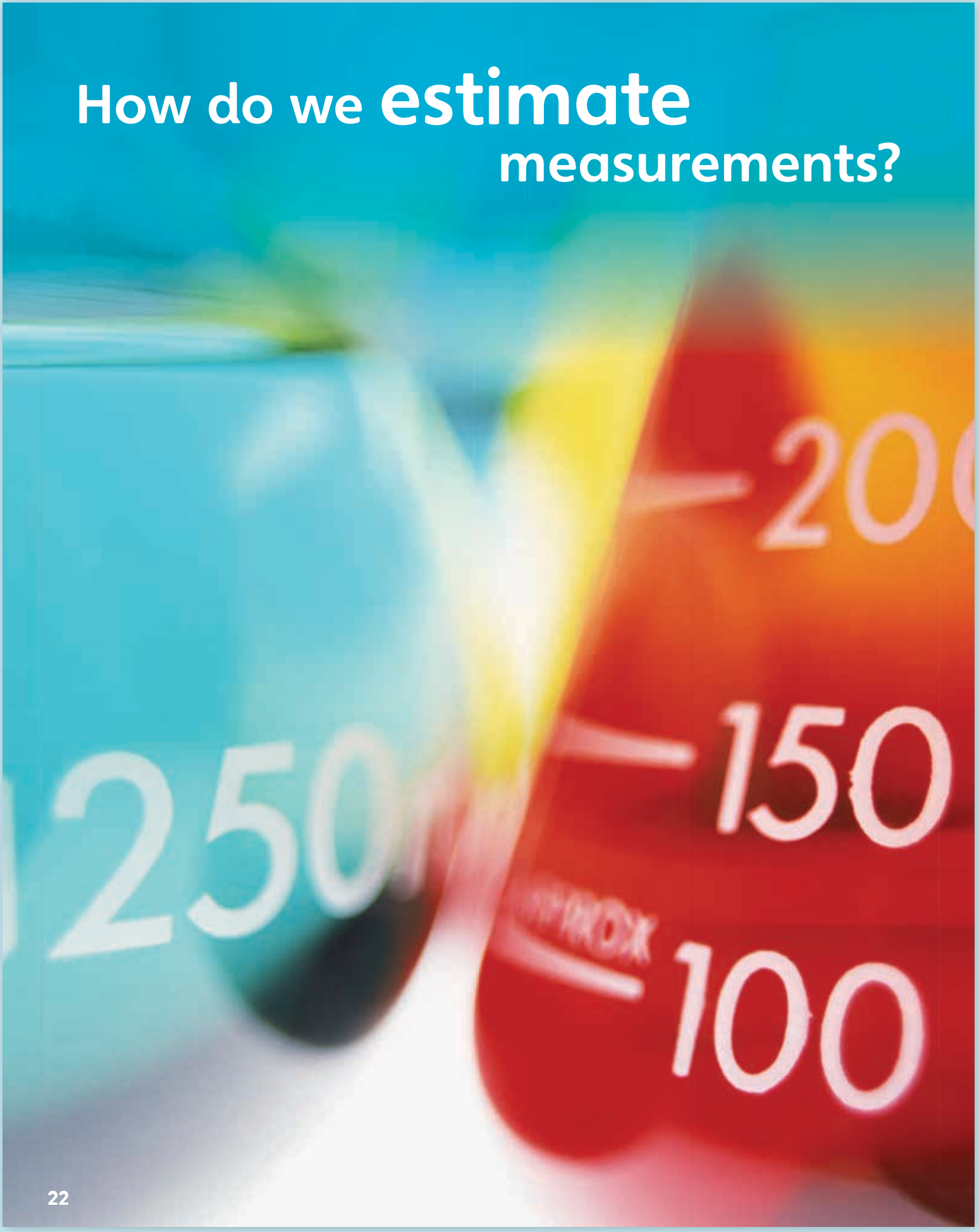
Your turn!

Imagine you make movies about animals.
What animals would you like to make a movie about? What do they do?

Now write about it in your notebook.

→ Workbook page 17

How do we estimate measurements?



1 CD1 28 Listen and repeat.

How long?	How heavy?	How much?
1 	2 	3 
1 meter = 100 centimeters	1 kilogram = 1,000 grams	1 liter = 1,000 milliliters

2 Watch the video.

3 CD1 29 Read and listen.

How long is your sleeping bag? How heavy is your backpack? How much water is there in your water bottle? When we don't know and we can't measure something, we have to guess, or estimate, measurements.

To help us estimate, we can think about other objects we know. For example, Alice knows her tent is 4 kg. Her backpack feels a bit heavier. Alice estimates that her backpack is about 5 kg.

When we're estimating, we use words like *it's about …* or *it's more than … , but less than …* For example: *The tent is about 250 cm long.* Or: *The tent is more than 2 m long, but less than 3 m long.*

4 Answer the questions.

1 What units of measurement do we use to find out how long something is?
2 How many centimeters are there in 3 meters?
3 Why do we sometimes have to estimate measurements?
4 What words do we use when we estimate?

5 Which is more difficult to estimate, how tall or how heavy your friends are?

Guess What!

In math we use the sign ≈ when we estimate a number.

Project

6 Find five objects. Estimate and then measure how long and how heavy each one is.

Object	How long? Estimate	How long? Measurement	How heavy? Estimate	How heavy? Measurement
notebook	20 cm	30 cm	150 g	256 g
pencil case	25 cm	19 cm	250 g	180 g
eraser	4 cm	6 cm	40 g	16 g
pen	10 cm	15 cm	10 g	4 g
shoe	18 cm	21 cm	350 g	290 g

→ Workbook page 18

Lesson aims Students learn to estimate measurements (e.g., length, weight, volume). They practice pronouncing numbers and units of measurement.

New language numbers 100–1,000, *estimate (v), measure, measurement, How long/heavy is … ? How much … is there? kilogram, gram, liter, milliliter, It's/ The (tent) is about (450 cm) long. The (tent) is more than (4m) long, but less than (5m) long. unit*

Recycled language numbers 1–100, *How tall are you? meter, centimeter, a little, heavier*

Materials CD1 | A marker for each team of students | DVD or measuring tapes / wall charts for measuring height, kitchen weighing scales, a liter cup (with milliliters marked), a meter ruler or 30-cm ruler for each pair of students | Photographs of famous buildings in your students' country (optional)

Warmer

- Write numbers between 1 and 100 on the board and practice pronunciation. Dictate numbers above 100 for students to write, e.g., *430, 760, 952*. Check answers and practice pronunciation, e.g., *Four hundred* ***and*** *thirty*. Teach *1,000 (a thousand)*.
- Play *Circle it!* (see page xv) with numbers 100–1,000.

Student's Book page 22

How do we estimate measurements?

- Point to the photograph and ask *What are these for?* Elicit/present *measure* (*They're for measuring.*) and the noun *measurement*. Ask students which dimensions we can measure: write *How tall … ?* on the board and elicit more examples of questions with *How*, e.g., *How long … ? How high … ? How much/many … ? How heavy … ?*
- Explain *estimate* and ask a volunteer to stand up. Ask *How tall is (Name)?* Invite students to guess. Explain that they're going to learn more about measuring and estimating.

Student's Book page 23

1 Listen and repeat.

- Play the recording, pausing for students to repeat. Check that they understand each term and unit, using the measuring tape, some scales, or a liter cup, if necessary.
- Say *Listen and say* How long? How heavy? *or* How much? Then say measurements (mixing up lengths, weights, and volumes). Students reply with the correct question, e.g., *52 kilograms.* (*How heavy?*)

CD1:28 : see Student's Book page 23

2 Watch the video.

- Play the video.
- If you don't have the video, say *Let's practice estimating and measuring things.* Students draw a chart with three columns and five rows. They work in pairs. In the first column, they write the names of five things they can measure. In the second column, they write their estimates. Then they measure each thing and write the actual length, weight, or volume in the third column. If time allows, they can figure out which pair were best at estimating.

Video 01 : see page 123

3 Read and listen.

- Students read the text. Explain any new language and use objects to give more examples, e.g., hold a notebook up and say *How long is it? I think it's more than 20 cm, but less than 30cm. It's shorter than my ruler, but it's longer than a pencil.*

CD1:29 : see Student's Book page 23

4 Answer the questions.

- Present *unit* (unit of measurement). Students write answers in their notebooks.

Key: **1** Meters, centimeters, and millimeters. **2** 300 centimeters. **3** Because we don't always have equipment to measure things. **4** About, more than / less than, a little.

5 Which is more difficult to estimate, how tall or how heavy your friends are?

- Students discuss in pairs. Elicit ideas.
- Students can then read the Guess What! for the page. Ask students if they've ever seen this symbol before.

Workbook page 18

1 Match the pictures to the questions. Then match the questions and answers.

- Students match the pictures with the questions, then the questions with the answers.

Key: **b** 3 **c** 2 **d** 4
2 b **3** d **4** a

2 This line shows the numbers 0–100 divided into tens. Estimate where the numbers in the box are on the line.

- Students draw arrows and write the numbers.

Key: Answers will vary. Check for reasonable estimates.

3 Estimate which numbers the arrows are pointing to on these lines.

- Students estimate and write the numbers.

Key: (Approximately): **b** 35 **c** 62 **d** 89 **e** 25 **f** 40 **g** 65 **h** 90

Ending the lesson

- Ask students to stand in a line in height order, with the tallest person on the left and the shortest person on the right. Encourage them to say, e.g., *You're taller than me. / She's a little taller than you. / We're about the same height.*

Extra activities: see page TB113 (if time)

Lesson aims Students complete a project estimating length and weight. They also complete the Evaluation in the Workbook.

New language *weigh, I think it weighs about (350) grams.*

Recycled language numbers 1–1,000, *estimate (v), measure, measurement, How long/heavy is … ? kilogram, gram, liter, milliliter, unit, It's/The (tent) is about (450 cm) long. The (tent) is more than (4 m) long, but less than (5 m) long.* | Students review all unit vocabulary and grammar in the Evaluation.

Materials 1-liter or 500-milliliter measuring cup, measuring tapes (one for each pair of students), accurate kitchen scales, everyday items (e.g., a banana, a basketball) | Internet access (optional)

Warmer

- Review units of measurement (*meters, centimeters, kilograms, grams, liters, milliliters*), using the measuring tape or rulers, kitchen scales, and a measuring cup. Read some questions with measurements. Students write the answers in figures, e.g., *How many centimeters are there in five meters?* (*500.*) *How many grams are there in four and a half kilograms?* (*4,500.*) *How many milliliters are there in two liters?* (*2,000.*)

Student's Book page 23

6 Find five objects. Estimate and then measure how long and how heavy each one is.

- Say *Let's practice estimating and measuring.* Point to the chart and explain that students are going to copy and complete it. Draw the chart on the board, if necessary, and make sure students understand the column headings. Say *Find five objects. For each object, think: How long is it? How heavy is it?* Point to the Estimate columns of the chart. Say *Then measure.* Point to the measurement columns. Demonstrate with one or two objects of your own (e.g., a basketball and a banana). Talk about your own estimates, e.g., *I think the basketball weighs about 500 grams. I think the banana is about 20 centimeters long.* Point out that we use the verb *weigh* to estimate weight. (We don't say, "I think it's about 500 grams heavy.")
- Students all copy the chart, then work in pairs to decide on items and write their estimates of length and weight. Circulate and help. Encourage students to tell you about their estimates, e.g., *I think it's about 18 centimeters long. I think it weighs about 350 grams.* Hand out measuring tapes and call students to the front to use your weighing scales for them to complete the measurement columns. Circulate and help. Ask students *How long is it? How heavy is it? Were your estimates right?* If time allows, students can calculate the difference between their estimates and the actual measurements and compare in small groups.

Workbook page 19 – Evaluation

1 Look at Mr. Wood's to-do list. Complete the Venn diagram.

- Students look at the chart and figure out which jobs each person is doing and which jobs the people will be working together on.

Key: Dan – dry the cups and plates
Both – cook the dinner, put away the blankets
Tim – collect the flashlights, wash the bowls

2 Look at activity 1. Write the sentences.

- Students write sentences using the prompts and the chart in activity 1.

Key: **2** Andy, Tim, and Dan have to put away the blankets.
3 Mr. Wood asked Tim and Pam to wash the bowls.
4 Andy, Sara, Pam, and Dan have to put up the tents.

3 Complete the sentences about this unit.

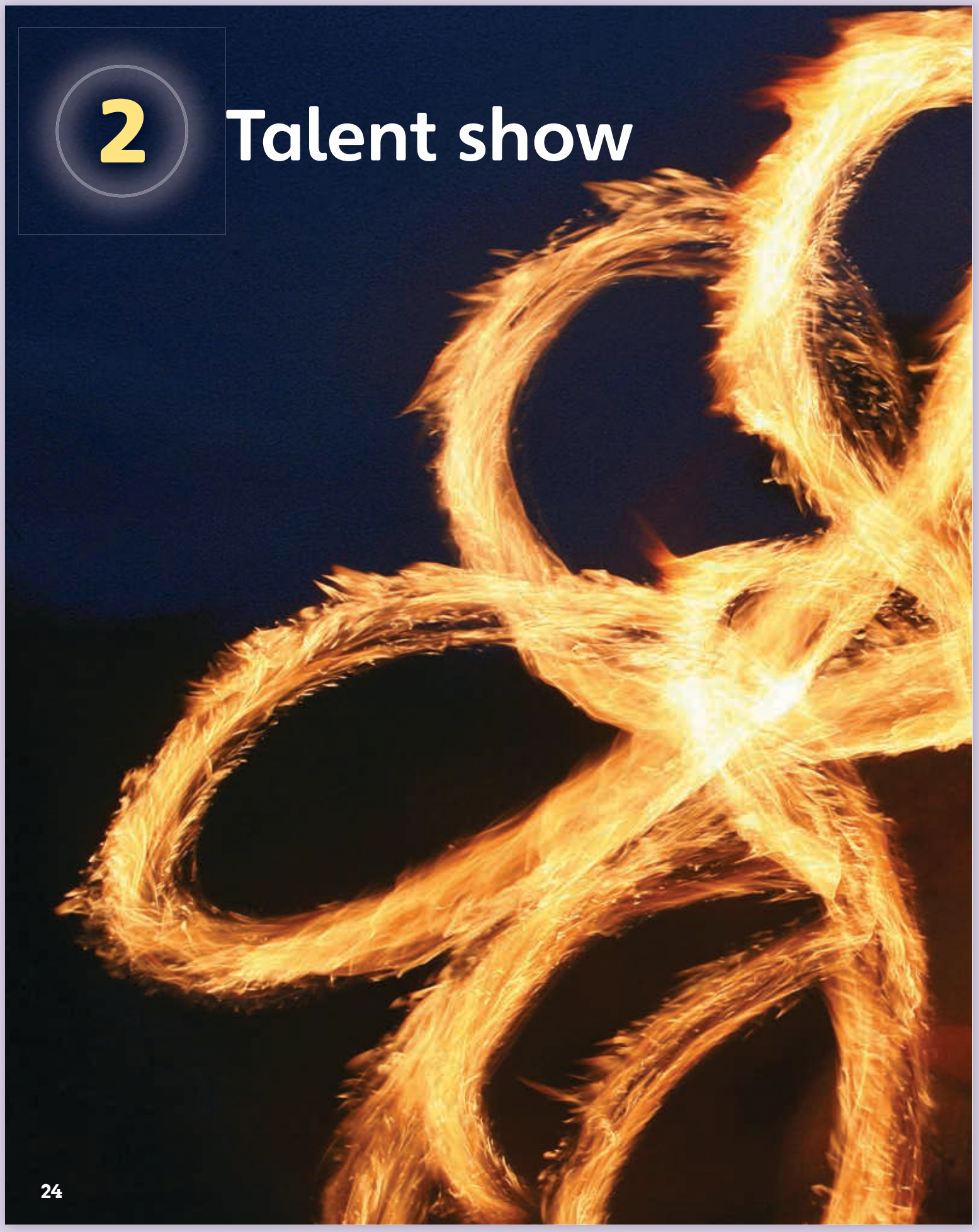
- Students read the list of learning points that have been covered in Unit 1. They check the box next to each thing they can now do and put an X in the box next to anything they're still unsure about. Make a note of any areas students have found difficult, for further review work.
- Students then choose the part of the unit they found the most useful and write it down. They can then compare this choice with those made by other students.

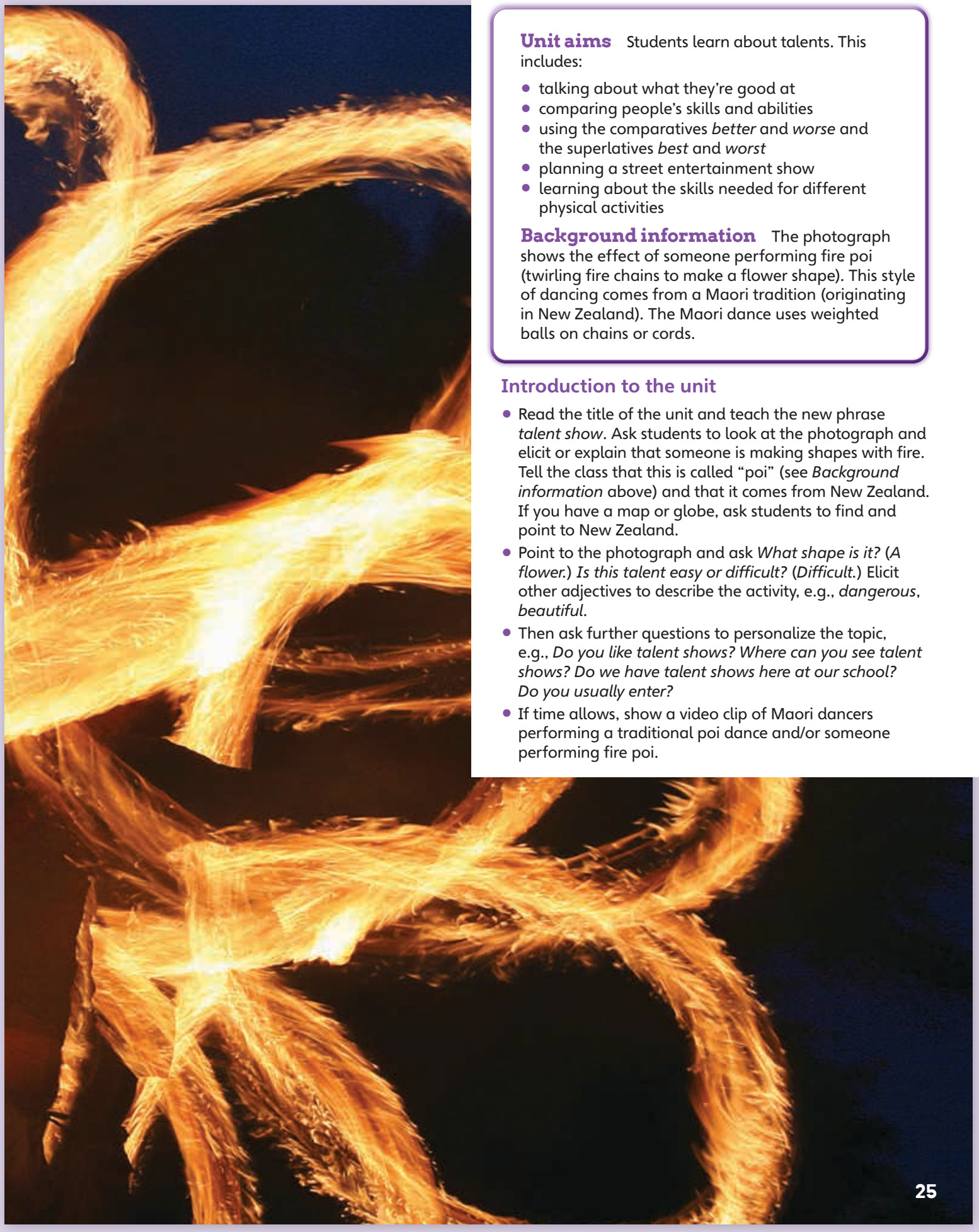
Ending the lesson

- Students repeat their favorite activity from the unit.

Extra activities: see page TB113 (if time)

2 Talent show





Unit aims Students learn about talents. This includes:

- talking about what they're good at
- comparing people's skills and abilities
- using the comparatives *better* and *worse* and the superlatives *best* and *worst*
- planning a street entertainment show
- learning about the skills needed for different physical activities

Background information The photograph shows the effect of someone performing fire poi (twirling fire chains to make a flower shape). This style of dancing comes from a Maori tradition (originating in New Zealand). The Maori dance uses weighted balls on chains or cords.

Introduction to the unit

- Read the title of the unit and teach the new phrase *talent show*. Ask students to look at the photograph and elicit or explain that someone is making shapes with fire. Tell the class that this is called "poi" (see *Background information* above) and that it comes from New Zealand. If you have a map or globe, ask students to find and point to New Zealand.
- Point to the photograph and ask *What shape is it?* (*A flower.*) *Is this talent easy or difficult?* (*Difficult.*) Elicit other adjectives to describe the activity, e.g., *dangerous*, *beautiful*.
- Then ask further questions to personalize the topic, e.g., *Do you like talent shows? Where can you see talent shows? Do we have talent shows here at our school? Do you usually enter?*
- If time allows, show a video clip of Maori dancers performing a traditional poi dance and/or someone performing fire poi.

1 CD1 30 **Listen and look.**

2 CD1 31 **Listen and repeat. Then match.**



a do acrobatics **b** do cartwheels **c** do tricks **d** juggle **e** make sculptures
f paint portraits **g** play instruments **h** do street dancing **i** read poetry **j** tell jokes

3 CD1 32 Think **Listen and answer the questions. Then ask and answer.**

Who's good at reading poetry?

The girl in picture 10.

4 My World **What are you good at? Ask and answer.**

→ Workbook page 20

Lesson aims Students learn to talk about activities. They practice saying what they're good at.

New language *do acrobatics, do cartwheels, do tricks, juggle, make sculptures, paint portraits, play instruments, read poetry, do street dancing, tell jokes*

Recycled language *Who's good at (reading poetry)? What are you good at? I'm (not very) good at (juggling).* | *I/You/She/(Name) can (juggle).*

Materials CD1 | Word cards: see page TB104 and a music CD | Statements for *Find someone who* (optional)

Warmer

- Do an activity from the lesson that you're good at (e.g., read a poem). Say *I'm good at (reading poems). What about you? What are you good at?*

Student's Book page 26

- Use the photographs to present the activities. Say *Are you good at (playing instruments)? Raise your hand.* Ask follow-up questions, e.g., *What instrument do you play?*

1 Listen and look.

- Say *Listen and look. What do the children want to do?* Play the recording. Check the answer (*Enter a talent show*). Play the recording again, pausing to ask questions, e.g., *What can … do? Can … do acrobatics? Who can paint good portraits? Who can make sculptures? What about … ?*

CD1:30

Carla: Hey, look – a talent show! Let's enter it with our friends. You can juggle, Alex.
Alex: Yes, but I'm not very good at juggling. Emma is good at playing instruments, though. She can play lots of instruments! And she can sing.
Carla: What about street dancing? That's fun.
Pedro: Or an acrobatics show? Can you do acrobatics, Carla?
Carla: No, I can't. But I can do cartwheels. What about that?
Pedro: OK, you can do cartwheels, and Emma can play an instrument.
Emma: What about you, Alex? I know – you can do great tricks. Do some of your tricks.
Alex: OK. What else?
Carla: Dominic can paint a portrait. He paints really good portraits.
Pedro: OK. And Pippa is artistic, too. She can make sculptures.
Emma: And Evie can tell some jokes – she's really funny.
Pedro: What about me? What can I do?
Emma: Um …
Pedro: I know! I can read some poetry. I know a good poem.
Carla: OK, great. Let's go and practice!

2 Listen and repeat. Then match.

- Play the recording. Students repeat and point.
- Play the recording again. Students match each word to its vocabulary label in the box. They say the letter, then read the label aloud. Elicit answers (e.g., *1 – d, juggle*).

Key: **1** d **2** g **3** h **4** a **5** b **6** c **7** f **8** e **9** j **10** i

CD1:31

1 juggle **2** play instruments **3** do street dancing **4** do acrobatics **5** do cartwheels **6** do tricks **7** paint portraits **8** make sculptures **9** tell jokes **10** read poetry

3 Listen and answer the questions. Then ask and answer.

- Play the recording, pausing for students to answer.
- Students then ask and answer in pairs as in the example.

Key: **2** The girl in picture 8. **3** The boy in picture 7. **4** The girl in picture 9. **5** The boy in picture 6. **6** The girls/children in picture 2. **7** The boy in picture 1. **8** The children in picture 3. **9** The girl in picture 5. **10** The girls/children in picture 4.

CD1:32

(**Each** question starts *Who's good at …*)

1 … reading poetry?
2 … making sculptures?
3 … painting portraits?
4 … telling jokes?
5 … doing tricks?
6 … playing instruments?
7 … juggling?
8 … street dancing?
9 … doing cartwheels?
10 … doing acrobatics?

4 What are you good at? Ask and answer.

- Students work in pairs to ask and answer.

Workbook page 20

1 Write the words. Then number the pictures.

- Students solve the anagrams and number the pictures.

Key: **2** juggle – c **3** read poetry – b **4** paint portraits – f **5** make sculptures – e **6** do tricks – d

2 Complete the chart. Use the words in the box.

- Students write the activities in the correct columns.

Key: Can: do tricks, play instruments; Can't: do acrobatics, do street dancing, do cartwheels

3 Complete the sentences about your friends and family.

- Students complete the sentences.

My picture dictionary → Go to page 86: Write the new words.

- Students write the new phrases under the correct pictures.

Ending the lesson

- Play *Pass the actions* (see page xvi).

Extra activities: see page TB113 (if time)

Lesson aims Students practice using *better, worse, the best,* and *the worst* to compare abilities. They also look at the way changing word stress alters the meaning of a sentence.

New language *better, worse, the best, the worst, He/She/(Name) is better/worse at (street dancing) than (Name). He/She/(Name) is the best/worst at (street dancing).* | *riddle*

Recycled language activities, *good at, first (1st), second (2nd), third (3rd), fourth (4th)*

Materials CD1

Warmer

- Review activities. Then play *Copycat* (see page xv) with students miming a sequence of activities.

Presentation

- Write sentences about your family on the board, e.g., *My dad is good at cooking. My mom is better at cooking than my dad. My grandma is the best at cooking in the family.* Circle *good, better,* and *the best* and elicit the meaning. Repeat with *bad, worse, the worst,* and *telling jokes.*

Student's Book page 27

5 Read, listen, and look.

- Point to the photograph and ask *What can you see?* (*A competition, prizes.*) *Who's first/second/third?* Review the abbreviated forms *1st, 2nd, 3rd.* Ask *What kind of competition was it?* Students guess.
- Play the recording. Students listen and follow.
- Ask, e.g., *Who's the worst at street dancing?* (*Jake.*) *Who's the best?* (*Paul.*) *Is Jake better than Zoe at street dancing?* (*No, he isn't.*)

CD1:33 : see Student's Book page 27

6 Read and say the names. Then make more sentences.

- Do the first one as an example. Students continue individually, writing in their notebooks. Elicit answers.
- Make pairs. Students write more sentences, using *He/She* instead of naming the child. Circulate and help. Pairs then swap with other pairs and find the answers.

Key: **1** Ava **2** Oscar **3** Max **4** Lily **5** Ava **6** Oscar
Example sentences: He's better than Oscar at juggling. (Max) She's worse than Oscar at doing cartwheels, but better than Ava. (Lily)

7 Complete the riddle about a friend. Then ask the class to guess.

- Say *We are all good at different things.* Elicit an example for every student, e.g., *Caio is good at running.*
- Teach *riddle.* Students think about a friend and fill in the blanks with activities / sports / personality traits. Circulate and help. Students read their riddles in groups.

8 Which word sounds the strongest? Listen and repeat.

- Say *Which word is the strongest? Listen.* Tell the students to look at the words in **bold** and play the recording, pausing after the "strongest" word. Then play the sentence for the second time and pause for students to repeat. Show how stress affects the meaning by reading the sentences in brackets.

CD1:34

Oscar isn't the best at juggling. … Oscar
Oscar isn't the best at juggling.
Oscar isn't the **best** at juggling. … best
Oscar isn't the **best** at juggling.
Oscar isn't the best at **juggling**. … juggling
Oscar isn't the best at **juggling**.

- Say *Now listen to these sentences. Which word is the strongest?* Play the recording, pausing for students to tell you the "strong" word. Ask students to explain the meaning, like the sentences in parentheses in the Student's Book. Then encourage the students to repeat, stressing the correct word.

CD1:35

1 Lily isn't the **worst** at doing tricks.
2 Lily isn't the worst at doing **tricks**.
3 **Lily** isn't the worst at doing tricks.
4 Sam is better than Kim at **singing**.
5 **Sam** is better than Kim at singing.
6 Sam is better than **Kim** at singing.

Workbook page 21

4 Look and complete the sentences.

- Students look and complete the sentences.

Key: **2** the worst **3** worse than **4** the best **5** better

5 Look at activity 4. Write the sentences.

- Students write sentences about the children in activity 4.

Key: **2** Joe is better than Dave at doing cartwheels.
3 Bea is the best at playing a musical instrument.
4 Sandra is worse than Tim at street dancing.
5 Tom is the worst at playing a musical instrument.

6 Complete the chart about you and a friend. Then write sentences.

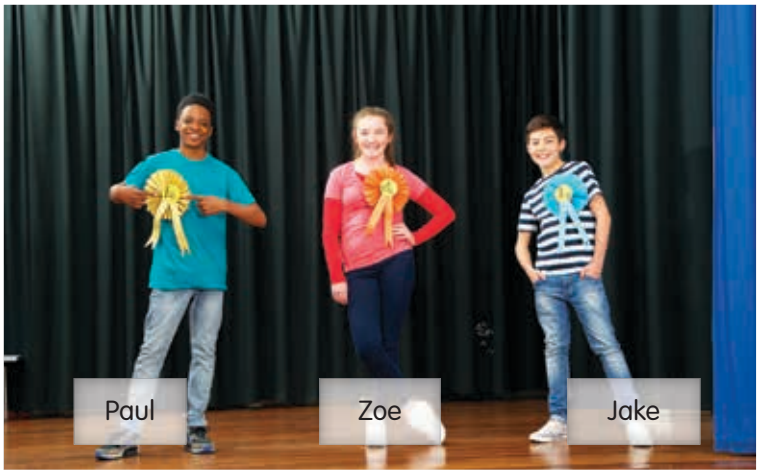
- Students complete the chart and then write sentences.

Ending the lesson

- Ask students to make sentences about animal abilities to practice *better / the best* and *worse / the worst.*

Extra activities: see page TB113 (if time)

5 CD1 33 Read, listen, and look.



Paul, Zoe, and Jake are all good at street dancing. Paul is the best at street dancing. Zoe is better than Jake at street dancing, but she's worse than Paul. Jake is the worst at street dancing, but he's still good at it!

Focus!

good	better	the best
bad	worse	the worst

6 Think Read and say the names. Then make more sentences.

	Lily	Max	Ava	Oscar
				
Juggling	1st	2nd	3rd	4th
Doing cartwheels	2nd	3rd	4th	1st

1 She's better than Oscar at juggling, but she's worse than Max.
2 He's the worst at juggling.
3 He's better than Ava at doing cartwheels, but he's worse than Lily.
4 She's the best at juggling.
5 She's worse than Max at doing cartwheels.
6 He's better than Ava at doing cartwheels, but he's worse than her at juggling.

7 My World Complete the riddle about a friend. Then ask the class to guess.

I'm better than my friend at _____, but I'm worse than him/her at _____. My friend is the best in the class at _____.

Say it!

8 CD1 34 CD1 35 Which word sounds the strongest? Listen and repeat.

Oscar isn't the best at juggling. (Lily is the best at juggling.)
Oscar isn't the **best** at juggling. (He's the worst at juggling.)
Oscar isn't the best at **juggling**. (He's the best at doing cartwheels.)

→ Workbook page 21



9 CD1 36 **What did Alex make at the beach? Listen and choose.**

a a sandcastle **b** a sand portrait **c** a sand sculpture

10 CD1 36 **Listen again and practice.**

Emma: What did you do on the weekend, Alex?
Alex: I went to the beach with my family. We had a sand sculpture competition. Look!
Emma: Cool! Who's the best at making sand sculptures in your family?
Alex: I am, I think. Look, it's a crocodile.
Emma: Really?
Alex: And this is my sister's.
Emma: Oh, yes!
Alex: Who's better at making sculptures, my sister or me?
Emma: Sorry, Alex. Your sister is.

Focus!

Who's the best at making sculptures? I am.
Who's better at making sculptures, my sister or me? Your sister is.

11 My World **Choose the words. Then ask and answer.**

better best worse worst

1 Who's the b_____ at making sculptures in your family?
2 Who's b_____ at speaking English, your mom or your dad?
3 Who's w_____ at juggling, you or your best friend?
4 Who's the w_____ at telling jokes in your family?
5 Who's the b_____ at swimming in your class?
6 Who's the w_____ at cooking in your family?
7 Who's w_____ at singing, you or your best friend?
8 Who's b_____ at using a computer, you or your dad?



12 CD1 37 **Go to page 102. Listen and repeat the chant.**

→ Workbook page 22

Lesson aims Students practice asking questions with *better/worse/the best/the worst at …ing.*

New language *Who's better/the best/worse/the worst at (making sculptures)? I am./You are./(Name/Your sister) is.*

Recycled language activities, family, *sandcastle, portrait, sculpture, beach, competition, weekend, What did you do? Look, Cool! crocodile, sorry*

Materials CD1 | Instructions for *Action treasure hunt* | Word cards: see page TB104

Warmer

- Play *Action treasure hunt* (see page xiv) with activities from the unit.

Presentation

- Ask students *Who's the best at singing in your family?* Ask individuals *Who's better at singing – your mom or your dad?* Encourage them to reply, e.g., *My mom is.* Write the questions you asked on the board.

Student's Book page 28

9 What did Alex make at the beach? Listen and choose.

- Elicit the names of the children in the photograph. Ask *What's in Alex's photograph? Where did he go on the weekend?* (*To the beach.*) Ask *What did he make at the beach?* Read the three options and check comprehension.
- Say *Listen and choose.* Play the recording. Students listen and choose the correct answer.

Key: c – a sand sculpture

CD1:36 : see Student's Book page 28

10 Listen again and practice.

- Say *Now listen again. Is Alex better than his sister at making sand sculptures?* Play the recording again. Elicit the answer *No, he isn't. His sister is better.*
- Then play the recording again, pausing for students to repeat. Explain new words and phrases as necessary. Students can also practice the conversation in pairs.

CD1:36 : see Student's Book page 28

11 Choose the words. Then ask and answer.

- Students complete the questions individually, using words from the box. Check answers and practice some/all of the questions.
- Students then ask and answer in pairs. Circulate and help/check language. Encourage students to reply with sentences rather than single words, e.g., *I am./My dad is.*

Key: **1** best **2** better **3** worse **4** worst **5** best **6** worst **7** worse **8** better

12 Go to page 102. Listen and repeat the chant.

- Say *Go to page 102. Listen and repeat.* Play the recording. Students listen and repeat the chant, following the text on page 102. Repeat until students are chanting confidently.

CD1:37 : see Student's Book page 102

Workbook page 22

7 Look and answer the questions.

- Students look at the prizes and write answers to the questions.

Key: **2** Nick is. **3** Eva is. **4** Mandy is. **5** Jake is.

8 Look at activity 7 and write the questions. Use the words in parentheses.

- Students make questions to produce the answers given, using the prompts and the information in activity 7.

Key: **2** Who's worse at painting portraits, Bob or Rosa?
3 Who's the worst at reading poetry?
4 Who's better at making sculptures, Nadia or Nick?
5 Who's the best at painting portraits?

9 Read and complete.

- Students complete the dialog with one or more words.

Key: **2** better **3** better **4** is **5** worse **6** Who's **7** is **8** worst

Ending the lesson

- Play *Pass the word cards* (see page xvi). When you say *Stop!*, the students with the cards ask questions with the activity on their card and *better/worse*, e.g., *Raquel, who's better at doing cartwheels, you or Emma?*

Extra activities: see page TB113 (if time)

Lesson aims Students reinforce language with a story. They also discuss the value of working together.

New language *footprints, clue, item, slow down, paddle (v), Which way do we go? land (v)*

Recycled language *follow, canoe, north, south, east, west, best, Let's … , big, compass, in front, map, left, We need to … , be careful, hippo, Good job.*

Materials CD1 | Simple props to represent the map and the compass for acting out (optional)

Warmer

- Say *Listen and answer*. Make sentences comparing your skills/abilities with those of students in the class (make sure they're funny / lighthearted), using *better / worse / the best / the worst*, e.g., *Who's better at telling jokes, me or Santiago?* Students reply *You are. / Santiago is.*

Introduction

- Remind students of the story episode from the previous unit: *Where are the children?* (*On an island.*) *Where did they get information about the game?* (*On the tablet.*) *What did they find in a tree?* (*A map.*) *Did they have tents for their camp?* (*No. They used blankets.*) *What happened at the end of the episode?* (*They heard a noise.*) Ask students to guess what the children do in this episode. Accept any guesses.

Student's Book page 29

13 Read and listen.

- Point to the footprints in frame 2 and ask *What are these?* Present *footprints*. Ask *What are the children doing?* (*Following the footprints.*) *Where do the footprints go? Let's find out.*
- Say *Read and listen. Play the recording.* Students follow the story in their books. At the end of the story, ask *Where do the footprints go?* (*To a canoe.*) *What's inside the canoe?* (*A compass.*) Draw a simple compass on the board. Elicit the four compass points (*north, south, east, west*) and write them on the board.
- Then play the recording again, pausing to ask more questions: Frame 1: *What's the item in the clue?*, explaining the meaning of *clue* if necessary (*The compass.*) Frame 2: *What are they going to do?* (*Follow the footprints.*) Frame 5: *Who's best at reading the map?* (*Sofia.*) Explain the meaning of *paddle*. Frame 6: *Can Jack slow down?* (*No, he can't.*) Frame 7: *Which animals are in the river?* (*Hippos.*) Frame 8: *What does Jack say?* ("*Good job, all of us.*"). Elicit why the *C* on the sign is filled in by asking *What did the children find in the story?* (*A compass.*) *What's the first letter in* compass? (*c.*)
- Students can listen to the story again for pleasure or you could pause after each line for them to repeat. Encourage students to use gestures and intonation from the story as appropriate. You could also divide the class into three groups. Each group repeats the lines for one character (Ruby, Jack, or Sofia).

CD1:38 : see Student's Book page 29

Value ***Work together.***

- Read the value with the class: *Work together.* Check that students understand the meaning. Then ask *How do the children work together in the story?* (*They use the things they're good at. They help each other out of the canoe at the end.*)
- Encourage students to think about why it's important to work together: *We all have different talents, and they can be useful in different situations. It's important to include others so they can use their skills to help to solve problems.*
- Then ask students to think of times when they've worked together with their friends or family. They tell the class.

Workbook page 23

10 Read the story again. Circle the correct words and then number.

- Students read and choose the correct word for each sentence. They then number the sentences in the correct order, referring back to the story if necessary.

Key: **2** a **3** b **4** a

The correct order for the sentences reads down: 1, 4, 3, 2.

11 Read and correct the sentences.

- Students read and correct the sentences.

Key: **2** Sofia finds the compass in a canoe.
3 Sofia is the best at reading the map.
4 The children follow the river north.
5 The children are scared of the hippos in the water.

12 Write about two ways you showed the value: work together.

- Remind students of the value from the story: work together.
- Students think of a time when they worked together with someone at home or in school. They write two or more sentences about it, then compare with a partner. Volunteers can tell the class.

Ending the lesson

- Play *I can see* (see page xv), making sentences about the pictures for the story. You can also make sentences about the characters' skills and talents, e.g., *I can see someone who's good at reading a map.*

Extra activities: see pages TB113–114 (if time)

13 CD1 38 Read and listen.



→ Workbook page 23

Value: Work together

Skills: *Listening and speaking*

Let's start! What type of street entertainment can you see in your country?

14 CD1 39 **Which entertainers do Lia and Juan see? Listen and say the letters.**

a



Watch some acrobats.

b



Find a 3-D picture.

c



Meet a giant puppet.

d



Try some juggling.

e



Talk to a statue.

15 CD1 39 **Listen again and match.**

1	The children say hello to …	**a**	the puppet.
2	The children decide to follow …	**b**	juggling.
3	The children give money to …	**c**	the statue.
4	Juan is better than Lia at …	**d**	dancing.
5	Lia is better than Juan at …	**e**	the 3-D artist.

16 CD1 40 Talk Time **Plan a street entertainment show with your friends.**

I can … What can you do?

I can …

Great! And how about … ?

OK. … is the best at …

What can … do?

Why doesn't he/she … ?

→ Workbook page 24

Lesson aims Students practice the skills of listening and speaking, with reading in the Workbook. Students also practice planning a show.

New language *street entertainment, acrobat, 3-D, giant, puppet, (living) statue, moved, real, leave (some money), yet, decide, Why doesn't he/she … ?*

Recycled language activities, *(not very) good at … , Can you (juggle)? I can't (juggle), worse/better at (dancing) than me, the best at (dancing)*

Materials CD1 | Word cards: see page TB104

Warmer

- Play *Memory 1 through 10* (see page xvi) with the word cards.

Student's Book page 30

Let's start! What type of street entertainment can you see in your country?

- Write *street entertainment* on the board and elicit that street entertainers usually work on the sidewalk and that people stop to watch and often give them money.
- Ask *What kind of street entertainment can we see in (your country)?* Write examples on the board.

14 Which entertainers do Lia and Juan see? Listen and say the letters.

- Ask *What street entertainment can you see?* Students use the captions to help. Teach *3-D, giant puppet,* and *statue.* Ask students if they've seen any of these in the street.
- Play the recording. Students listen and say the letters. Then ask *Which don't Lia and Juan see?* (*Acrobats.*)

Key: e, c, b, d

CD1:39

1 **Lia:** Look at this, Juan – is this a sculpture?
Juan: I don't think so. I think it's a statue.
Lia: It moved!
Entertainer: Hello!
Juan: Ha, ha – it's a living statue – it looks very real. … Hello!
Lia: Nice to meet you.

2 **Juan:** Whoa! What's that? Look – over there.
Lia: I think it's a puppet!
Juan: It's enormous! Let's follow it.
Lia: Where's it going?
Juan: I don't know. Let's find out!
Lia: OK.

3 **Lia:** Look at this picture, Juan.
Juan: Cool!
Lia: It looks 3-D.
Juan: Yes. Where's the artist? He's really good at drawing.
Lia: Yes – let's leave some money for him.
Juan: OK.

4 **Lia:** What should we do next?
Juan: Let's watch these jugglers.
Lia: They're really good. Can you juggle, Juan?
Juan: I'm learning, but I'm not very good yet.
Lia: I'm worse than you, Juan. I can't juggle at all.
Juan: Yes – but you're better at dancing than I am.
Lia: Thanks!

15 Listen again and match.

- Play the recording again. Students listen and match.

Key: **1** c **2** a **3** e **4** b **5** d

16 Plan a street entertainment show with your friends.

- Say *Imagine you're planning a show. What can you do? What are your friends good at?*
- Play the example dialog while students read the prompts. Then divide the students into small groups to make plans for a show.
- Groups tell the class about their show, e.g., *Andrei can play his guitar. Vasily is the best at dancing. I can tell jokes.*

CD1:40

A: I can do street dancing. What can you do?
B: I can juggle.
A: Great. And how about some cartwheels?
B: OK. Anna is the best at doing cartwheels.
A: What can Max do?
B: Why doesn't he read a poem?

Workbook page 24

13 Read Emily's email. Circle the correct words.

- Students read the email and circle the correct words.

Key: **2** better **3** better **4** best **5** best

***14 Look at activity 13. Read and write* true *or* false.**

- Students write *true* or *false* based on the email.

Key: **2** true **3** false **4** false **5** false

15 Complete the chart. Use the words in the box.

- Students complete the chart based on the email.

Key: Emily: better at skateboarding; Zoey: more artistic, better at painting; Both: smart, friendly

16 An adjective is a word that describes nouns.

- Students read about adjectives and circle the examples (*friendly, talkative, smart, artistic, sportier, hardworking*).

Ending the lesson

- Play *Bluff* (see page xiv) with the word cards and sentences with *I'm good / better / the best at.*

Extra activities: see page TB114 (if time)

Lesson aims Students practice the skills of reading and writing, with extended writing in the Workbook.

New language *rhyme, everyone but me, clown, barbecue, What can I be good at? Am I good at anything? Don't be silly, easy to see, similar*

Recycled language activities, housework, family, adjectives of personal description, *competition, win, winner, time, talent, They/We have, My (sister)'s good/great at (cooking), town, My mom is the best singer. My (dad) is the best at (cooking). You're the best at (writing poetry). I feel really happy, find out, different*

Materials CD1 | A short English poem (e.g., *Please Mrs. Butler*, by Allan Ahlberg, or *The Schoolkids' Rap*, by John Foster) with a simple rhyme scheme (optional)

Warmer

Write the word *competition* on the board and ask students *What kinds of competitions are there?* Elicit ideas and make a spidergram on the board. Encourage students to think of as many different kinds of skills/hobbies/sports that can be competitive as they can (e.g., *dancing, singing, chess, soccer, skateboarding, sailing, swimming*). Ask students to raise their hands if they've ever entered a competition, then ask individuals *What kind of competition was it? Did you win? Were you second or third? What was the prize? Did you enjoy it? Who watched you? How did you feel?*

Student's Book page 31

Look below! What type of competition did Paola enter?

- Ask students to look at the photograph. Say *This is Paola. What kind of competition did she enter?* Accept any answers and then say *Let's find out.*

17 Read and listen.

- Say *Read and listen*. Play the recording while students read along with the text. Make sure that students understand any new words.
- Check comprehension of the poem with a few questions: *Who wrote the poem?* (*Paola.*) *What kind of pictures does her sister paint?* (*Pictures of their town.*) *What instrument does her mom play?* (*The guitar.*) *What's Paola's talent?* (*Writing great poetry.*)
- If time, encourage students to look at the structure of the poem and ask *How many verses are there in this poem? How many lines are there in each verse? Which are the rhyming words?*

CD1:41 : see Student's Book page 31

18 Read again and answer the questions.

- Say *Now read again and answer the questions*. Students answer the questions, referring back to the poem in activity 17.
- Check the activity by asking pairs of students to say the questions and answers.

Key: **1** Her brother. **2** Paola. **3** Her mom. **4** Her dad. **5** Poetry. **6** Her sister.

Your turn! Think about your family.

- Say *Now it's your turn. Think about your family. Is your family similar to Paola's family?* Read the questions in the Student's Book and explain the meaning of *similar.* Students think about their family and talk in pairs about what each person is good at. Circulate and help with language.
- Students then write about their family's talents in their notebooks. If they wish, they can try to write a poem like the one in activity 17.
- Students can then talk about their family in small groups or tell the class. Encourage the students who are listening to ask questions, e.g., *What kind of food does your mom cook? Do you practice the guitar a lot? Do you enter any music competitions? When did your brother start playing basketball?*

Workbook page 25

17 Make notes about you and a friend.

- Remind students of the email and the chart comparing Emily and Zoey on Workbook page 24. Explain that students need to choose a friend and complete the chart with characteristics that are different and that they share. Ask them to think of adjectives and also things that they and their friend are good at. Do an example chart on the board if necessary.

Key: Answers will vary, but make sure students have used a variety of adjectives/talents and that they're being positive.

18 Write an email about you and your friend.

- Students write their own email in the space provided. They use the information from their chart in activity 17 and Emily's email on Workbook page 24 to help them.
- Students can then read each other's emails and see if they've described any similar characteristics or talents.

Ending the lesson

- Play *Definitions* (see page xv) with adjectives to describe people (e.g., *friendly, naughty, kind, smart, shy, talkative, hardworking, funny, sporty, artistic*). Encourage students to write the adjectives in their notebook at the end of the game, especially if they're doing the Workbook writing as homework.

Extra activities: see page TB114 (if time)

Skills: *Reading and writing*

Look below! **What type of competition did Paola enter?**

17 CD1 41 **Read and listen.**

Talent (by Paola)

Everyone's good at something,
In my family.
They all have a lot of talent,
Everyone but me!

My sister's good at painting,
She paints pictures of our town.
My brother's great at telling jokes,
He's the family clown.

My mom is the best singer,
And she plays the guitar, too.
And my dad is the best at cooking,
He makes a great barbecue.

But what can I be good at?
I'll ask my mom and dad,
"Am I good at anything,
Can I really be that bad?"

"Don't be silly," says my mom.
"Your talent's easy to see.
You're the best at writing,
You write great poetry!"

So now I feel quite happy,
And what I know is this,
We all have a talent,
Just find out what yours is!



18 **Read again and answer the questions.**

1 Who's the funniest in Paola's family?
2 Who's the best writer?
3 Who's the best at music?
4 Who makes very good food?
5 What does Paola like to write?
6 Who's very good at art?

Your turn!

Think about your family.
Is your family similar to or different from Paola's family?
What are they good at?
What are you good at?

Now write about it in your notebook.

→ Workbook page 25

What abilities do we need for physical activities?



1 CD1 42 Listen and repeat.



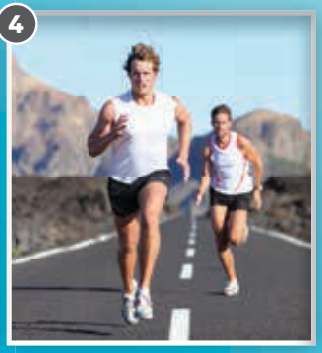
speed



strength



balance



stamina

2 Watch the video.

3 CD1 43 Read and listen.

Can you run, skate, or ride your bike fast? For these activities you need speed because you need to move your body very quickly.

Are you good at rock climbing? You need strength for this activity because you must have strong arms and legs to climb.

Can you stand on one leg without falling down? For this you need balance. Street dancers need good balance when they move on one leg or one arm.

Do you think you can run in a marathon? It isn't easy because we need to use our muscles for a long time. To run in a marathon, we need stamina.

4 Answer the questions.

1 When do we need speed?
2 Why is it difficult to run in a marathon?
3 Which is more important when you do a cartwheel, stamina or balance?
4 Look at the picture on page 32. What abilities does the snowboarder need?

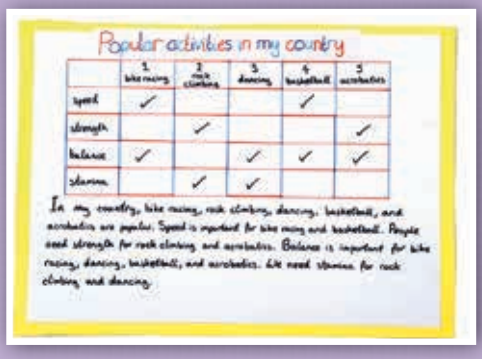
5 What would you like to have, better speed, strength, balance, or stamina?

Guess What!

Flamingos can balance on one leg when they sleep.

Project

6 Find out about five popular physical activities in your country. Which abilities are the most important? Make a chart and then write about them.



→ Workbook page 26

Lesson aims Students learn about the skills needed for different physical activities.

New language *physical activities, speed, strength, balance, stamina, fall down, marathon, muscles, without, take a break*

Recycled language verbs (*run, swim, skate, ride your bike, climb*), sports/activities, *What do we need? Can you (run) fast? Are you good at (rock climbing)? You must (have strong arms). You need (balance).*

Materials CD1 | DVD | A bag/box | Photographs of sports or (if available) flashcards from *Guess What!* 4 or internet access (optional)

Warmer

- Play *Two minutes* (see page xvii) with the heading *Activities*. Encourage students to think of sports, hobbies, and skills from earlier levels, as well as from this unit.

Student's Book page 32

What abilities do we need for physical activities?

- Point to the photograph and ask *What's she good at?* (*Snowboarding.*) Ask *What's she doing?* (*Jumping, turning, holding the board.*)
- Ask the opening question *What abilities do we need for physical activities?* Explain *physical activities* and ask students to think about the abilities that we need (e.g., strength, speed) in their own language.

Student's Book page 33

1 Listen and repeat.

- Use the photographs to confirm the meaning of the new words. Play the recording, pausing for students to repeat.

CD1:42 : see Student's Book page 33

2 Watch the video.

- Play the video.
- If you don't have the video, carry out some tests of your students' speed, balance, strength, and stamina. Move the class to a large empty space (if possible, the playground) and divide the class into four groups.
- One group tests their speed. They take turns running between two lines on the floor as quickly as they can. They time each runner to see who's the fastest.
- One group tests their balance. They stand on one leg for as long as possible to see who has the best balance.
- The third group tests their strength, e.g., by arm wrestling, without being too rough.
- The last group tests their stamina by doing push-ups or squat thrusts. They work in pairs, with one student doing the exercises and the other counting. They see how many they can do (the student with the highest total has the most stamina).

Video 02 : see page TB123

3 Read and listen.

- Play the recording while students read the text. Explain any new words (e.g., *falling down, muscles, marathon, take a break*). Then play the recording again, pausing for students to find and point to the correct photographs for the different qualities in activity **1**.
- Ask questions, e.g., *Which parts of the body need to be strong for climbing?* (*Arms and legs.*) *Do dancers need speed?* (*No, they need balance.*) *What do we need to run a marathon?* (*Stamina.*)

CD1:43 : see Student's Book page 33

4 Answer the questions.

- Students read and answer the questions about the text in activity 3. Students can work in pairs, then check the activity by nominating students to ask and answer.

Key: **1** When we need to move our bodies quickly. **2** Because you have to use your muscles for a long time. **3** Balance. **4** Speed, strength, and balance.

5 What would you like to have, better speed, strength, balance, or stamina?

- Students discuss the question in pairs. Elicit ideas from the class.
- Ask *Can you think of any animals that balance when they're asleep?* Accept any guesses. Students can then read the answer in the Guess What! for the page. Congratulate any students who guessed correctly.

Workbook page 26

1 Read and circle the correct words.

- Students read and circle the correct words.

Key: **2** speed **3** stamina **4** balance

2 Write sentences about what we need for these physical activities.

- Students think about the different activities and write sentences. They use the photographs to help them.

Key: Possible answers: **2** When we go hiking, we need stamina. **3** When we go windsurfing, we need strength and balance. **4** When we run, we need strength and speed. **5** When we go rock climbing, we need strength and stamina. **6** When we go skateboarding, we need speed and balance.

3 Think of three physical activities you do. For each activity, write what you need: speed, strength, stamina, or balance.

- Students think and write about their own activities.

Ending the lesson

- Play *Act it out* (see page xiv) with physical activities.

Extra activities: see page TB114 (if time)

Lesson aims Students make a chart and write about the qualities needed in a sport. They also complete the Evaluation in the Workbook.

New language *important*

Recycled language activities, sports, *physical activities*, *speed*, *strength*, *balance*, *stamina* | Students review all unit vocabulary and grammar in the Evaluation.

Materials Internet access (optional)

Warmer

- Review qualities needed in different sports/activities by asking students about sports they do in their free time. Ask, e.g., *Who plays basketball? Do you need speed to play basketball? What else do you need?*

Student's Book page 33

6 Find out about five popular physical activities in your country. Which abilities are the most important? Make a chart and then write about them.

- Say *Let's think about sports and hobbies in our country. Which are the most popular?* Check comprehension of *popular* (= lots of people do them). Students discuss in pairs and make a list. Elicit a sport or hobby from each pair and write them all on the board.
- Point to the chart and explain that it shows popular physical activities in another country. Draw the chart on the board, if necessary, and make sure students understand the column headings. Say *Choose five popular activities. For each activity, think: What's most important: speed, strength, balance, or stamina? Choose two.* Students copy the chart and complete it for their chosen activities. Circulate and help as necessary. You may also like to provide internet access for students to add more information about their chosen sports. Ask, e.g., *Do you think a tennis player needs stamina? What about speed? Is balance more important?*
- Read the example paragraph below the table. Tell students to write a similar description of the five activities they chose. Point out useful structures, e.g., *(Speed) is important for (bike racing)*, *People need (strength) for (rock climbing)*, *We need (stamina) for (dancing)*, and remind students they can also use *must* and *have to*, e.g., *(Basketball players) must have (balance)*.
- Students can compare their projects in pairs or small groups.

Workbook page 27 – Evaluation

1 Look and complete the sentences.

- Students look at the pictures and complete the sentences.

Key: **2** best at **3** is better at juggling
4 is the worst at juggling
5 is worse at doing acrobatics
6 is the best at doing acrobatics

2 Complete the questions and answers.

- Students complete the questions and answers

Key: **1** is **2** Who's the worst, is **3** Who's better, your mother, is **4** Who's the best, is **5** Who's worse, you, am

3 Complete the sentences about this unit.

- Students read the list of learning points that have been covered in Unit 2. They check the box next to each thing they can now do and put an X in the box next to anything they're still unsure about. Make a note of any areas students have found difficult, for further review work.
- Students then choose the part of the unit they found the most useful and write it down. They can then compare this choice with those made by other students.

Ending the lesson

- Students repeat their favorite activity from the unit.

Extra activities: see page TB114 (if time)

Review Units 1 and 2

1 CD1 44 Read, listen, and choose the words.



Last **fall/winter**, I visited my friend Brad in New York. When I **arrive/arrived**, there was a **snowstorm/drought**. I was surprised because Brad asked **me/us** to go **camping/swimming**! But we didn't **camp/swim** outside in the **snow/monsoon**. We spent the night in a museum! We **had/forgot** to take **sleeping bags/tents**, a **water bottle/flashlight**, and a camera.

When the museum **closes/closed**, we explored in the dark with our **flashlights/cameras**. Then we watched a movie, and we slept under a **shark/whale**! Well, we **had/tried** to sleep, but we were too excited. We **told jokes/painted portraits**, and we did some **cartwheels/tricks**. Brad was the **best/worst** at **telling jokes/doing cartwheels**. We laughed a lot.

In the morning, we had breakfast, and then we went home to bed!

George

2 Read again and answer the questions.

1 Which season was it when George went to New York?
2 What was the weather like when George arrived?
3 Where did they go camping?
4 Did they need to take tents?
5 Was George the best at telling jokes?
6 Were they tired in the morning?

3 My World Think of a visit to a friend. Ask and answer.

Who did you visit?
What season was it?
Where did you go?
Where did you sleep?

4 Write about your visit in your notebook.

→ Workbook pages 28–29

Lesson aims Students reinforce the language of Seasons and weather through Unit 2 by exploring the theme of visiting friends.

New language *slept*

Recycled language seasons and weather, camping, activities/talents, past tense, *stay, museum, ask (someone) to do (something), forget/try to do (something), the best/worst at … , explore, in the dark, watch a movie, excited, surprised, laugh, have breakfast, go home to bed*

Materials CD1 | Word cards: see pages TB102, 103, and 104

Warmer

- Ask *What can you remember from Seasons and weather through Unit 2? Let's find out.* Allow students time to look through the units and at any work displayed in class. Ask *What was easy or difficult? What's your favorite activity?* Encourage students to answer and say why.

Student's Book page 34

1 Read, listen, and choose the words.

- Look at the photograph and ask *Where are the children?* (*At a museum.*) *What are they doing?* (*Sleeping there/Camping.*) Ask students if they've ever been to a sleepover at someone's house or somewhere else.
- Tell students they're going to read a letter from one boy who was on this sleepover. Encourage students to guess what city the children were in, what they took with them, what they did, and if they slept much. Elicit some ideas and write them on the board.
- Say *Let's find out! Read and listen*. Play the recording. Students listen and check their guesses.
- Then say *Now listen and choose the words*. Play the recording again. Students listen and choose the words from the text selection each time. They can write the words in their notebooks or just point to the correct words.
- Check by asking different students to read the text aloud.

Key: winter, arrived, snowstorm, me, camping, camp, snow, had, sleeping bags, flashlight, closed, flashlights, whale, tried, told jokes, tricks, best, telling jokes

CD1:44

Last winter, I visited my friend Brad in New York. When I arrived, there was a snowstorm. I was surprised because Brad asked me to go camping! But we didn't camp outside in the snow. We spent the night in a museum! We had to take sleeping bags, a flashlight, and a camera. When the museum closed, we explored in the dark with our flashlights. Then we watched a movie, and we slept under a whale! Well, we tried to sleep, but we were too excited. We told jokes, and we did some tricks. Brad was the best at telling jokes. We laughed a lot. In the morning, we had breakfast, and then we went home to bed!
George

2 Read again and answer the questions.

- Students read and answer the questions, referring back to the text in activity 1.
- Check the activity by asking pairs of students to ask and answer.
- If you have time, students can think of more questions for their partner to answer.

Key: **1** It was winter. **2** There was a snowstorm. **3** They went camping in a museum. **4** No, they didn't. **5** No, he wasn't. (Brad was the best.) **6** Yes, they were.

3 Think of a visit to a friend. Ask and answer.

- Students think of a visit to a friend that they particularly enjoyed (or imagine one). They ask and answer about it in pairs, using the example questions to help.

4 Write about your visit in your notebook.

- Students write about their visit in their notebook. They can use the text in activity 1 as a model.

Workbook page 28

1 Read and complete the word puzzle and find the secret word.

- Students read the clues and complete the puzzle. They find the secret word by reading down.

Key: **2** storm **3** lightning **4** flashlight **5** drought **6** flood **7** blanket, Secret word: monsoon

2 Write sentences. Use the correct form of the verbs.

- Students write sentences using the prompts.

Key: **2** John forgot to take his/the/a map last weekend. **3** There was a flood last spring. **4** Larry is better at telling jokes than Henry. **5** Ms. Hill asked the students to wash the cups yesterday. **6** Who's worse at making sculptures, Jean or Sam?

3 Circle the one that doesn't belong.

- Students circle the one that doesn't belong in each group of words.
  Ask them to give reasons for their answers.

Key: **2** storm **3** do street dancing **4** fall **5** paint portraits **6** flashlight

Ending the lesson

- Play *Stand in order* (see page xvi) with a selection of word cards from the three units – ask students to stand in alphabetical order or stand in groups (seasons, weather conditions, equipment, activities).

Extra activities: see page TB114 (if time)

Lesson aims Students play a board game and continue reinforcing the language of the Seasons and weather through Unit 2.

Recycled language seasons, weather, camping, activities (on vacation/talents), past tense questions, *forget to do (something), ask (someone) to do (something), good at …ing, … is the best at …ing, … is better than me at …ing, Who's the best at …ing?*

Materials Word cards: see pages TB102, 103, and 104 | Coins and buttons or game pieces for playing the game

Warmer

- Play *What's missing?* (see page xvii) with a selection of word cards from Seasons and weather, Unit 1, and Unit 2.

Student's Book page 35

5 Play the game.

- The aim of this game is to be the first one to reach the top left-hand square on the grid (the tent marked *Welcome to the Talent Show*). Students play in pairs with a coin and buttons or game pieces.
- Students place their button or game piece on the bottom left-hand square (marked *Start here*). They then take turns flipping the coin and move their game piece around the board (following the numbers). If they flip the heads side of the coin, they move two spaces. If they flip the tails side of the coin they move one space. When they land on a blue game square, they list as many words as they can in the category shown. When they land on a yellow game square, they complete the sentence given to make it true for them. When they land on a green game square, they reorder the words to make a question, and then answer it themselves. If students think of the specified number of words, make the question or complete the sentence correctly, they stay on the square they've landed on. If they make a mistake they move back one square.
- When they land on a gray thunderstorm square or a white flashlight square, they follow the instruction.
- Students can play the game more than once. They can also replace some of the questions to order or fill-in-the blank sentences with their own ideas.

Key: **2** Where did you go last summer? **4** spring, summer, fall, winter **5** What did your parents ask you to do last night? **9** Was there a flood last fall? **10** flashlight, tent, sleeping bag, map, water bottle, backpack, blanket, plate, cup, bowl **12** storm, flood, drought, monsoon, thunder, lightning **14** go swimming, go bodyboarding, play soccer, go to a festival, go climbing, take photographs **15** Who's the best at painting in your family? **19** What was the weather like yesterday? **21** street dancing, doing tricks, painting portraits, telling jokes, doing cartwheels, juggling, reading poetry, playing an instrument, doing acrobatics

Workbook page 29

4 Read and write the names.

- Students read Justin's text. They then read the sentences and write the correct names.

Key: **2** Paula **3** Justin **4** Fraser **5** Andy **6** Kat

5 Answer the questions about you.

- Students write their own answers to the questions.

Ending the lesson

- Students choose question 2, 5, or 15 from the game and ask another student in the class. That student answers, truthfully or not, and the other students guess if the answer is true or false. Alternatively students can make similar questions of their own.

Extra activities: see page TB114 (if time)

5 Play the game.

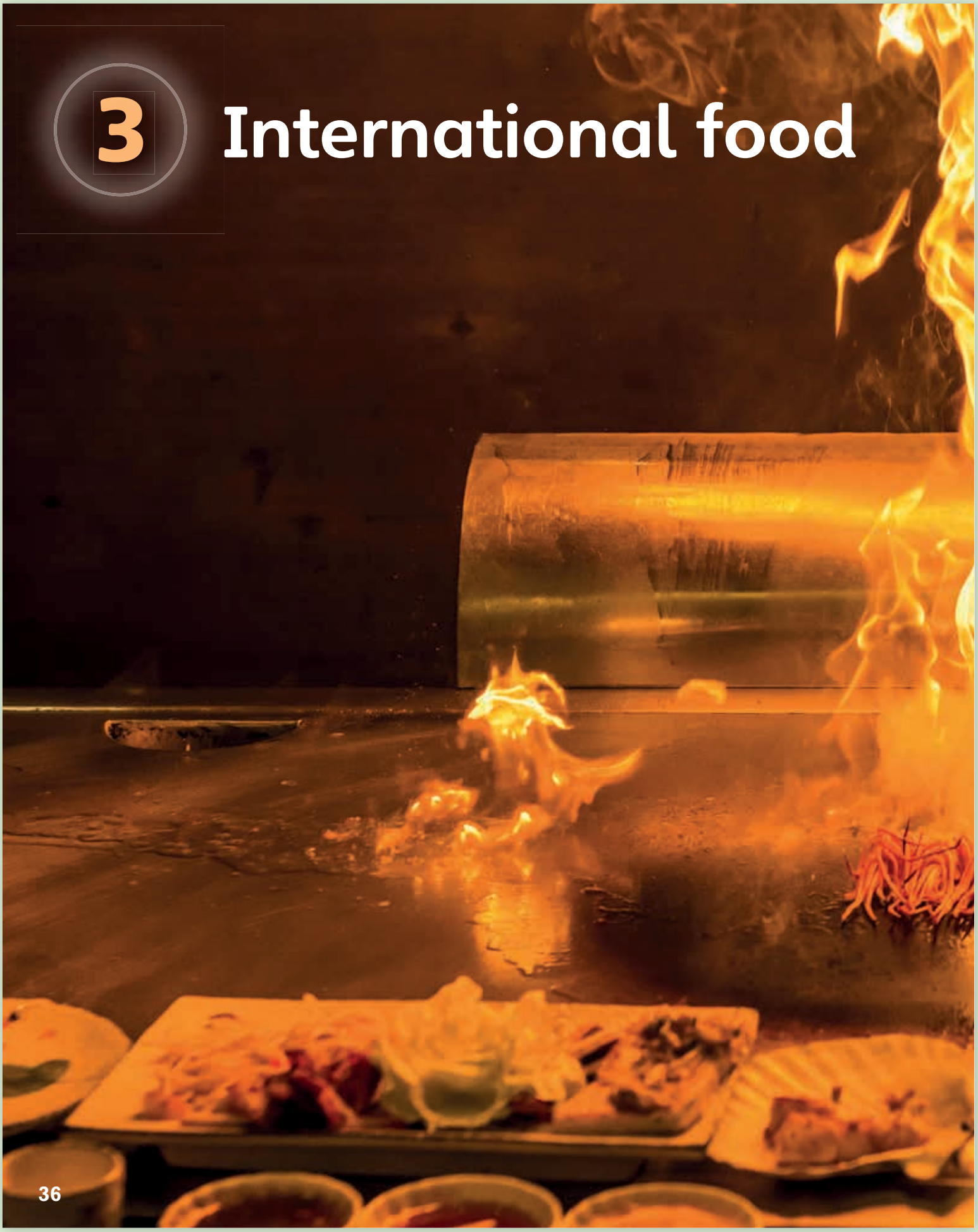
24 	23 Go back to 19.	22 This morning, my teacher asked me to _____ .	21 Name five activities you are good at.
17 When I was _____ , I went to _____ on vacation.	18 Go back to 14.	19 yesterday? / weather / was / the / like / What	20 Go to 21.
16 Go to 17.	15 Who / at / is / best / painting / the / your / in / family?	14 Name five activities you can do on vacation.	13 Go back to 11.
9 flood / Was / fall? / last / a / there	10 Name six things you take when you go camping.	11 _____ is _____ than me at juggling.	12 Name four weather words.
8 _____ is the _____ in our class at doing cartwheels.	7 Go to 10.	6 Go back to 2.	5 your parents / to do / ask / What / last night? / did / you
1 Start here!	2 summer? / go / Where / last / you / did	3 This morning, I forgot to _____ .	4 Name four seasons.

Green
Make a question and answer it.

Yellow
Make a true sentence.

Blue
How many words can you remember?

3 International food





Unit aims Students learn about food around the world. This includes:

- learning vocabulary for famous dishes from different countries
- talking about likes and dislikes and offering food
- using *wants* (someone) *to do* (something) (e.g., *My family wants me to cook dinner every night*)
- using the infinitive of purpose to describe intentions in the past, e.g., *I went to the supermarket to buy some rice*
- planning a cooking competition
- learning about the importance of drinking water

Background information The photograph shows a chef cooking *teppanyaki* food in a Japanese restaurant. The word *teppanyaki* is used to describe a kind of Japanese cuisine cooked on an iron griddle (in Japanese, *teppa* means "iron plate" and *yaki* means "grilled"). Chefs often cook this kind of food in front of the guests at a restaurant.

Introduction to the unit

- Read the title of the unit and ask students to look at the photograph. Then ask *What's Unit 3 about?* (*Foods from different countries*). Check the meaning of *international*.
- Point to the person we can see at the back of the photograph (seen more clearly in the Student's Book) and ask *What's this person doing*? (*Cooking*.) *What food can you see*? Write suggestions on the board, e.g., *bananas*, *lemon*, *noodles*.
- Ask *Which country do you think this food comes from?* Elicit ideas and encourage students to give their reasons, e.g., *I think it comes from the Caribbean because there are bananas in the photograph.* Tell students that the food is from Japan (see *Background information* above). If you have a map or globe, ask students to find and point to Japan.
- Then ask *What food is traditional or popular in our country?* Elicit the names of dishes and provide translations if appropriate. Do a short class survey about traditional dishes, asking, e.g., *Who likes* (*tortillas*)*?* Students raise their hands.
- If you wish to extend the discussion, ask students if they've tried food from other countries (either in a restaurant in their own country or abroad). Volunteers can describe dishes that they've tried to the rest of the class. Write some useful phrases on the board, e.g.,
  It's called …
  The ingredients are …
  It tastes like …
  I liked / didn't like it because …

1 CD1 45 **Listen and look.**

2 CD1 46 **Listen and repeat. Then match.**





















a curry **b** dumplings **c** fish and chips **d** kebabs **e** noodles
f paella **g** rice and beans **h** stew **i** sushi **j** tacos

3 CD1 47 Think **Listen and suggest dishes. Then practice with a friend.**

I like fish and potatoes. I don't like rice.

Why don't you try fish and chips?

4 My World **Which of these dishes would you like to try? Ask and answer.**

→ Workbook page 30

Lesson aims Students learn vocabulary for international dishes. They talk about likes and dislikes and make suggestions.

New language *curry, dumplings, fish and chips, kebabs, noodles, paella, rice and beans, stew, sushi, tacos* | *Why don't you try (fish and chips)? Japan, Thailand, India, Greece, Peru, Russian, Greek, spicy*

Recycled language food and drink, countries, *I'd like to (try sushi).*

Materials CD1 | Word cards: see page TB105 or bilingual dictionaries | Internet access (optional)

Warmer

- Write *International food day* on the board. Ask students what it means and if they've ever been to one.

Student's Book page 38

- Use the photographs to teach/review the foods. For each dish, ask *Do you like (sushi)? Raise your hand.*

1 Listen and look.

- Say *Listen and look at the flags. Where does each kind of food come from?* Play the recording. Students listen and look.
- Play the recording again, pausing to ask questions. Teach *spicy*.

CD1:45

Alex: Look! It's International Food Day today. Look at all this different food we can try.
Emma: Great! I'd like to try sushi. I like fish and rice. I think sushi's from Japan.
Alex: Yes, it is. And there's paella, too. That's from Spain. This one has rice, chicken, and vegetables. It's delicious.
Pedro: What about some noodles from Thailand? They look good.
Carla: Or a curry from India. Do you want to try some curry? It's really spicy.
Pedro: I like curry, but I like stew more. This stew's from Russia. I want to try Russian stew.
Carla: I have stew a lot. I want to try something different. These tacos look good. Are tacos from Mexico?
Pedro: I think so. But lots of people eat them.
Emma: I'd like to try these dumplings.
Alex: What are dumplings?
Emma: They're a little like pasta. These dumplings are from China. They have meat inside.
Alex: Look – they have kebabs from Greece! I love kebabs.
Pedro: What do they have from the United Kingdom? Oh, yes – fish and chips.
Carla: Yes, but I have fish and chips a lot. I want to try something different. What about some rice and beans from Peru?
Alex: Let's get a lot of things and share them.
All: Good idea.

2 Listen and repeat. Then match.

- Play the recording. Students repeat and point.
- Play the recording again. Students say the letter and read the label aloud.

Key: **1** i **2** f **3** e **4** a **5** h **6** j **7** b **8** d **9** c **10** g

CD1:46

1 sushi **2** paella **3** noodles **4** curry **5** stew **6** tacos
7 dumplings **8** kebabs **9** fish and chips **10** rice and beans

3 Listen and suggest dishes. Then practice with a friend.

- Play the recording, pausing for suggestions.
- Students then practice in pairs as in the example.

Key: **2** Why don't you try sushi? **3** Why don't you try kebabs? **4** Why don't you try rice and beans? **5** Why don't you try (Russian) stew? **6** Why don't you try curry? **7** Why don't you try paella? **8** Why don't you try dumplings?

CD1:47

1 I like fish and potatoes. I don't like rice.
2 I like fish and rice. I don't like chicken or meat.
3 I like meat and salad. I don't like fish or chicken.
4 I don't like meat, chicken, or fish. I like vegetables, and I like rice.
5 I like meat and vegetables. I don't like rice.
6 I like spicy food.
7 I don't like potatoes or pasta. I like rice, chicken, and vegetables.
8 I like pasta, and I like meat.

4 Which of these dishes would you like to try? Ask and answer.

- Students work in pairs to ask and answer.

Workbook page 30

1 Complete the words. Then check (✓) the correct ingredients.

- Students complete the words and check the correct pictures.

Key: **2** sushi – a, b **3** noodles – b, c **4** fish and chips – b, c

2 Read and write the words.

- Students read the definitions and write the words.

Key: **2** curry **3** tacos **4** paella **5** kebabs

3 Which food is your country famous for? Name two.

- Students write the names of national dishes.

My picture dictionary → Go to page 87: Write the new words.

- Students write the new words under the correct pictures.

Ending the lesson

- Play *Definitions* (see page xv) with food items.

Extra activities: see page TB114 (if time)

Lesson aims Students practice using *want(ed)* (someone) *to do* (something).

New language *(My family/He/She/They/You) want(s) me/you/him/her/them to (cook dinner)* | *learn (to do something), buy*

Recycled language food and drink, family, *cook dinner, every (day/night), sometimes, usually, yesterday evening, clean (my room)*

Materials CD1 | Actions written on slips of paper (e.g., *Touch your head. Find a red pen. Sit on your chair*), repeated so that each team of students will get the same phrases

Warmer

- Review the new food words from the previous lesson. Then play *All change!* (see page xiv) with *tacos, noodles, chips, dumplings, kebabs, fish,* and *beans*.

Presentation

- Call a volunteer to the front and give him/her a series of instructions, e.g., *Erase the board. Clean your desk. Get your book.* Then ask students to recall the instructions. Prompt by saying *I wanted (Name) to …* (*Erase the board*). Confirm by making a sentence with an object pronoun (*him/her*), e.g., *Yes, I wanted him to erase the board*. Check that students understand the meaning of *want (someone) to do (something)*.
- Give the whole class more instructions using *I want you to …* Make them funny if possible, e.g., *I want you to stand on one leg*.

Student's Book page 39

5 Read and listen.

- Point to the photograph and ask *Who can you see?* (*A boy, his dad.*) *What are they eating?* (*Pasta and salad.*) Ask *Who do you think cooked dinner?*
- Play the recording. Students listen and follow.
- Ask *Who cooked dinner?* (*Andy.*) Then ask *What does Andy's family want him to do?* (*Cook dinner every night.*) *What did his mom want him to make yesterday evening?* (*Rice and beans.*) *What does Andy want?* (*He wants them to cook dinner (for him) sometimes.*) Rephrase students' answers using *want to*, e.g., *Yes, they want him to cook dinner every night*.

CD1:48 : see Student's Book page 39

6 Read and match. Then choose the words.

- Read the first sentence aloud and give students time to find the matching picture. Ask volunteers to read the rest of the sentences and explain the meaning of any new words (e.g., *buy*). Students work individually to match the sentences and pictures, then circle the correct pronoun. Circulate and help.
- Elicit the matching sentences, pictures, and pronouns, then practice the language by asking, e.g., *Picture a. What does she want him to do?* (*She wants him to make noodles for dinner.*)

Key: **1** c – him **2** f – her **3** b – her **4** a – him **5** d – her **6** e – them

7 Think of three things you want people to do after school.

- Read the example sentences and check comprehension. Say *What do you want people to do after school? Think about your family and your friends.* Students work in pairs to make sentences. Circulate and help. Tell them the sentences don't have to be true.
- Students share their ideas in small groups. Ask volunteers to say their best sentence to the whole class.

8 Go to page 102. Listen and repeat the chant.

- Play the recording. Students listen and repeat the chant, following the text on page 102. Repeat until students are chanting confidently.

CD1:49 : see Student's Book page 102

Workbook page 31

4 Write sentences.

- Students write sentences, checking whether they need *want to* or *wanted to*.

Key: **2** Pablo wanted Ray to play soccer yesterday.
3 Our teacher wants us to speak English every day.
4 Helen's dad wanted her to try dumplings last night.
5 Jenny wants Greg to play volleyball every afternoon.

5 Read and correct the sentences.

- Students rewrite the sentences correctly.

Key: **2** She wanted Zak to try a kebab. **3** My sister wanted us to buy fish and chips. **4** Rick wanted me to make rice and beans for dinner. **5** We wanted our dad to buy tacos for lunch.

6 What do your mom and dad want you to do? Write two things.

- Students write two sentences, changing the names if necessary so both sentences are about mom/dad.

Ending the lesson

- Play a version of *Whisper down the line* (see page xvii). Instead of a marker, give the first person in each line a piece of folded paper with the same action written on it (e.g., *Touch your head.*). The students at the front open the paper and read the phrase at the same time. They whisper the action in a sentence with *want to* to the person behind them (e.g., *The teacher wants you to touch your head*). The phrase is passed along the line in a whisper, and the last person in the line does the action.

Extra activities: see pages TB114–115 (if time)

5 CD1 48 Read and listen.



I'm learning to cook international food with my Saturday club. Now my family wants me to cook dinner every night, and they usually want me to make different things.

Yesterday evening, my mom wanted me to make rice and beans, my dad wanted me to make pasta, and my sister wanted me to make sushi.

What can I do? I want them to cook dinner for me sometimes!

Andy

Focus!

My family **wants** me **to cook** dinner every night.
I **want** them **to cook** dinner for me sometimes.

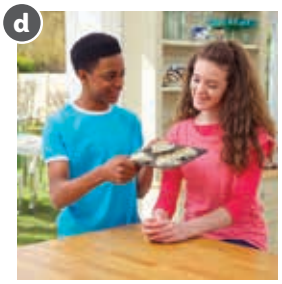
6 Think Read and match. Then choose the words.

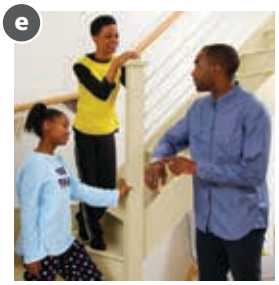
1 She wants **her/him** to read a story.
2 They want **him/her** to play soccer.
3 They want **him/her** to buy fish and chips.
4 She wants **him/them** to make noodles for dinner.
5 He wants **you/her** to try some dumplings.
6 He wants **her/them** to go to bed.













7 My World Think of three things you want people to do after school.

I want Sally to come to my house.

I want my mom to make stew for dinner.

I want my brother to clean my room.

8 CD1 49 Go to page 102. Listen and repeat the chant.

→ Workbook page 31

9 CD1 50 **What did Carla make? Listen and choose.**

a paella **b** kebabs **c** tacos



10 CD1 50 **Listen again and practice.**

Pedro: Hi, Carla. Where were you this morning?
Carla: I went to the supermarket to buy some rice.
Pedro: Some rice? Why did you buy rice?
Carla: I bought some rice to make paella. I had chicken and vegetables, but I didn't have any rice. The paella's for you, Pedro. Happy birthday!
Pedro: Thanks, Carla. I love paella.
Carla: I know!

Focus!

I went to the supermarket **to buy** some rice.
I bought some rice **to make** a paella.

11 My World **Choose and make sentences. How many true sentences can you make?**

the supermarket the market
the park a restaurant a store
the sports center the movie theater

buy have eat play
do go ride watch

Yesterday, I went to the sports center to do karate.

On Saturday, my mom and dad went to a restaurant to have dinner.



Say it!

12 CD1 51 CD1 52 **Which words sound the strongest? Listen and repeat.**

I **went** *to the* **market** *to* **buy** *some* **rice**.
I **bought** *some* **rice** *to* **make paella**.

Lesson aims Students learn to use the infinitive to express purpose in the past. They also practice repeating sentences with the correct word stress.

New language infinitive of purpose: *I went to the supermarket to buy some rice.* | *bought, do karate*

Recycled language food and drink, places in town, *Where were you (this morning)? went, had, didn't have*

Materials CD1

Warmer

- Play *Bingo* (see page xiv) with the new food items.

Presentation

- Write the following sentence halves on the board. Students work in pairs to match them:

1 *I went to the museum*	**a** *to do my homework.*
2 *I went to the station*	**b** *to have a glass of juice.*
3 *I went to the café*	**c** *to catch a train.*
4 *I went to the library*	**d** *to learn about the past.*

- Elicit answers as complete sentences.

Key: **1** d **2** c **3** b **4** a

Student's Book page 40

9 What did Carla make? Listen and choose.

- Focus on the photograph and say *Carla has some food for Pedro. What did she make?*
- Say *Listen and choose.* Play the recording. Students listen and choose the correct answer.

Key: a – paella

CD1:50 : see Student's Book page 40

10 Listen again and practice.

- Say *Now listen again. What did Carla use to make the paella?* Play the recording again. Elicit the answer *Chicken, vegetables, and rice.*
- Then play the recording again, pausing for students to repeat. Explain new words and phrases as necessary. Students can also practice the conversation in pairs.

CD1:50 : see Student's Book page 40

11 Choose and make sentences. How many true sentences can you make?

- Ask two volunteers to read the example speech bubbles. Elicit example phrases for each verb in the second box (e.g., *buy a magazine, have a drink, eat lunch*, etc.) and invite the students to make more sentences as in the examples.
- Ask *How many true sentences can you make?* Students work individually to write sentences. Point out that they can use the words in the boxes more than once. See who has the most sentences and ask him/her to read them aloud. Elicit different sentences from other students.

12 Which words sound the strongest? Listen and repeat.

- Say *Which words sound stronger?* Tell the students to look at the words in **bold** and play the recording, pausing after the "strong" words. Continue with the full sentence, pausing for students to repeat.

CD1:51

I **went** to the **market** to **buy** some **rice**.
… went … market … buy … rice
I **went** to the **market** to **buy** some **rice**.
I **bought** some **rice** to **make paella**.
… bought … rice … make paella
I **bought** some **rice** to **make paella**.

- Say *Now listen to these sentences. Which words are the strongest?* Play the recording, pausing for students to tell you the "strong" words. Remind the students that the strongest stress is on key verbs and nouns, whereas smaller words like *to*, *the*, *some*, and *a* are unstressed. Then encourage the students to repeat, stressing the correct words.

CD1:52

1 I **went** to the **park** to **go** for a **walk**.
2 I **went** to a **store** to **buy** a **football**.
3 I **went** to the **movie theater** to **watch** a **movie**.
4 I **bought** some **meat** to make **kebabs**.
5 I **bought** some **potatoes** to **put** in the **stew**.
6 I **called** my **friends** to **invite** them for **dinner**.

Workbook page 32

7 Read and complete the sentences. Use the words in parentheses.

- Students look at the pictures and complete the sentences.

Key: **2** bought, to make **3** made, to take **4** baked, to give **5** went, to have

8 Look and write sentences.

- Students read the lists and make sentences.

Key: **2** Jake went to the bookstore to buy a recipe book. **3** Laura went home to watch TV. **4** Jake went to the market to buy meat.

9 Look at activity 8. Answer the questions.

- Students answer the questions based on the *To-Do* lists.

Key: **2** He made a cake to have for dessert. **3** He bought flour to make dumplings. **4** She took a ball to the park to play soccer. **5** He called his friends to invite them for dinner.

Ending the lesson

- Play *Sentence chain game* (see page xvi) with *I went to the park* and each student adding an infinitive (e.g., *I went to the park to play soccer and to run*).

Extra activities: see page TB115 (if time)

Lesson aims Students reinforce language with a story. They also discuss the value of eating healthily.

New language *It's time (for …), nest, tasty, treat, someone else, must be* (deduction), *another, omelette, It smells (delicious). yeti, left* (past of *leave*)

Recycled language *look for, clue, cook, (don't) want (someone) to, eat, egg, I'm hungry, We can/ can't … , We need … , onion, make, Where were you? I went to … , find, vegetables, peas, Good idea, What was that? I think it's a … , Run! safe, map, compass*

Materials CD1

Warmer

- Play *So did I* (see page xvi). Students write three sentences about places where they went on the weekend and why, e.g., *I went to the movie theater to watch a movie.* Only students who went to the same place for the same reason say *So did I.*

Introduction

- Remind students of the previous episode of the story: *What did the children follow?* (*Footprints.*) *What did they find next to the river?* (*A canoe.*) *What was inside the canoe?* (*A compass.*) *Which animals were in the river?* (*Hippos.*) *How did the children work together?* (*Sofia read the map, Jack paddled the canoe, and Ruby used the compass.*) Ask students to guess what the children need to find in this episode. Remind them that the topic of the unit is food. Accept any guesses.

Student's Book page 41

13 Read and listen.

- Present *nest* using the picture in frame 2. Ask *What's in the nest?* (*Eggs.*) *Do the children take the eggs? Let's find out.*
- Say *Read and listen*. Play the recording. Students follow the story in their books. At the end, ask *Do the children take the eggs from the nest?* (*No, they don't.*) *Do they find an egg?* (*Yes, they do.*) *What other food do they find?* (*Some onions and some peas.*)
- Then play the recording again, pausing to ask more questions: Frame 1: *What's the "clue that you can cook"?* (*The egg.*) Explain *someone else*. Frame 2: *Can the children take a bird's eggs?* (*No, they can't.*)
  Frame 3: *What do the children need to find?* (*Another nest.*) Frame 4: *What can the children make?* (*An omelette.*) Explain the meaning.
  Frame 5: *Where did Ruby go?* (*To find more vegetables.*)
  Frame 6: *Is the omelette good?* (*Yes.*) Explain the meaning of *It smells delicious.*
  Frame 7: *What do they see?* (*A yeti.*)
  Frame 8: *What did the children leave behind?* (*The map and the compass.*) Explain that *left* is the past tense of *leave*. Elicit why the *E* on the sign is filled in by asking *What did the children find in the story?* (*An egg.*) *What's the first letter in* egg? (e.)
- Students can listen to the story again for pleasure or you could pause after each line for them to repeat. Encourage students to use gestures and intonation from the story as appropriate. You could also divide the class into three groups. Each group repeats the lines for one character (Ruby, Jack, or Sofia).

CD1:53 : see Student's Book page 41

Value ***Eat healthy food.***

- Read the value with the class: *Eat healthy food*. Ask *Do the children cook healthy food in the story?* (*Yes, they do – eggs and vegetables.*)
- Elicit the food groups from *Guess What!* 2 (*fruit, meat, vegetables, grains, dairy) and write* them on the board, then elicit examples of foods from each group. Ask which of the foods are healthy.
- Then ask for examples of unhealthy food (e.g., *burgers, ice cream, cake, fries, cookies*) and point out that we shouldn't eat these foods very often.
- Elicit healthy dishes that students like and write them on the board. Ask volunteers to describe what's in each dish (e.g., *It has peppers, tomatoes, and pasta in it.*) and also say the names of the food groups of the ingredients, if they can.

Workbook page 33

10 Read the story again. Match and then number.

- Students read and match the sentence halves. They then number the sentences in the correct order, referring back to the story if necessary.

Key: After the example, the correct order for the sentences (with the matching halves) reads down:
4 a **2** d **3** b

11 Answer the questions.

- Students read and answer.

Key: **2** An egg. **3** No, they find some vegetables. **4** They cook an omelette. **5** They forget the map and the compass.

12 Think of four kinds of food you usually eat to show the value: eat healthy food.

- Remind students of the value from the story: eating healthy food.
- Students think of healthy food they usually eat. They write four more sentences with *usually*, then compare with a partner. Volunteers can tell the class.

Ending the lesson

- Play *The last word* (see page xvii) with sentences about or from the story, e.g., *Now it's time for you to look for a clue that you can … (cook). We can't take a bird's … (eggs). We need another … (nest). We can make an … (omelette). It smells … (delicious)! I think it's a … (yeti)! Phew! We're … (safe).*

Extra activities: see page TB115 (if time)

13 CD1 53 Read and listen.



→ Workbook page 33

Value: Eat healthy food

Skills: *Listening and speaking*

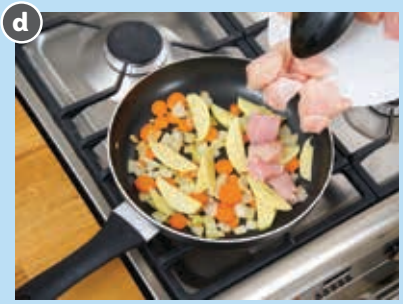
Let's start! Can you cook? Would you like to enter a cooking competition?

14 CD1 54 How does Jake make his dish? Listen and order the pictures.

a 

b 

c 

d 

e 

f 

15 CD1 54 Listen again and complete the sentences.

1 Jake learned to cook when he was _____ .
2 His _____ works in a restaurant.
3 He made _____ for the competition.
4 His surprise ingredient was _____ .
5 You eat the curry with _____ .

16 CD1 55 Talk Time Plan a cooking competition with your friends.

What would you like to cook?

I'd like to cook …

Great! What do you need for … ?

You need …

When do you eat it?

You eat it for …

→ Workbook page 34

Lesson aims Students practice the skills of listening and speaking, with reading in the Workbook.

New language *cook (n), paste, ingredient, Wait and see, add, sweet (adj), for (ten minutes), chef, tablespoon, butter, mix, baking dish, pour, mixture, bake, degrees, top, golden brown, serve*

Recycled language food and drink, food groups, meals, past tense, *competition, winner, You need … , first, next*

Materials CD1 | Word cards: see page TB105

Warmer

- Review the food groups (*fruit, vegetables, meat, grains, dairy*), then play *One that doesn't belong* (see page xvi) with words on the board or word cards (e.g., *bread, milk, yogurt, cheese – bread* isn't a dairy food).

Student's Book page 42

Let's start! Can you cook? Would you like to enter a cooking competition?

- Ask *Can you cook? What can you make?* Ask individuals about the dishes they make and see if anyone would like to enter a cooking competition.

14 How does Jake make his dish? Listen and order the pictures.

- Explain that Jake is the winner of a cooking competition. Ask *What did he cook?* Students guess.
- Ask questions about the photographs, e.g., Photograph a *What kind of grain can you see?* (*Rice.*) Photograph c *What vegetables can you see?* (*Onions and carrots.*) Photograph d *What kind of meat is in this dish?* (*Chicken.*) Photograph e *What other ingredients can you name?* (*Peas, an apple.*) Make sure students realize that the photographs are not in the correct order.
- Play the recording. Students listen and order the photographs.

Key: **1** e **2** c **3** f **4** d **5** b **6** a

- Play the recording again and ask, e.g., *What kind of milk did he use?* (*Coconut milk.*) *How long did he cook the onions and carrots?* (*Three minutes.*)

CD1:54

Presenter: Welcome to the Kids Cook competition! Meet our winner – Jake Jones. He's twelve, and he's from the United Kingdom. … When did you learn to cook, Jake?

Jake: When I was eight. My dad's a cook in a restaurant and I liked helping him.

Presenter: And what did you make today?

Jake: I made a curry. It's called Chicken Curry Surprise.

Presenter: How do you make it?

Jake: You need chicken, onions, carrots, peas, coconut milk, curry paste, and the surprise ingredient.

Presenter: What's that?

Jake: Wait and see!

Presenter: What do you do first?

Jake: You cook the onions and the carrots for three minutes. Then you add the surprise – apples.

Presenter: Are apples good in curry?

Jake: Yes. They make it sweet.

Presenter: What do you do next?

Jake: Add the chicken and cook it for four minutes. Then add the coconut milk, the peas, and the curry paste. Cook it for 10 minutes, and then eat it with rice.

Presenter: Does your dad make this curry?

Jake: Sometimes. But I make it a lot.

15 Listen again and complete the sentences.

- Students read the sentences. Play the recording again for them to write the missing words.

Key: **1** eight **2** dad **3** chicken curry (Chicken Curry Surprise) **4** apples **5** rice

16 Plan a cooking competition with your friends.

- Say *Imagine you're planning a cooking competition. What would you cook? What do you need?*
- Play the example dialog while students read the prompts. Then divide the students into small groups to make plans for a cooking competition.
- Volunteers tell the class, e.g., *I'd like to cook oatmeal. You need oats, milk, and sugar. You eat it for breakfast.*

CD1:55

A: What would you like to cook?

B: I'd like to cook paella.

A: Great! What do you need for paella?

B: You need chicken, vegetables, and rice.

A: When do you eat it?

B: You eat it for lunch or dinner.

Workbook page 34

13 Read Steph's food blog. Then number the photographs.

- Students read the recipe and number the photographs.

Key: **a** 4 **b** 2 **c** 3 **d** 5

14 Look at activity 13. Answer the questions.

- Students read the blog again and answer.

Key: **2** She wanted her to help her cook. **3** They made (Easy, Cheesy) Macaroni Cheese. **4** No, it's easy. **5** Pasta, egg, milk, butter, and cheese.

15 When giving instructions, don't use* you. *Start the sentence with a verb.

- Students read the rules and underline three examples (e.g., *Cook the pasta for 8 minutes. Add butter and cheese … Put the pasta in a baking dish*).

Ending the lesson

- Play *Simon says* (see page xvi) with cooking instructions to mime, e.g., *Simon says, "Mix milk and eggs."*

Extra activities: see page TB115 (if time)

Lesson aims Students practice the skills of reading and writing, with extended writing in the Workbook.

New language *ambition, Norway, gingerbread, cut, puzzle, pieces, oven, put together, decorate, design, What does it look like? Who's it for?*

Recycled language food and drink, superlatives, *sweet, I want to be … , artist, cookie, shape, art, different, shape, I like/love …ing, recipe, ingredients*

Materials CD1 | Some real sweets/cookies which are made in the students' region/country (or a photograph) | An English version (printed or recorded) of the traditional story *The Gingerbread Man* to read/play to your class (optional)

Warmer

- Show the class some sweets/cookies (or a photograph) which are specific to your students' region/country and ask *What are these called? What are the ingredients? Do you/your family make these? When do you usually make/eat them?*
- Alternatively, ask more general questions about cookies, e.g., *How often do you eat cookies? What ingredients do cookies usually have? Are they a healthy food?*

Student's Book page 43

Look below! What does Talia like making?

- Ask students to look at the photograph of the girl. Say *This is Talia. What does she like making?* Accept any answers and then say *Let's find out.*

17 Read and listen.

- Say *Read and listen.* Play the recording while students read along with the text. Make sure that students understand any new words and the title *Sweet ambition*.
- Check comprehension with a few questions: *What's Talia's surname?* (*Asp.*) *What does she want to be?* (*A gingerbread artist.*) *What did Talia's mother want her to make for her birthday?* (*A gingerbread house.*) *When do people in Bergen make a gingerbread town?* (*In December.*)

CD1:56 : see Student's Book page 43

18 Read again and answer the questions.

- Say *Now read again and answer the questions*. Students answer the questions, referring back to the article in activity 17.
- Check the activity by asking pairs of students to say the questions and answers.

Key: **1** She's from Norway. **2** Yes, she does. **3** It's a type/kind of cookie. **4** She enjoys making gingerbread houses the most. **5** You can see houses, trains, boats, and cars. **6** They made a gingerbread boat.

Your turn! Design some gingerbread art.

- Say *Now it's your turn. Design some gingerbread art.* Read the questions in the Student's Book and check that students understand the meaning. Students think about their design and make some notes to answer the questions. They also draw a sketch of their gingerbread art. Circulate and help with language.
- Students then write a description of their gingerbread in their notebooks, together with a more detailed picture.
- Students can then talk about their design in small groups or tell the class. The class can also vote for the best design.

Workbook page 35

16 Make notes about a recipe you like. Write the ingredients you need and then number the ingredients in the order you use them.

- Remind students of the list of ingredients in the recipe on Workbook page 34. Explain that they need to choose a dish they know how to make that is not too difficult. They write the name of the dish in the middle and the ingredients in the shapes around it. Circulate and help with new vocabulary. Provide bilingual dictionaries if necessary.

17 Write a food blog and include a recipe.

- Students write their own food blog, including a recipe, in the space provided. They use their list of ingredients from activity 16 and the blog on Workbook page 34 to help them. Point out that the beginning of the blog is an introduction to the dish she describes in the recipe, including the name of the dish. Remind them what they learned about giving instructions in the previous lesson and write key verbs for recipes on the board as prompts (e.g., *cut/chop, mix, pour, bake, add, serve*).
- Students can then swap books in pairs and read each other's blogs. They can ask questions about their partner's recipe (e.g., *Who do you usually cook it for?*) and say whether they would like to make the recipe their partner has written about.

Ending the lesson

- Play *Ten lives* (see page xvii) with words from the last two lessons (e.g., names of dishes, ingredients, or cooking terms).

Extra activities: see page TB115 (if time)

Skills: *Reading and writing*

Look below! **What does Talia like making?**

17 CD1 56 **Read and listen.**

Sweet ambition

My name is Talia Asp, and I'm from Bergen, in Norway. I want to be a gingerbread artist when I'm older because I like art and I love cooking. Gingerbread is a type of cookie. It's good for art because you can cut it into different shapes.



I like making gingerbread houses the most. They're like a puzzle. You cut the gingerbread into pieces and bake them in the oven. Then you put the pieces together and decorate the house with candy. My mom wanted me to make this house for her birthday.

My town, Bergen, is famous for its gingerbread art. Every December, we make the biggest gingerbread town in the world. There are houses, trains, boats, and cars. This year, my class made a gingerbread boat. Come and visit someday!



18 **Read again and answer the questions.**

1 Where is Talia from?
2 Does she like cooking?
3 What kind of food is gingerbread?
4 What does Talia enjoy making the most?
5 What can you see in Bergen's gingerbread town?
6 What did Talia's class make?

Your turn!

Design some gingerbread art.
What does it look like?
How many pieces of gingerbread do you need?
Who's it for?

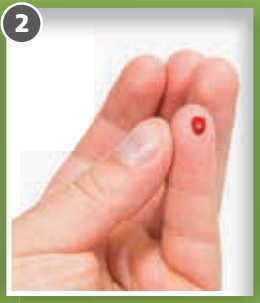
Now write about it in your notebook.

→ Workbook page 35

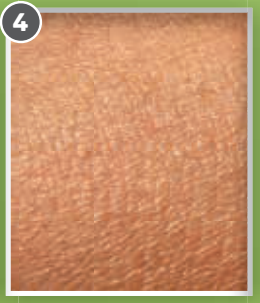

Why is it important to drink water?

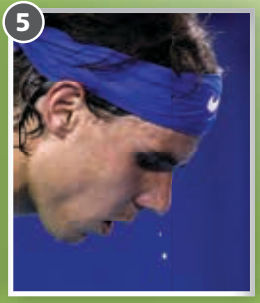
1 CD1 57 Listen and repeat.


humans


blood


brain


skin


perspiration

2 Watch the video.

3 CD1 58 Read and listen.

All plants, animals, and humans need water to live. That's because our bodies need water for nearly everything they do. Our blood needs water to move around the body. Our stomachs need water to digest food. More than 70% of our brains are water, so drinking water helps us think better.

When we do sports and when it's hot, we lose water through our skin. This body water is called perspiration. We put water into our bodies when we drink and eat. When we lose more water than we put into our bodies, we feel tired and we sometimes have a headache. That's why it's important to drink 6–8 glasses of water a day.

4 Answer the questions.

1 Why does our blood need water?
2 How much of our brain is water?
3 From which part of our body do we lose water when it's hot?
4 What happens when we don't drink much water?

5 When do you think you should drink more water?

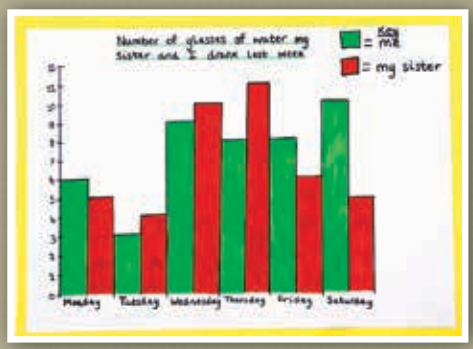
→ Workbook page 36

Guess What!

Frogs don't drink. Water goes into their bodies through their skin.

Project

6 Find out how many glasses of water you and someone in your family drink each day for a week. Make a bar chart.



Lesson aims Students learn about the importance of drinking water.

New language *humans, blood, brain, skin, perspiration, nearly everything, move around, digest, (70)%, a day, lose (water), through, glass (of water)*

Recycled language parts of the body, *plants, animals, need, live, body, stomach, food, help, think, better, do sports, hot, put, drink, eat, tired, have a headache*

Materials CD1 | DVD or two drinking glasses and two pieces of paper towel for each pair/small group of students

Warmer

- Play *Two minutes* (see page xvii) with the heading *Our bodies*. Encourage students to think of body parts and also illnesses (e.g., *head, hair, eyes, nose, ears, mouth, arms, legs, hands, feet, bones, muscles, joints, knees, elbows, sore throat, headache, earache, stomachache, toothache, backache, cough, cold, temperature*).

Student's Book page 44

Why is it important to drink water?

- Point to the photograph and ask *How does she feel?* (*Thirsty.*) *What's she doing?* (*Drinking water.*) Ask *How much water do you usually drink a day – how many glasses?* (explain the meaning if necessary).

Student's Book page 45

1 Listen and repeat.

- Use the photographs to present the new words. Play the recording, pausing for students to repeat.

CD1:57 : see Student's Book page 45

2 Watch the video.

- Play the video.
- If you don't have the video, students can do an experiment to show how water moves. Give each pair/small group of students a glass of water, an empty glass, and two or three pieces of paper towel. Tell them to make a kind of rope from the pieces of paper towel by twisting them together. They put one end of their "rope" into the full glass of water (only the end should be in the water) and the rest of the paper towel rope in the empty glass. Leave the experiment until the end of the lesson, by which time up to half of the water from the full glass should have moved to the empty glass (if left long enough, both glasses will have the same amount of water in them).
- Explain that the water from the full glass has managed to move along the paper towel rope by filling very small spaces in the fibre of the paper. You may wish to point out that plants use the same process to transportation water from the roots to the rest of the plant.

Video 03 : see page TB124

3 Read and listen.

Play the recording while students read the text. Explain any new words, e.g., *nearly everything, digest, percent (%), lose, put back*. Then play the recording again, pausing for students to point to the correct photograph in activity 1 when they hear the relevant words.

- Ask questions, e.g., *Why do our stomachs need water?* (*To digest food.*) *How do we put water back into our bodies?* (*We eat and drink.*) *How many glasses of water do we need to drink every day?* (*Six to eight.*)

CD1:58 : see Student's Book page 45

4 Answer the questions.

- Students read and answer the questions about the text.

Key: **1** To move around the body. **2** More than 70%. **3** Our skin. **4** We feel tired and we sometimes have a headache.

5 When do you think you should drink more water?

- Ask students to think of times when they drink more water, e.g., in hot weather, when they get up in the morning, after eating something salty, after playing a sport or walking/cycling somewhere. Then ask *Do you think you drink enough water? How often do you feel thirsty?*
- Students can then read the Guess What! for the page. Make sure students understand the meaning of *go into* and *through*. Ask students to think of any other animals that don't drink, or drink only rarely (e.g., koalas, some insects), and if they know how plants get water (through their roots).

Workbook page 36

1 Read and circle the correct words.

- Students read and circle the correct words.

Key: **2** perspiration **3** a headache **4** 6–8

2 Look at the bar chart and line graph. Answer the questions.

- Make sure students know how to read the information by asking simple questions, e.g., *How many glasses of water did Juan drink on Friday?* (*Nine.*) Students answer the questions using the information in the diagrams.

Key: **2** Friday **3** Thursday **4** Saturday **5** Juan

3 Look at activity 2. Write questions and ask a friend.

- Students complete questions 1 and 2, write a third one and then ask and answer in pairs.

Key: Answers will vary, but students should add a number and a day for 1 and *did Juan/Carolina drink on* and a day for 2.

Ending the lesson

- Play *Anagrams* (see page xiv) with words from the lesson.

Extra activities: see page TB115 (if time)

Lesson aims Students do a survey and make a bar chart. They also complete the Evaluation in the Workbook.

New language *data*

Recycled language food and drink, family, *glass of water, bar chart* | Students review all unit vocabulary and grammar in the Evaluation.

Warmer

- Review the information from the previous lesson by reading the text from Student's Book page 45, stopping at key points for students to supply the missing word(s), e.g., *All plants, animals, and humans need …* (*water*) *to live.*

Student's Book page 45

6 Find out how many glasses of water you and someone in your family drink each day for a week. Make a bar chart.

- Say *Do you and your family drink enough water? Who in the class drinks the most water? Let's find out.* Make sure students have the charts they used to record their family's water consumption (see *Home–school link* in the Extra activities for TB44 on page TB115).
- Point to the bar chart and remind students of the name of this kind of diagram. Use the key at the top to make sure students understand the use of the green and red bars and elicit that the numbers on the y axis are the total number of glasses of water. Ask students questions about the chart, e.g., *How many glasses of water did the sister drink on Tuesday?*
- Say *Now make a bar chart about you and someone in your family.* Students draw an adapted bar chart for their own family, using the information from the survey they carried out at home. Circulate and help as necessary. Ask, e.g., *How many glasses of water did your dad drink? Who drank more water, you or your dad?*
- Students can compare their bar charts in pairs or small groups. Find out which student's family drank the most water in total.
- Tell students to write some sentences explaining the data in the bar chart, e.g., *My brother drank more water than me last week. He drank 55 glasses of water, but I only drank 38 glasses. I drank more water than him on Monday, but he drank more on Tuesday. On Wednesday we both drank 7 glasses of water.*

Workbook page 37 – Evaluation

1 Read and match.

- Students match the sentence halves.

Key: **2** e **3** a **4** d **5** f **6** c

2 Read and circle the correct answers.

- Students choose the correct phrase to complete each sentence.

Key: **2** to go skateboarding
3 to make tacos for dinner
4 to give to my mom
5 study hard
6 to take to the party
7 visit them last summer

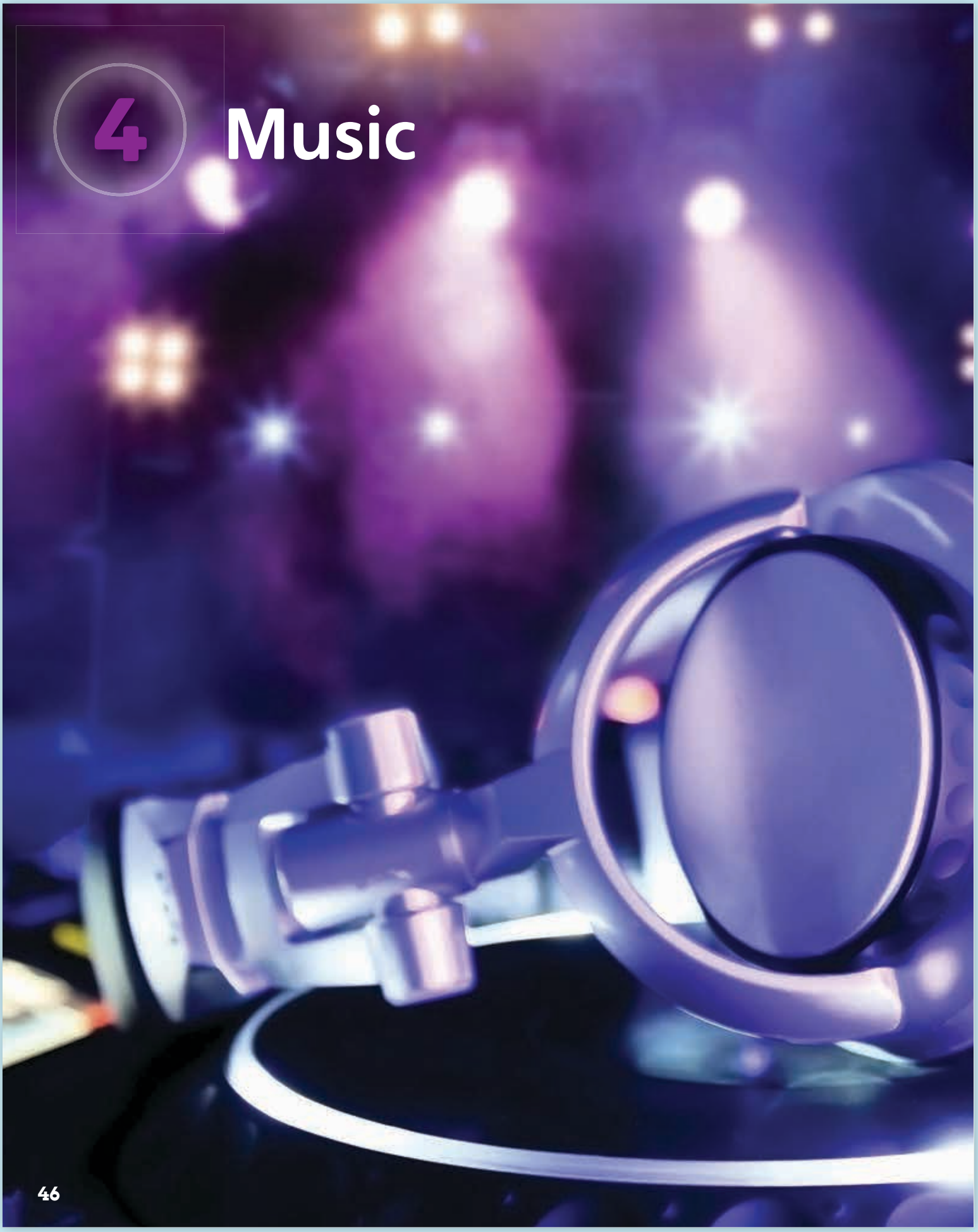
3 Complete the sentences about this unit.

- Students read the list of learning points that have been covered in Unit 3. They check the box next to each thing they can now do and put an X in the box next to anything they're still unsure about. Make a note of any areas students have found difficult, for further review work.
- Students then choose the part of the unit they enjoyed the most and write it down. They can then compare this choice with those made by other students.

Ending the lesson

- Students repeat their favorite activity from the unit.

Extra activities: see page TB115 (if time)



4 Music



Unit aims Students learn about music. This includes:

- learning vocabulary for musical instruments
- describing the way people do things (using adverbs)
- comparing the way people do things (using adverbs)
- talking about which instruments they would like to play
- learning how a string instrument produces high and low notes

Background information The photograph shows equipment that a DJ in a club or disco might use to play and mix tracks.

Introduction to the unit

- Read the title of the unit and ask students to look at the photograph. Then ask *What's Unit 4 about?* (*Music*.)
- Point to the photograph and ask *Who uses these things and where?* (*A DJ in a disco or club*.)
- Elicit the names of kinds of music and write them on the board, e.g., *pop, rock, classical, jazz, folk, heavy metal*. Put the students into pairs and write the following questions on the board for them to ask and answer:
  What kind of music do you like?
  Who's your favorite singer?
  What's your favorite group?
  Do you have a favorite song? What's the title?
- For class feedback, ask volunteers to talk about their partner, e.g., *Fabio likes pop music. His favorite singer is Paula Fernandes. His favorite song is …*
- Point to the photograph and ask *What do we use to play music now?* (*CD/MP3 players*). Then ask *What did people use to play music 100 years ago, before records and CDs?* Present *musical instrument* and ask *Who can play a musical instrument?* Students raise their hands. Ask individuals *Which instrument do you play? How often do you play? Do you take music lessons? Do you play in a band or an orchestra?* If necessary, remind students of the meaning of *band* (they learned *rock band* in *Guess What!* 3) and present *orchestra*.

1 CD2 02 **Listen and look.**

2 CD2 03 **Listen and repeat. Then match.**












a clarinet **b** cymbals **c** drums **d** electric guitar **e** flute
f keyboard **g** saxophone **h** trombone **i** trumpet **j** violin

3 CD2 04 Think **Listen and guess the instruments. Then mime and guess.**

What are these?

They're drums. Picture seven.

4 My World **Which instruments would you like to learn? Ask and answer.**

→ Workbook page 38

Lesson aims Students learn vocabulary for musical instruments.

New language *clarinet, cymbals, drums, electric guitar, flute, keyboard, saxophone, trombone, trumpet, violin | orchestra, Who else (would like to …)? join, both*

Recycled language *quiet, want to be, What can you play? I can play the (violin). I want to learn the (keyboard). I'd like/love to play the (electric guitar), guitar*

Materials CD2 | Four or five music CDs/sound clips of different kinds (rock, pop, classical, folk, jazz) | Word cards: see page TB106 (optional)

Warmer

- Say *Listen. What kind of music is this?* Play a music clip. Elicit answers. Ask individuals *Do you listen to/play this kind of music?* Repeat for the other clips.

Student's Book page 48

- Use the photographs to teach the instruments. Ask *Do you/Does anyone in your family play the (drums)?*

1 Listen and look.

- Present *join (a group/band)*. Say *Listen and look. Do the children want to join the orchestra or the rock band?*
- Play the recording again, pausing to ask questions about the instruments that the children play and the ones they want to learn.

CD2:02

Teacher: Quiet now! So … who wants to be in the school orchestra?
Pedro: I do!
Teacher: OK, Pedro. What can you play?
Pedro: I can play the violin.
Alex: And I can play the trumpet. And I want to learn the trombone!
Teacher: Very good, Alex. What about you, Emma?
Emma: I can play the clarinet … and I can play the saxophone.
Teacher: What about the cymbals? Who can play the cymbals?
Pedro: I can try … hmm. No – not the cymbals. But I'd love to play the drums. … I'd like to play the drums in the school rock band.
Teacher: OK. Who else would like to be in the rock band?
Emma: Me. I'd like to play the electric guitar. I can play the guitar, and I'd like to learn the electric guitar.
Alex: And I'd like to play the keyboard … or I can learn the flute.
Teacher: OK. Thank you, Alex. Well, which do you all want to join – the orchestra or the band?
Emma: Can we join both?
Teacher: OK!

2 Listen and repeat. Then match.

- Play the recording. Students repeat and point.
- Play the recording again. Students say each letter and read the label aloud.

Key: **1** j **2** i **3** h **4** a **5** g **6** b **7** c **8** d **9** f **10** e

CD2:03

1 violin **2** trumpet **3** trombone **4** clarinet **5** saxophone **6** cymbals **7** drums **8** electric guitar **9** keyboard **10** flute

3 Listen and guess the instruments. Then mime and guess.

- Play the recording, pausing for students to guess.
- Students then work in pairs to mime and guess as in the example.

Key: **2** It's a violin. (picture 1) **3** It's a clarinet. (picture 4) **4** It's a saxophone. (picture 5) **5** It's a keyboard. (picture 9) **6** They're cymbals. (picture 6) **7** It's a trumpet. (picture 2) **8** It's an electric guitar. (picture 8) **9** It's a flute. (picture 10) **10** It's a trombone. (picture 3)

CD2:04

1 What are these? *[drums]*
2 What's this? *[violin]*
3 What's this? *[clarinet]*
4 What's this? *[saxophone]*
5 What's this? *[keyboard]*
6 What are these? *[cymbals]*
7 What's this? *[trumpet]*
8 What's this? *[electric guitar]*
9 What's this? *[flute]*
10 What's this? *[trombone]*

4 Which instruments would you like to learn? Ask and answer.

- Students work in pairs to ask and answer.

Workbook page 38

1 Look and write the words.

- Students write the missing instruments.

Key: **2** violin **3** keyboard **4** trombone **5** electric guitar **6** flute

2 Circle the one that doesn't belong.

- Students circle the one that doesn't belong.

Key: **2** trombone **3** flute **4** violin

3 What's your favorite and least favorite instrument?

- Students complete the sentences.

My picture dictionary → Go to page 88: Write the new words.

- Students write the new words under the correct pictures.

Ending the lesson

- Play *Drawing game* (see page xv).

Extra activities: see pages TB115–116 (if time)

Lesson aims Students use adverbs to describe the way people do things. They also practice using rising and falling intonation.

New language adverbs: *well, badly, beautifully, slowly, quickly, loudly, quietly* | *daughter, son*

Recycled language musical instruments, adjectives (*slow, quick*, etc.) | superlatives: *the oldest, the youngest, the best* | present progressive

Materials CD2 | Word cards: see page TB106 | A bag/box (optional)

Warmer

- Review the new instrument names. Then play *Act and guess* (see page xiv) with the word cards.

Presentation

- Get ready for the next stage of the lesson (open your bag, get your book, count your markers, etc.), but very slowly. Make sure the students are watching. Then say *I'm ready. Was I quick or slow?* (*Slow.*) Say *Yes, I opened my bag slowly. I got my book slowly. I counted my markers slowly.* Elicit a translation for *slowly.*

Student's Book page 49

5 Read, listen, and say the names.

- Point to the photographs and say *These children are all from the same family.* Ask *Who's the youngest/oldest? Who's playing the (guitar)?* Tell students they're going to hear the children's mom talking. Present *son* and *daughter* by saying *She has one son. She has two daughters.*
- Say *Listen and say the names.* Students listen and follow, then say the name of the child for each sentence.
- Play the recording again and ask students to follow and raise their hands when they find a word ending in *ly* (like *slowly*). Pause after each adverb and elicit the adjective form and the meaning. Note that *well* is the first adverb in the paragraph – explain that it is the irregular adverb form of *good*.

Key: **1** Jasmine **2** Sam **3** Elisa

CD2:05: see Student's Book page 49

6 Read and say true *or* false.

- Students read the sentences and say if they're true or false. They can also correct the false sentences.

Key: **1** false **2** true **3** true **4** false **5** true

7 Listen and choose the words.

- Read through the sentences with the class and check that they understand the adverbs. Play the recording. Students circle the correct words.
- Play the recording again, pausing to elicit the correct sentence for each clip.

Key: **1** quickly **2** badly **3** quietly **4** loudly **5** beautifully

CD2:06

1 *[sound of someone playing a violin quickly]*
2 *[sound of someone singing badly]*
3 *[sound of someone playing music quietly]*
4 *[sound of someone playing music loudly]*
5 *[sound of someone playing the clarinet beautifully]*

8 Do the ends of the question and answer go up or down? Listen and repeat.

- Tell students to follow in their books as you play the recording, pausing after the individual word for students to show the up and down movement by pointing. Then play the question or answer for the second time and pause for students to repeat, trying to copy the intonation.

CD2:07

Do you play the violin well? … well?
Do you play the violin well?
No, I play it badly. … badly.
No, I play it badly.

- Say *Now listen to these sentences. Do they go up or down?* Play the recording, pausing after each item for students to show the up and down movement by pointing. Then encourage the students to repeat, copying the intonation. Remind the students that these questions go up at the end (because the answer will be *Yes* or *No*) and contrast this with the downward intonation of a *Wh-* question, e.g., *Where did you go?*

CD2:08

1 Is he playing the trumpet quietly?
2 No, he's playing it loudly.
3 Does she sing badly?
4 No, she sings beautifully.
5 Is he running slowly?
6 No, he's running quickly.

Workbook page 39

4 Complete the chart.

- Students complete the table with the adverbs.

Key: loudly, quietly, well, badly, beautifully, quickly

5 Look and write sentences. Use the words in parentheses.

- Students write sentences with adverbs.

Key: **2** Mel plays the trumpet beautifully. **3** Jen plays the flute quietly. **4** Joe plays the electric guitar well. **5** Nina plays the clarinet badly.

6 Complete the sentences about you.

- Students write about the way they do things.

Ending the lesson

- Choose volunteers and give them instructions using adverbs, e.g., *Put on your jacket quickly.* The students do or mime the actions in the correct way.

Extra activities: see page TB116 (if time)

5 CD2 05 Read, listen, and say the names.

Weekends are very noisy at our house. My children all love music.

1 My oldest daughter is the best at music. She plays the guitar well, and she sings beautifully.
2 My son is learning to play the trumpet. He doesn't play badly, but he plays very slowly.
3 My youngest daughter is only three, but she likes playing the keyboard – very loudly!



Sam



Elisa



Jasmine

6 Read and say *true* or *false*.

1 Jasmine plays the guitar badly.
2 Jasmine sings well.
3 Sam can't play the trumpet quickly.
4 Elisa likes playing the cymbals.
5 Elisa doesn't play the keyboard quietly.

Focus!

He plays the trumpet **slowly**.
She sings **beautifully**.
She plays the guitar **well**.

7 CD2 06 Think Listen and choose the words.

1 She's playing the violin **quickly/slowly**.
2 He's singing **well/badly**.
3 She's playing the flute **loudly/quietly**.
4 He's playing the electric guitar **loudly/quietly**.
5 She's playing the clarinet **badly/beautifully**.

Say it!

8 CD2 07 CD2 08 Do the ends of the question and answer go up or down? Listen and repeat.

Do you play the violin well? ↗ *No, I play it badly.* ↘

→ Workbook page 39

9 CD2 09 **How does Emma play the electric guitar? Listen and choose.**

a badly **b** loudly **c** quietly



10 CD2 09 **Listen again and practice.**

Carla: Hi, Emma. What are you doing?
Emma: I'm going to band practice.
Carla: Cool! What instrument do you play?
Emma: I'm learning to play the electric guitar, and I sometimes sing.
Carla: Are you good at singing?
Emma: Not really. Pedro sings more beautifully than I do, but I play the guitar better than he does.
Carla: Who plays more loudly, you or Pedro?
Emma: I do, of course!

Focus!

Pedro sings **more beautifully than** I do.
I play the guitar **better than** he does.
Who plays **more loudly**, you or Pedro? I do.

11 My World **Answer the questions with a friend. Then tell the class.**



1 Who sings more beautifully, you or your friend?
2 Who plays an instrument better?
3 Who sings more loudly?
4 Who reads more quickly?
5 Who speaks more quietly?
6 Who eats more slowly?
7 Who laughs more loudly?
8 Who writes more beautifully?

Max sings more loudly than I do, but I sing more beautifully.

I read more slowly than Anna does.

12 CD2 10 **Go to page 102. Listen and repeat the chant.**

Lesson aims Students compare the way people do things (using adverbs).

New language *(Name) sings more beautifully than I do. I play the guitar better than he/she does. Who sings more beautifully – you or (Name)? (I do./ My friend does.)* | *How does … play the guitar? band practice, laugh*

Recycled language adverbs, *better, worse, What are you doing? Cool! I'm learning to play … , sometimes, Are you good at (singing)? Not really. sing, play, read, speak, eat*

Materials CD2 | Music CD | Photographs of three or four pairs of famous people who have the same profession, e.g., two soccer players, two actors, two guitar players (optional)

Warmer

- Review the adverbs from the previous lesson using mime/actions, then play *Adjective game* (see page xiv), but using actions with adverbs.

Presentation

- Ask the class *Who's good at dancing? Who dances really well?* Ask the student the class think dances well to come to the front (make sure he/she is happy to dance in front of the class). Play a music CD and dance to it yourself. Then ask the student to dance. Ask the class *Who dances better – me or (Name)?* Help them reply *(Name) does* or *You do*. Say *I think (Name) dances more beautifully than I do.*
- Explain that students will practice comparing the way people do things in today's lesson.

Student's Book page 50

9 How does Emma play the electric guitar? Listen and choose.

- Focus on the photograph, elicit the children's names and ask *What does Emma have?* (*An electric guitar.*) *Where do you think she's going?* Accept guesses then say *She's going to band practice.* Explain the meaning of *practice*. Then say *How does Emma play the electric guitar?* Read the three options and check comprehension.
- Say *Listen and choose.* Play the recording. Students listen and choose the correct answer.

Key: b – loudly

CD2:09: see Student's Book page 50

10 Listen again and practice.

- Say *Now listen again. Is Emma good at singing?* Play the recording again. Elicit the answer *Not really. Pedro sings more beautifully than she does.*
- Then play the recording again, pausing for students to repeat. Explain new words and phrases and point out the use of the verb *do* when comparing actions (… *than I do/ … than he does*) and the fact that *better* and *worse* are the comparative forms of *well* and *badly*. Students can also practice the conversation in pairs.

CD2:09: see Student's Book page 50

11 Answer the questions with a friend. Then tell the class.

- Ask volunteers to read the questions and check comprehension of the adverbs and of *laugh*. Say *Answer the questions with a friend*. Students ask and answer in pairs (with someone they know well).
- They report back in groups or to the class, using the speech bubbles to help them.

12 Go to page 102. Listen and repeat the chant.

- Say *Go to page 102. Listen and repeat.* Play the recording. Students listen and repeat the chant, following the text on page 102. Repeat until students are chanting confidently.

CD2:10: see Student's Book page 102

Workbook page 40

7 Read and complete the sentences. Use the words in parentheses.

- Students look at the picture and complete the sentences.

Key: **2** the keyboard more quickly than
3 dances better than Sara does.
4 sings more beautifully than Jess does.
5 plays the drums more quietly than Dan does.

8 Look at activity 7. Write the questions.

- Students write questions for the answers given.

Key: **2** Who sings better/more beautifully, May or Jess? **3** Who dances worse, Rosa or Sara? **4** Who plays the drums more loudly, Dan or Leah? **5** Who dances better/ more beautifully, Rosa or Sara?

9 Complete the sentences about you.

- Students complete the sentences with names and comparative adverbs to make true statements about themselves and their friends or family.

Ending the lesson

- Ask students to write a question comparing two famous people and their abilities, e.g., soccer players, athletes, singers, actors. Students read their questions aloud, e.g., *Who plays tennis better, Dinara Safina or Maria Kirilenko?* and the class votes on the answer.

Extra activities: see page TB116 (if time)

Lesson aims Students reinforce language with a story. They also discuss the value of persevering.

New language *present (n), carefully, tune, to the end, ocarina, copy, That doesn't sound right. persevere*

Recycled language adverbs, *fourth, clue, musical instrument, listen, new, friend, play, We don't want (the yeti) to hear us. yeti, map, compass, He has … , Thank you. You have to … , more quickly, What's happening?*

Materials CD2 | Simple props to represent the map, the compass, and the ocarina for acting out (optional)

Warmer

- Write the word from the sign in the story on the board *EMOCLEW*. Color in the letters *E*, *M*, and *C*. Ask students which words the letters refer to in the previous three episodes of the story (*E = egg, M = map, C = compass*).

Introduction

- Remind students of the previous episode of the story: *What did the children have to look for?* (*An egg.*) *What vegetables did they find?* (*Onions and peas.*) *What did they do with the egg and the vegetables?* (*They made an omelette.*) *Why did they run away?* (*There was a monster/yeti.*) Ask students to guess what the children need to find in this episode. Remind them that the topic of the unit is music. Accept any guesses.

Student's Book page 51

13 Read and listen.

- Read the clue in frame 1 and check that students know the meaning of *present*. Present *tune* and *to the end*. Ask *What's the present?* (*A musical instrument.*) *What kind of instrument? Let's find out.*
- Say *Read and listen*. Play the recording. Students follow the story in their books. At the end, ask *Who's the children's new friend?* (*The yeti.*) *What's the name of the musical instrument?* (*Ocarina.*) See if students know what an ocarina is or explain that it's an ancient instrument. Ask them what kind of instrument it is and how to play it (they can guess by looking at the pictures). (*It's a woodwind instrument. You make a tune by blowing into it and putting your fingers over the holes.*)
- Then play the recording again, pausing to ask more questions: Frame 2: *Why do the children go quietly?* (*They don't want the yeti to hear them.*) Frame 3: *Which lost things do the children find again?* (*The map and the compass.*) Frame 4: *Who gives the children a present?* (*The yeti.*) Frame 6: *What does Jack have to do?* (*Copy the tune.*) Remind students of the meaning of *tune*. Frame 7: *Does Jack play the tune well?* (*No.*) What does he need to do? (*Listen carefully and play slowly.*) Frame 8: *Does Jack play the tune better?* (*Yes, he does.*) Frame 9: Ask which is the new letter filled in on the sign (*o*). Say *The O is for …* (*ocarina*).
- Students can listen to the story again for pleasure or you could pause after each line for them to repeat. Encourage students to use gestures and intonation from the story as appropriate. You could also divide the class into three groups. Each group repeats the lines for one character (Ruby, Jack, or Sofia).

CD2:11 : see Student's Book page 51

Value ***Persevere.***

- Read the value with the class: *Persevere*. Explain the meaning of the word. Then ask *Who perseveres in the story – who tries again and again?* (*Jack – he plays the tune until it's right.*)
- Talk about how important it is to persevere and give some examples from everyday life, e.g., when learning to play a musical instrument, practicing to get better at a sport, or learning to speak a language.
- Ask for examples of when students have persevered. They can talk about it in pairs or share with the whole class.

Workbook page 41

10 Read the story again. Circle the correct words and then number.

- Students read and choose the correct word. They then number the sentences in the correct order, referring back to the story if necessary.

Key: **3** a – Jack **2** b – present **4** d – ocarina

11 Read and complete. Use the words in the box.

- Students read and complete the summary of the story with the words from the box.

Key: **2** yeti **3** present **4** ocarina **5** slowly **6** quickly **7** going

12 What can you do to show the value: persevere?

- Remind students of the value from the story: persevere.
- Students write two sentences. Circulate and help with new language.

Ending the lesson

- Play *Who said it?* (see page xvii).

Extra activities: see page TB116 (if time)

13 CD2 11 Read and listen.



→ Workbook page 41

Skills: *Listening and speaking*

Let's start! What traditional instruments do you have in your country?

14 CD2 12 **Listen and match the instruments to the countries.**

1 

erhu

2 

vuvuzela

3 

bagpipes

4 

bongos

5 

bouzouki

a South Africa **b** Cuba **c** Scotland **d** China **e** Greece

15 CD2 12 **Listen again and choose the words.**

1 People **sometimes/never** play the erhu in rock bands.
2 People usually play the vuvuzela **loudly/quietly**.
3 **All/Some** bouzoukis have eight strings.
4 People usually play bongos with **their hands/sticks**.
5 Bagpipes are **easy/difficult** to play.

16 CD2 13 Talk Time **Decide which instrument you would like to play.**

Which instrument would you like to play?

I'd like to play the …

How do you play the … ?

You play it like a …

Do you think it's easy or difficult?

I think it's …

→ Workbook page 42

Lesson aims Students practice the skills of listening and speaking, with reading in the Workbook. They also talk about instruments they would like to play.

New language *traditional, erhu, vuvuzela, bouzouki, bagpipes, bongos, more than a thousand (years old), still, horn, blow, South Africa, national, Scotland, pipe, at the same time, come out, the 1900s*

Recycled language musical instruments, adverbs of frequency, *instrument, looks like, string, orchestra, loudly, easy/difficult (to play), press, Which instrument would you like to play? I'd like to play the … How do you play the … ? You play it like a …*

Materials CD2 | Word cards: see page TB106) | One or more real traditional instruments from the students' country (or photographs) | A bag/box

Warmer

- Play *What's behind my back?* (see page xvii) with the word cards. Encourage students to guess by asking, e.g., *Is it a (brass) instrument? Can you play it in an orchestra?*

Student's Book page 52

Let's start! What traditional instruments do you have in your country?

- Show a real example or a picture of a traditional instrument from the students' country and ask *What kind of instrument is it?* (*Woodwind/Percussion/Brass/String*). *Can anyone in your family play the … ? What does it look/sound like?* (*A (guitar).*)

14 Listen and match the instruments to the countries.

- Ask the students to look at the photographs and see if anyone is familiar with any of the instruments already.
- Read the country names and check that students know where they are (show them on a map, if necessary).
- Play the recording. Students listen and match.

Key: **1** d **2** a **3** c **4** b **5** e

- Play the recording again and ask, e.g., *How old is (the erhu?) Where do people play it? When do people play it?*

CD2:12

1 This instrument is from China. It looks like a violin, but it has only two strings. Violins have four strings. It's called an erhu, and it's more than a thousand years old. People still play the erhu today in Chinese orchestras and in rock bands, too!

2 The vuvuzela is a kind of horn. It's an instrument you blow – like a trumpet or a flute. It's from South Africa. People don't play the vuvuzela in bands or orchestras. They play vuvuzelas at soccer matches. Some people don't like vuvuzelas because people often play them very loudly.

3 Bagpipes are the national instrument of Scotland. They're called bagpipes because they're made of a bag and pipes! Bagpipes are quite difficult to play. You blow into the pipes to fill the bag with air and press the bag at the same time. The sound comes out of the pipes.

4 Bongos are a type of drum. They're made of wood and animal skin, and they come from Cuba. People usually hold them between their legs and hit them with their fingers and hands.

5 You play the bouzouki like a guitar. There are two types of bouzouki – one with six strings and one with eight strings. This bouzouki is from Greece. People started playing the bouzouki in Greece in the 1900s.

15 Listen again and choose the words.

- Play the recording again. Students choose the words.

Key: **1** sometimes **2** loudly **3** Some **4** their hands **5** difficult

CD2:12

16 Decide which instrument you would like to play.

- Play the example dialog while students read the sentence prompts. Then divide the students into pairs. They discuss the instruments, using the speech bubbles to help them.
- Volunteers can report back to the class (or write about the instrument their partner chose), e.g., *Marta would like to play … . You … . She thinks … .*

CD2:13

A: Which instrument would you like to play?
B: I'd like to play the erhu.
A: How do you play the erhu?
B: You play it like a violin.
A: Do you think it's easy or difficult?
B: I think it's difficult.

Workbook page 42

13 Read Devon's interview. Complete with the correct form of the words in parentheses.

- Students read and complete the interview.

Key: **2** well **3** well **4** badly **5** more beautifully **6** well

***14 Look at activity 13. Read and write* true *or* false.**

- Students read the interview again and write *true* or *false*.

Key: **2** false **3** true **4** false **5** true

15 We know adjectives describe nouns. Adverbs describe verbs.

- Students read about adverbs. They circle three adverbs and underline the related verbs (e.g., *plays beautifully, play well, played badly*).

Ending the lesson

- Play *Act it out* (see page xiv), using known instruments.

Extra activities: see page TB116 (if time)

Lesson aims Students practice the skills of reading and writing, with extended writing in the Workbook.

New language *what else, Austria, make (something) from … , fresh, It takes (about three hours) … , invent, unused, unusual*

Recycled language musical instruments, adverbs (*slowly, carefully*), *What are (these instruments) made of?, sound (n), vegetables, every day, orchestra, make, concert, all over the world, market, buy, love/enjoy …ing, bowl, soup, cook (n), delicious, help (someone) do (something)*

Materials CD2 | Word cards: see page TB106

Warmer

- Write adverbs from the unit on the board as follows: *well, badly, beautifully, slowly, quickly, loudly, quietly, carefully*. Check comprehension and practice pronunciation. Then play *What's missing?* (see page xvii) to review the words for instruments.

Student's Book page 53

Look below! What are these instruments made from?

- Ask students to look at the photograph. Ask *What are they doing with these vegetables?* Students guess. Say *Let's find out.*

17 Read and listen.

- Say *Read and listen.* Play the recording while students read along with the text.
- Check comprehension with a few questions: *Which instruments does the orchestra make?* (*Trumpets, drums, violins, and clarinets.*) *When do they make the instruments?* (*Before each concert.*) *How long does it take to make them?* (*Three hours.*)

CD2:14 : see Student's Book page 53

18 Read again and correct the sentences.

- Say *Now read again and correct the sentences*. Students read and correct, referring back to the article in activity 17.
- Check the activity by asking students to say the corrected sentences.

Key: **1** The Vegetable Orchestra is from Austria.
2 They make all their instruments from vegetables.
3 They buy their vegetables at the market.
4 The musicians make their instruments slowly and carefully.
5 They need more than forty instruments for each concert.
6 People enjoy (vegetable) soup after the concert.

Your turn! Design an unusual instrument.

- Say *Now it's your turn. Design an unusual instrument.* Read the questions in the Student's Book and check that students understand the meaning. Write some ideas / useful language on the board for each of the questions, e.g., *a coconut, a tree, an empty bottle, It sounds like a violin/saxophone/piano. You blow into it. / You hit it with a stick. / You play it like a violin. It has (strings/keys/holes).*
- Students imagine their unusual instrument (it doesn't have to be made from a vegetable). They make notes to answer the questions and draw a picture. Circulate and help with language.
- Students then write a description of their instrument in their notebooks, using the language on the board.
- Students can talk about their instrument in small groups or tell the class. The class can also vote for the best instrument.

Workbook page 43

16 Make notes about someone who had a problem and a friend who helped.

- Remind students of the interview on Workbook page 42. Then focus on the chart on page 43 and ask the questions in relation to Devon. Ask *What was Devon worried about?* (*He joined an orchestra, and the previous violin player played better than he did.*) *How did the children help?* (*They helped him practice.*) *What happened in the end?* (*He played very well at the concert, and the children became his best friends.*)
- Ask students to think of an imaginary situation where someone has a problem and friends help. They then make notes in the chart. Circulate and help with new vocabulary. Provide bilingual dictionaries if necessary.

17 Write an interview about someone who solved a problem with a friend's help.

- Students write their own interview in the space provided. They use their notes from activity 16 and the interview on Workbook page 42 to help them. Point out that the beginning of the interview is an introduction to the person who's being interviewed in it and some background information about the problem.
- Students can practice their interviews in pairs. Volunteer pairs can perform their interview for the class.

Ending the lesson

- Play *Starting letters* (see page xvii) with the word *flute*.

Extra activities: see page TB116 (if time)

Skills: *Reading and writing*

Look below! **What are these instruments made from?**

17 CD2 14 **Read and listen.**

The Vegetable Orchestra

We eat vegetables every day, but what else can we do with vegetables?

In Austria, there is a vegetable orchestra. They make all their own instruments – trumpets, drums, violins, clarinets – and they make them all from vegetables.

The orchestra plays concerts all over the world. Before each concert, the musicians go to the market and buy fresh vegetables. Then they make their instruments slowly and carefully. It takes about three hours because they have to make more than forty instruments for each concert. They love inventing new instruments with different vegetables from around the world.

People always enjoy listening to the Vegetable Orchestra, and after each concert, they enjoy a bowl of vegetable soup! The orchestra's cook makes it from unused vegetables. It's delicious!



18 **Read again and correct the sentences.**

1 The Vegetable Orchestra is from Russia.
2 They make all their instruments from fruit.
3 They buy their vegetables at the supermarket.
4 The musicians make their instruments quickly.
5 They need more than twenty instruments for each concert.
6 People enjoy noodles after the concert.

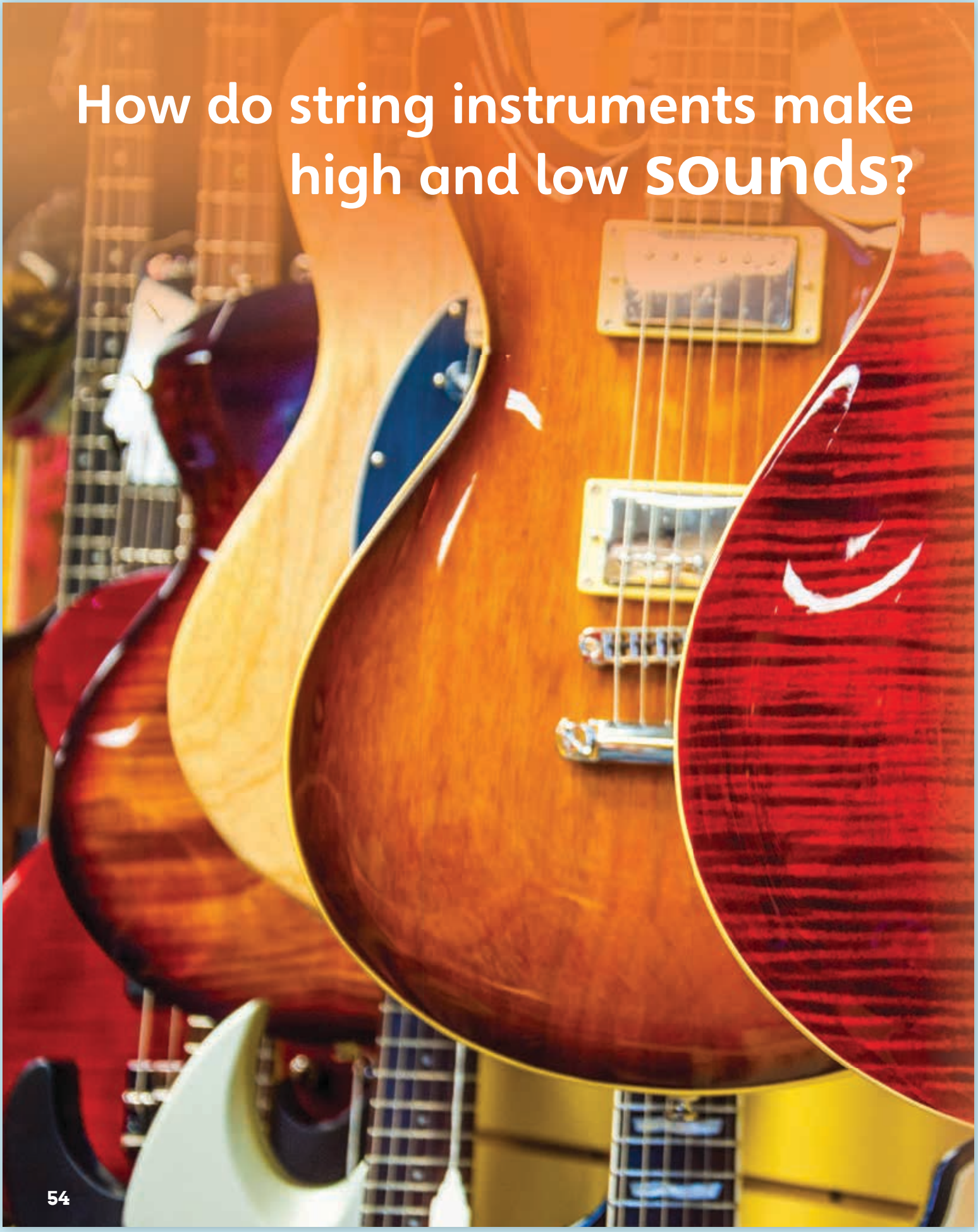
Your turn!

Design an unusual instrument.
What is it made from?
What does it sound like?
How do you play it?

Now write about it in your notebook.

→ Workbook page 43

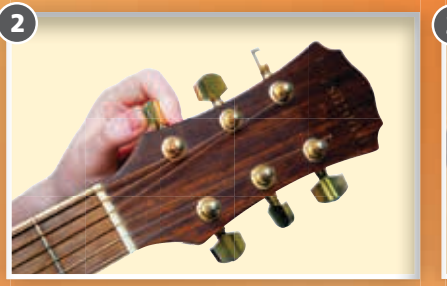
How do string instruments make high and low sounds?



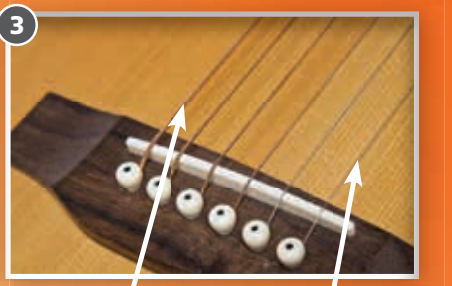
1 CD2 15 Listen and repeat.



vibrate



make tighter



thick string

thin string

2 Watch the video.

3 CD2 16 Read and listen.

When we play a guitar or another string instrument, we make the strings vibrate. When a string vibrates quickly, it makes a high sound. When it vibrates slowly, it makes a low sound. The pitch is how high or low the sound is. How can we change the pitch? There are three ways.

- We can make the string tighter. Tight strings vibrate faster, so they make a higher pitch.
- We can make the string shorter because shorter strings vibrate faster, too.
- We can use thick and thin strings. Thick strings vibrate slowly and make a low sound. Thin strings vibrate quickly and make a high sound.

4 Answer the questions.

1 What word describes how high or low sounds are?
2 What do we hear when something vibrates slowly?
3 Which makes a higher sound, a long string or a short string?
4 Which makes a lower sound, a thick string or a thin string?

5 What sounds do you hear every day? Do they have a high or a low pitch?

Guess What!

When a sound has a very high pitch, sometimes we can't hear it, but dogs can.

Project

6 Find out about an instrument. Draw it and describe how it makes sounds. How can you change the pitch?



→ Workbook page 44

Lesson aims Students learn how string instruments produce high and low notes.

New language *high (sound), low (sound), vibrate, tight(er), thick, thin, pitch, way, make a (low/high) sound*

Recycled language *sound (n), string, hear, quickly, short(er), fast(er), slowly, quickly*

Materials CD2 | DVD | Word cards: see page TB106 | One or more real instruments, if possible, including string instruments | Music clips of different singers with high or low voices, e.g., a soprano and a tenor singing an aria, a jazz singer with a low voice, a folk song with high harmonies (optional)

Warmer

- Play *Elimination* (see page xv) with five word cards.

Student's Book page 54

How do string instruments make high and low sounds?

- If possible, show instruments and elicit the names. Play a high note. If you don't have an instrument, sing a high note. Say *This note is high*. Repeat for *low*. Practice the adjectives by playing/singing different notes and asking students to say *high* or *low*.
- Point to the photograph and elicit that it shows electric guitars. Then ask *What kind of instrument are they?* (*String.*) *Do you like guitar music? What are the names of some famous guitar or electric guitar players?*

Student's Book page 55

1 Listen and repeat.

- Use the photographs to review *string* and present the new words. Play the recording, pausing for students to repeat.

CD2:15 : see Student's Book page 55

2 Watch the video.

- Play the video.
- If you don't have the video, play a game so students can practice describing pitch. Make a space in the classroom and tell students to stand up. Explain that when they hear a high note, they have to stretch up as high as they can, when they hear a low note, they have to curl up into a ball, and when they hear a middle note, they cross their arms. If you play an instrument, play a selection of high, low, and middle-pitched notes. If you don't play an instrument, sing the notes. Students do the correct actions.

Video 04 : see page 124

3 Read and listen.

- Play the recording while students read the text. Explain the meaning of *pitch*. Demonstrate how making a string shorter/tighter makes a note higher (and vice versa) with a real string instrument, if possible.
- Then play the recording again, pausing for students to find and point to the correct photograph in activity 1 when they find the words *vibrate*, *make tighter*, *think string*, and *thin string*.

CD2:16 : see Student's Book page 55

4 Answer the questions.

- Students read and answer the questions about the text.

Key: **1** Pitch. **2** A low sound. **3** A short string. **4** A thick string.

5 What sounds do you hear every day? Do they have a high or a low pitch?

- Ask students to close their eyes and think about the sounds they hear at different times in the day. They make a list and then decide if each sound has a high or low pitch. Circulate and help. Elicit examples, e.g., *alarm clock – high*, *birds singing – high*, *car engines – low*, *people talking – low*, *fridge – low*, *baby crying – high*.
- Ask students which kind of sounds dogs can hear that we can't hear. They can then read the Guess What! for the page to check the answer. Explain that there are special whistles for dogs, which produce sounds that are too high for humans to hear.

Workbook page 44

1 Complete the sentences. Use the words in the box.

- Students read and complete the sentences.

Key: **2** low **3** high **4** lower **5** quickly **6** higher

2 Look and answer the questions.

- Students look and answer the questions.

Key: **2** thin(ner) **3** Alice **4** Because the string is thick(er). **5** The sound is higher.

3 In your notebook, design and write about a string instrument.

- Students design and write about a string instrument.

Ending the lesson

- If you have string instruments, hand them out and ask students to try to play a high sound and then a low sound. Circulate and ask individuals to explain what they did (e.g., *I made the string shorter. / I used a thin string*).
- If you don't have any instruments, write the following words on the board: *string*, *make sounds*, *vibrate*, *change the pitch*, *shorter*, *longer*, *thinner*, *thicker*, *high*, *low*. Students practice explaining how to vary pitch in pairs.

Extra activities: see page TB116 (if time)

Lesson aims Students research and write about an instrument. They also complete the Evaluation in the Workbook.

Recycled language musical instruments, *high, low, pitch, make (high/low) sounds, vibrate, tight(er), thick, thin, short, long, quickly, slowly* | Students review all unit vocabulary and grammar in the Evaluation.

Materials Reference books or internet access | Homemade cards with adverbs: *slowly, quickly, beautifully, carefully, well, badly, quietly, loudly* (optional)

Warmer

- Review *high*, *low*, *long*, and *short* by giving instructions, e.g., *Sing a long, high note. Sing a short, low note.* Students sing notes of the correct pitch/length.
- Write the following sentences on the board:
  1 When strings vibrate quickly, they make _____ sounds.
  2 When strings vibrate slowly, they make _____ sounds.
  3 Tight strings vibrate _____.
  4 Long strings vibrate _____.
  5 Short strings vibrate _____.
- Students complete the sentences in pairs. They refer back to Student's Book page 55 to check their answers.

Key: **1** high **2** low **3** quickly/fast **4** slowly **5** quickly/fast

Student's Book page 55

6 Find out about an instrument. Draw it and describe how it makes sounds. How can you change the pitch?

- Elicit examples of instruments and write them on the board.
- Point to the project in the Student's Book and read the instructions for the activity. Tell students that they can choose an instrument from the board or a different instrument.
- Divide students into pairs or groups and allow them to work with books or class computers to choose and research an instrument together. They will need to find out and note down information such as its shape, how many strings/holes, etc. it has, how to play it and how to vary pitch on it. (Alternatively, students can find out this information at home before the lesson and just share it with their group in this stage of the activity.)
- Students then work together producing a description of their instrument. If students have access to class computers, they can produce this on the computer, copying and pasting a digital picture of their instrument and labeling it with a text box.
- If students don't have computers, they draw a picture of the instrument and write the information about it.
- Students present their description to the class. This can be done using their digital file, on the interactive whiteboard, or by presenting and describing their paper to the class.
- The completed projects can then be displayed in the classroom or kept in digital folders of students' work.

Workbook page 45 – Evaluation

1 Read and complete. Use the correct form of the words in the boxes.

- Students complete the texts with the correct form of the adjectives in the boxes.

Key: **2** badly **3** quietly **4** slowly **5** quickly **6** worse **7** quickly **8** loudly **9** quietly

2 Look at activity 1. Answer the questions.

- Students read and answer the questions.

Key: **2** She asks her to sing more quietly. **3** Yes, she does. **4** Nick does. / Nick runs more quickly. **5** No, she doesn't. She talks loudly and quickly.

3 Complete the sentences about this unit.

- Students read the list of learning points that have been covered in Unit 4. They check the box next to each thing they can now do and put an X in the box next to anything they're still unsure about. Make a note of any areas students have found difficult, for further review work.
- Students then choose the part of the unit they found the most interesting and write it down. They can then compare this choice with those made by other students.

Ending the lesson

- Students repeat their favorite activity from the unit.

Extra activities: see page TB117 (if time)

Review Units 3 and 4

1 CD2 17 Read, listen, and choose the words.

I'm in the school **orchestra/band** with my friend Sally. Sally plays the **flute/drums**, and I play the **clarinet/trumpet**. My family wanted me to learn the **flute/electric guitar**, but I love playing the trumpet **loudly/quietly**!

Last year, our **band/orchestra** went to Moscow to enter a **music/cooking** competition. It was fun, but it was hard work, too. Our teacher wanted **us/me** to learn some very difficult **recipes/music**.

The competition was on the **first/last** evening of our stay. We played **badly/well**, but another **orchestra/band** played more **beautifully/quietly** than we did. **We/They** won the competition, and **we/they** came second.

After the competition, we went to a **restaurant/café** to have dinner. Sally had **fish and chips/noodles**, but I chose **curry/stew** because I wanted to try it. It was delicious!

Maria



2 Read again and say *true* or *false*.

1 Maria's family wanted her to learn the trumpet.
2 Maria enjoys playing her trumpet loudly.
3 They entered a cooking competition in Moscow.
4 Maria's orchestra came second in the competition.
5 They had dinner in a hotel.
6 Maria wanted to try dumplings.

3 My World Think of a competition you entered. Ask and answer.

What type of competition was it?
Where was it?
What did you do to prepare?
Did you win?

4 Write about the competition in your notebook.

→ Workbook pages 46–47

Lesson aims Students reinforce the language of Units 3 and 4.

Recycled language musical instruments, food, *orchestra, band, play (an instrument), want (someone) to do (something)*, adverbs: *loudly, quietly, well, badly, beautifully, more beautifully than, enter a competition, recipe*

Materials CD2 | Word cards for Seasons and weather and Units 1 through 4: see pages TB102–106 (optional)

Warmer

- Ask *What can you remember from Units 3 and 4? Let's find out.* Allow students time to look through the units and at any work displayed in class. Ask *What was easy or difficult? What's your favorite activity?* Encourage students to answer and say why.

Student's Book page 56

1 Read, listen, and choose the words.

- Look at the photograph and ask *What's this?* (*An orchestra.*) *What instruments can you see?* (Students list the instruments.)
- Tell students they're going to read a blog by one of the girls in the photograph. Encourage students to guess which instrument she plays, where she went to enter a competition with the group, and whether they won the competition.
- Say *Let's find out! Read and listen*. Play the recording. Students listen and find out which of the details they guessed correctly.
- Then say *Now listen and choose the words*. Play the recording again. Students listen and choose the words from the text selection each time. They can write the words down in their notebooks, or just point to the correct words.
- Check the activity by asking different students to read the text aloud.

Key: orchestra, flute, trumpet, flute, loudly, orchestra, music, us, music, last, well, orchestra, beautifully, They, we, restaurant, fish and chips, stew

CD2:17

I'm in the school orchestra with my friend Sally. Sally plays the flute, and I play the trumpet. My family wanted me to learn the flute, but I love playing the trumpet loudly! Last year, our orchestra went to Moscow to enter a music competition. It was fun, but it was hard work, too. Our teacher wanted us to learn some very difficult music. The competition was on the last evening of our stay. We played well, but another orchestra played more beautifully than we did. They won the competition, and we came in second. After the competition, we went to a restaurant to have dinner. Sally had fish and chips, but I chose stew because I wanted to try it. It was delicious!
Maria

2 Read again and say true *or* false.

- Students read and choose *true* or *false*, referring back to the text in activity 1.
- Elicit answers and correct sentences for the false ones.

Key: **1** False. They wanted her to learn the flute. **2** True **3** False. They entered a music competition. **4** True **5** False. They had dinner in a restaurant. **6** False. Maria wanted to try stew.

3 Think of a competition you entered. Ask and answer.

- Students think of a competition they entered. They ask and answer about it in pairs, using the example questions to help.

4 Write about the competition in your notebook.

- Students write about the competition in their notebook. They can use the text in activity 1 as a model.

Workbook page 46

1 Read and write the words. Then find and circle.

- Students read the clues and write the words. They then find each word in the word search puzzle.

Key: **2** cymbals **3** sushi **4** keyboard **5** fish and chips **6** trombone **7** noodles **8** flute

2 Read and circle the correct answers.

- Students choose the correct answer to complete each sentence.

Key: **2** wants us to **3** better than **4** to buy **5** very quickly

Ending the lesson

- Play *Simon says* (see page xvi), using instructions with adverbs (*loudly, quietly, quickly, slowly, well, badly*).

Extra activities: see page TB117 (if time)

Lesson aims Students play a board game and continue reinforcing the language of Units 3 and 4.

Recycled language food, musical instruments, adverbs (*quickly, slowly, quietly, badly, slowly, beautifully*), *want (someone) to do (something), go to the (supermarket) to buy (some sushi). Go (back) to (the market). Miss a turn. International festival*

Materials Coins and buttons or game pieces for playing the game | Word cards: see pages TB105–106 and pictures of some of the food and instruments from Units 3 and 4 | Internet access (optional)

Warmer

- Play *Guess the answers* (see page xv) with five questions about the topics of Units 3 and 4, e.g., *How many people would like to eat sushi? How many people can cook dinner? How many people can play a musical instrument well? How many people listen to music quietly at home?*

Student's Book page 57

5 Play the game.

- The aim of this game is to be the first one to reach the center of the board (the square marked *International Festival*). Students play in pairs with a coin and buttons or game pieces. Each student pretends he/she is one of the music groups pictured on square number 1. They need to get to the festival as quickly as possible.
- Students place their button or game piece on the top left-hand square (number 1). They then take turns flipping the coin and moving their game piece around the board (following the numbers). If they flip the heads side of the coin, they move two spaces. If they flip the tails side of the coin, they move one space. When they land on an anagram square, they solve the anagram and say the word. When they land on an instruction square, they read and move their game piece or miss a turn, according to what's written.
- Students can play the game more than once.

Key: Solution to anagram squares: **2** clarinet **3** dumplings **5** noodles **7** kebabs **8** saxophone **12** drums **15** cymbals **18** tacos

Workbook page 47

3 Read and complete the chart.

- Students read the text and the clues to complete the chart.

Key:

	drums	electric guitar	keyboard	sushi	paella	tacos
Peter			✓	✓		
Sarah	✓					✓
John		✓			✓	

4 Answer the questions about you.

- Students answer the questions with information about themselves.

Ending the lesson

- Play *Can I have?* (see page xiv) with the word cards and pictures of some of the food and musical instruments from Units 3 and 4. Student need to ask, e.g., *Can I have the violin?* or *Can I have stew, please?*

Extra activities: see page TB117 (if time)

5 Play the game.

Start here!



2 tenciral

3 splugmind

4 You go to the supermarket to buy some sushi. Miss a turn.



5 lodsone

6 You ate the sushi very quickly, and you're still hungry. Go back to the supermarket.

7 bekbas

8 hoxpasneo

9 Someone is singing beautifully. Go to the café to listen. Miss a turn.



10 You stop at the market to buy an old trumpet. Miss a turn.

11 Your friends want you to try rice and beans. Go back to the café.

12 smurd

13 You can only play the old trumpet very quietly and badly. Go back to the market.



14 You go to the restaurant to have curry, and you eat very slowly. Miss a turn.

15 lambycs

16 You want your friend to practice the piano. Go back to the restaurant.

17 You don't want the other band to arrive earlier than you. Go to 18.

18 satoc

19 You don't have your electric guitar. Go back to the market to buy another one.

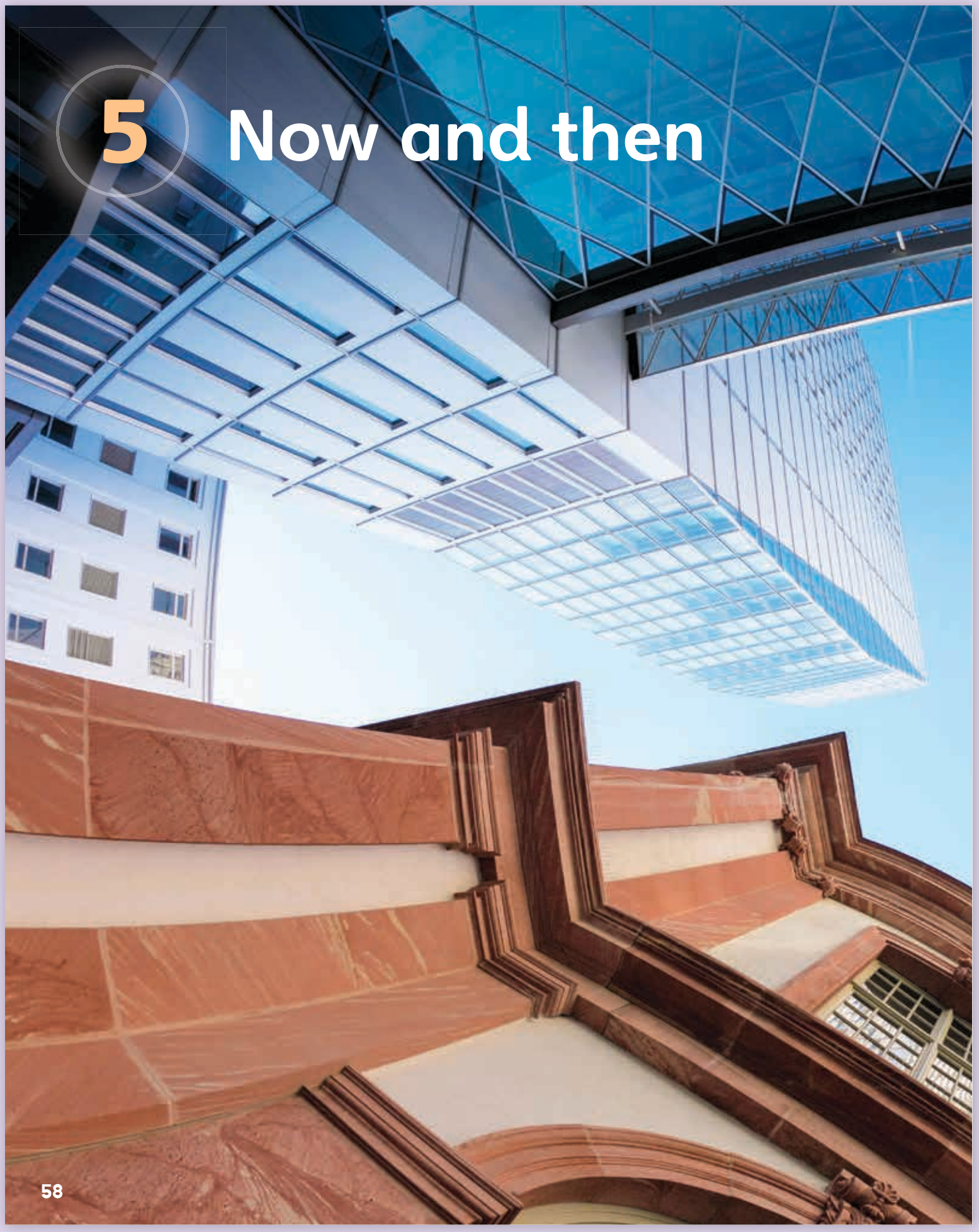




20

Green
Find the word.

Purple
Follow the instruction.



5 Now and then



Unit aims Students will talk about life in the past and in the modern world. This includes:

- learning vocabulary for information technology
- describing what people could and couldn't do in the past
- asking what people could do in the past
- talking about which methods of communication they use
- learning about the role of primary sources in studying history

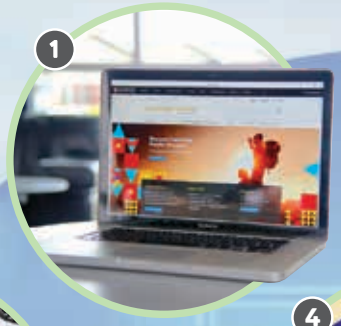
Background information The photograph shows modern and traditional buildings in Frankfurt, Germany.

Introduction to the unit

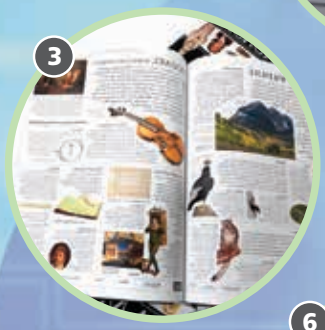
- Ask *What's Unit 5 about?* Encourage students to look at the photograph and figure out the meaning of *Now and then*. Elicit or explain that the unit is about the differences between the past and the present. Ask *What differences can you see between the buildings?* (Possible answers: *Some of the buildings are old, some are modern. The older buildings are made of brick. The more modern buildings have more glass and metal.*) Ask students which kind of building they think is more beautiful.
- Then ask further questions to personalize the topic, e.g., *What kinds of buildings can we see in our hometown / our capital city? Are most of the buildings old or new? Can you think of a famous new/old building? Have you ever visited a very modern building? What's it used for? Did you like it?*
- If time allows, ask *Does anyone in your family have any old things at home? How old are they? Who do they belong to? What are they made of? Are they beautiful?* Students talk about any old objects that they can think of, e.g., pictures, pieces of furniture, items of jewelry. Ask students how these things are different from their modern equivalents, e.g., *Are the materials the same? Are they bigger/smaller? Can you buy these things today?*

1 CD2 18 **Listen and look.**

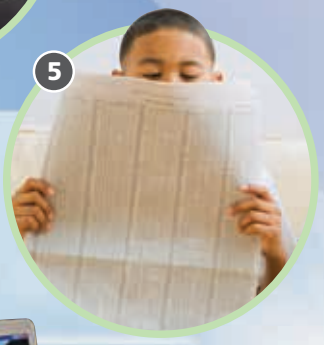
2 CD2 19 **Listen and repeat. Then match.**



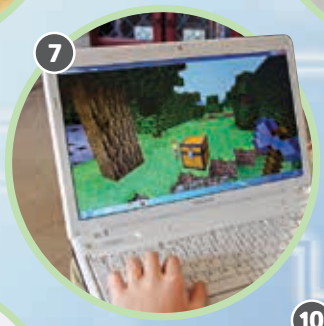


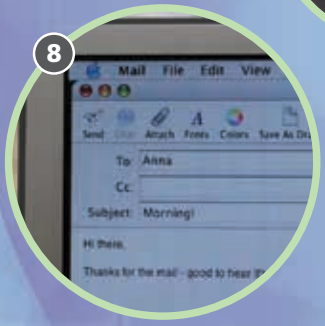




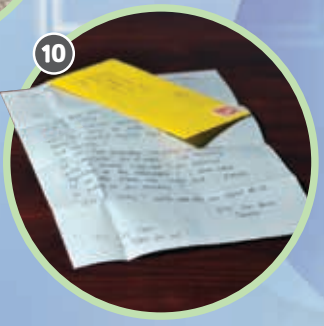












a dictionary **b** e-book **c** email **d** encyclopedia **e** letter
f magazine **g** newspaper **h** online game **i** text message **j** website

3 CD2 20 Think **Listen and guess the words. Then practice with a friend.**

You read this on an e-reader. An e-book!

4 My World **What information technology do you use? Ask and answer.**

→ Workbook page 48

Lesson aims Students learn vocabulary for information technology.

New language *dictionary, e-book, email, encyclopedia, letter, magazine, newspaper, online game, text message, website | information, technology, find out, look (something) up*

Recycled language *ask (someone) to do (something)*

Materials CD2 | A handwritten letter and a printout of an email | Word cards: see page TB107

Warmer

- Show a letter and a printout of an email. Ask *What's the same about these?* Elicit students' ideas. Then ask *What's different?*

Student's Book page 60

- Use the photographs to teach the words. Ask *Which of these things are for communicating with people you know? Which of these things can give us information?*

1 Listen and look.

- Play the recording. Students point to the photographs.
- Play the recording again, pausing to ask questions.

CD2:18

Teacher: OK, class. Today let's talk about information and technology. … Carla. When you're doing homework, how do you find out information?

Carla: I usually use our computer. I look it up on the Internet. There are lots of interesting websites on the Internet, with a lot of information.

Alex: And I sometimes use books – or e-books. I have books and e-books at home.

Teacher: Do you use an encyclopedia?

Alex: Not usually – I use the Internet. But I often use a dictionary to look up words at school.

Teacher: Do you read the newspaper?

Carla: Not really, but I often buy magazines. I like magazines.

Teacher: What about you, Pedro? Do you use the Internet?

Pedro: Yes, but I usually use it to play online games with my friends. There are lots of great online games.

Teacher: Do you send emails to your friends?

Pedro: Yes, or I send them text messages.

Teacher: Do you ever send letters to your friends?

Alex: No, I don't. I sent a letter to my grandma last week. But now she has a new tablet, and she asked me to email her instead!

2 Listen and repeat. Then match.

- Play the recording. Students repeat and point.
- Play the recording again. Students say each letter and read the label aloud.

Key: **1** j **2** b **3** d **4** a **5** g **6** f **7** h **8** c **9** i **10** e

CD2:19

1 website **2** e-book **3** encyclopedia **4** dictionary
5 newspaper **6** magazine **7** online game **8** email
9 text message **10** letter

3 Listen and guess the words. Then practice with a friend.

- Play the recording. Students guess, then practice in pairs.

Key: **1** An e-book. **2** An online game. **3** A dictionary. **4** A letter. **5** An email. **6** An encyclopedia. **7** A newspaper. **8** A text message. **9** A magazine. **10** Websites.

CD2:20

1 You read this on an e-reader.
2 You can play this on a computer, tablet, or smartphone with your friends.
3 You can use this to look up difficult words. It's a type of book.
4 You write this on paper and send it to your friends or family.
5 You can send this to your friends and family, too. But you don't write it on paper. You send it on a computer, tablet, or smartphone.
6 You can use this to find out information. It's a kind of book.
7 This isn't a book, but it's made of paper. People read these every day to find out news and information.
8 You can use your cell phone to send this to your friends and family.
9 This is like a newspaper, but it's usually more colorful. You can find information and interesting stories in this.
10 You visit these on the Internet.

4 What information technology do you use? Ask and answer.

- Students work in pairs to ask and answer.

Workbook page 48

1 Read and complete the sentences.

- Students complete the sentences.

Key: **2** dictionary **3** online games **4** e-book **5** letter

2 Look and write the words in the chart.

- Students write the words in the columns.

Key: ✗ a letter, an encyclopedia, a magazine,
✓ a website, an email, an e-reader

3 How often do you use the things in activities 1 and 2?

- Students complete the sentences.

My picture dictionary → Go to page 89: Write the new words.

- Students write the new words under the correct pictures.

Ending the lesson

- Play *Memory 1 through 10* (see page xvi) with the word cards.

Extra activities: see page TB117 (if time)

Lesson aims Students talk about what people could and couldn't do in the past. They also practice sentence stress.

New language *People could buy books in 1980. They couldn't buy e-books. What could people do (before 1980)?*

Recycled language information technology, pronouncing years, past tense, *life*, *was born*

Materials CD2 | Word cards: see page TB107 | An old portrait-style photograph of a person and a picture of a painted portrait (from books or the Internet)

Warmer

- Play *Pass the word cards* (see page xvi). When you say *Stop!*, students define the word or ask a question.

Presentation

- Write some years on the board and practice pronunciation. Remind students that we usually pronounce years as two numbers (e.g., *1984 = Nineteen eighty-four*), but we say *Two thousand …* for years 2001 through 2009. Ask *When were you born?*
- Ask students *When did people take the first photograph?* Elicit guesses and then write *1839* on the board. Show a photograph and say *Today people can take photographs. They could take photographs in 1840. What happened in 1839 and before? Did people take photographs?* (*No.*) Show a painted portrait. Say *They couldn't take photographs. They could paint portraits.*
- Ask about different dates, helping them to reply with *could* or *couldn't*, e.g., *What about 1956?* (*People could take photographs.*) *And 1824?* (*They couldn't take photographs.*)

Student's Book page 61

5 Read and listen.

- Direct students to the title and ask *How many years ago is 1980? How old is Sally now?* and *How old was she in 1980?*
- Play the recording while students read and listen. Then ask *Could people send emails in 1980?* Elicit the short answer *No, they couldn't.*
- Play the recording again and ask students to follow and raise their hands when they find *could* or *couldn't*.

CD2:21 : see Student's Book page 61

6 What could people do before 1980? Read and choose.

- Students read and choose *could* or *couldn't*.

Key: **1** couldn't **2** could **3** could **4** could **5** couldn't

7 Read and find the mistakes in Sally's to-do list.

- Say *When did Sally write this list?* (*8th February, 1989.*) Say *Read and find the mistakes.* Read the example speech bubble with the class.
- Students make sentences with *couldn't* in pairs.

Key: People couldn't send emails in 1989. People couldn't use the Internet in 1989. People couldn't check websites in 1989.

8 Which words sound the strongest? Listen and repeat.

- Say *Which words sound stronger?* Tell the students to look at the words in **bold** and play the recording, pausing after the "strong" words. Then play the sentence for the second time and pause for students to repeat, trying to put the stress on the same words.

CD2:22

People could **read books**. People … read … books
People could **read books**.
They **couldn't send emails**. couldn't … send … emails
They **couldn't send emails**.

- Say *Now listen to these sentences. Which words are the strongest?* Play the recording, pausing for students to tell you the "strong" words. Remind students that we stress important words. Then encourage the students to repeat, stressing the correct words.

CD2:23

1 They could **write letters**.
2 They **could**n't **v**isit **web**sites.
3 They **couldn't read e-books**.
4 He could **read** when he was **five**.
5 I **couldn't swim** when I was **three**.
6 I could **walk** when I was **two**.

Workbook page 49

4 Look and complete the sentences with could *or* couldn't.

- Students complete the sentences.

Key: **2** couldn't **3** could **4** could **5** couldn't

5 Look at activity 4. Write sentences about Mary.

- Students write sentences using the words given.

Key: **2** Mary could use an encyclopedia in 1970. **3** Mary couldn't send an email in 1970. **4** Mary could use the Internet in 2010. **5** Mary couldn't read an e-book in 1970.

6 Put the words in order.

- Students reorder the words and write the sentences.

Key: **2** Your father could use a dictionary when he was young. **3** People could play online games in 1995. **4** Sam's mother couldn't read e-books in 1980. **5** My grandfather could send letters in 1970.

Ending the lesson

- Ask *What could you do when you were five? What couldn't you do that you can do now?* Students write sentences. Elicit ideas.

Extra activities: see page TB117 (if time)

5 CD2 21 Read and listen.

Life in 1980

Sally Rogers was born in 1980. How was life different then?

Most people didn't have a computer at home in 1980. They couldn't use the Internet or websites. They watched the news on TV or they bought newspapers, magazines, or books. They couldn't buy e-books. People could call or send letters to their friends, but they couldn't send emails. Now we can send emails to friends all over the world.



6 What could people do before 1980? Read and choose.

1 People **could/couldn't** use websites.
2 They **could/couldn't** buy books.
3 They **could/couldn't** send letters.
4 They **could/couldn't** buy encyclopedias.
5 They **could/couldn't** use the Internet.

Focus!

People **could buy** books in 1980. They **couldn't buy** e-books.

7 Think Read and find the mistakes in Sally's to-do list.

February 8, 1989

- Ask Dad for an e-book for my birthday.
- Send Grandma an email.
- Ask Mom to buy my favorite magazine.
- Use the Internet to do my science project.
- Check Jane's website.

People couldn't buy e-books in 1989!

Say it!

8 CD2 22 CD2 23 Which words sound the strongest? Listen and repeat.

People could **read books**. They **couldn't send emails**.

→ Workbook page 49

9 CD2 24 **What is Alex doing? Listen and choose.**

a watching television **b** reading a book
c playing an online game



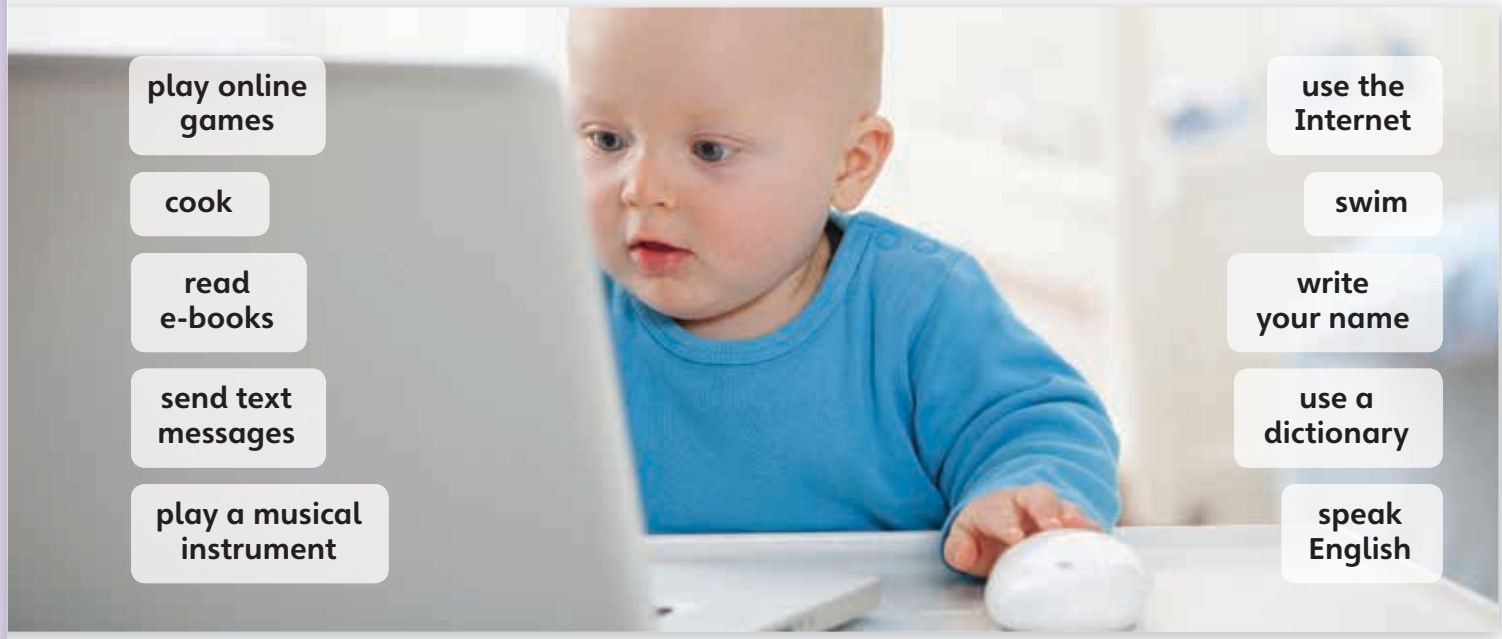
10 CD2 24 **Listen again and practice.**

Grandpa: What are you doing, Alex?
Alex: I'm playing online chess with Pedro.
Grandpa: Online chess?
Alex: Can you play online chess, Grandpa?
Grandpa: No, I can't. I'm not good at using computers.
Alex: Could you play online games when you were young?
Grandpa: No, I couldn't. There weren't any computers then.
Alex: Could you watch television?
Grandpa: Yes, I could. We had a television, but it was black and white.
Alex: Could you read books?
Grandpa: Yes, of course, Alex. I'm not that old!

Focus!

Could you **play** online games when you were young?
Yes, I **could**. / No, I **couldn't**.

11 My World **Make questions. Then ask and answer.**



Could you use the Internet when you were 1?

No, I couldn't.

Could you swim when you were 7?

Yes, I could.

12 CD2 25 **Go to page 103. Listen and repeat the chant.**

→ Workbook page 50

Lesson aims Students ask and answer about what people could do in the past.

New language *Could you (play online games) when you were (young/seven)? Yes, I could./No, I couldn't.* | *chess, I'm not good at (computers), black and white, I'm not that old.*

Recycled language information technology, present progressive, simple past, hobbies and skills: *play online games, use the Internet, cook, swim, read e-books, write your name, send text messages, use a dictionary, play a musical instrument, speak English, Can you … ? No, I can't. There weren't any … , of course*

Materials CD2 | Word cards: see page TB107 | A photograph of a chess game (or a real chess set) | Homemade cards with verbs from the lesson (*play, use, cook, swim, read, write, send, play, speak*) or statements using *could/couldn't* for *Find someone who* (optional)

Warmer

- Play *Bluff* (see page xiv). Help the students with cards to make sentences using *could/couldn't* and the word on their card, e.g., *People could read magazines in 1960*.

Presentation

- Think of something you couldn't do when you were young, but your students probably could, e.g., say *I couldn't use a tablet when I was eight. Could you use a tablet when you were eight?* Help students to reply *Yes, I could* or *No, I couldn't.*
- Repeat with two or three more questions, e.g., *Could you send a text message when you were eight? Could you play computer games when you were eight?*

Student's Book page 62

9 What is Alex doing? Listen and choose.

- Ask *Who can you see in the photograph?* (*Alex and his grandpa.*) *What's he doing?* Read the three options and check comprehension.
- Say *Listen and choose.* Play the recording. Students listen and choose the correct answer. Ask *What game is he playing?* Check that students know what *chess* is (show a photograph of a chess game or a real chess set, if possible).

Key: c – playing an online game

CD2:24 : see Student's Book page 62

10 Listen again and practice.

- Say *Now listen again. Can Alex's grandpa play online games?* Play the first half of the recording, pausing to elicit the answer (*No, he can't.*). Then ask *Could his grandpa watch television when he was young?*
- Continue the recording for students to find and say the answer (*Yes, he could.*). Ask *What kind of television was it?* and check that students know the meaning of *black and white*. Continue the recording and elicit the meaning of the last line *I'm not that old!*
- Then play the recording again, pausing for students to repeat the dialog. Students can also practice it in pairs.

11 Make questions. Then ask and answer.

- Ask volunteers to read the example speech bubbles. Say *Ask and answer questions with a friend*. Ask some more questions using the prompts and different ages, e.g., *Could you write your name when you were two? Could you speak English when you were four?*
- Students then continue the activity in pairs. They use the example speech bubbles and the Focus! box to help.

12 Go to page 103. Listen and repeat the chant.

- Say *Go to page 103. Listen and repeat.* Play the recording. Students listen and repeat the chant, following the text on page 103. Repeat until students are chanting confidently.

CD2:25 : see Student's Book page 103

Workbook page 50

7 Look and answer the questions.

- Students look at the pictures and answer the questions.

Key: **1** couldn't **2** Yes, he could. **3** No, he couldn't. **4** No, he couldn't. **5** Yes, he could.

8 Write the questions and complete the answers.

- Students write questions and complete the answers.

Key: **2** Could Miguel play online games when he was six? Yes … could **3** Could Miguel juggle when he was ten? No … couldn't **4** Could Miguel skateboard when he was seven? No … couldn't.

9 Write questions and answers about you.

- Students answer the example question about themselves and then write questions of their own and answer them.

Key: **2** Could you do cartwheels when you were nine?

Ending the lesson

- Play *Last one standing* (see page xvi), using sentences with *could* and *couldn't* and different ages, e.g., say *I couldn't swim when I was six.* Students who agree with you stay standing. Those who could swim when they were six sit down. Ask a standing student *Could you swim when you were six?* (*No, I couldn't.*) then ask a sitting student to elicit *Yes, I could.* Repeat with different sentences about different skills/hobbies, asking checking questions with *Could you … ?* each time, until there's one student left.

Extra activities: see page TB117 (if time)

Lesson aims Students reinforce language with a story. They also discuss the value of protecting your friends.

New language *pick (something) up, take (something) with you, journey, protect*

Recycled language information technology, *mountains, We need to … , climb, fifth clue, send, give news, be careful, dangerous, thank you, Are you OK? follow, yeti, cave, Don't sit down, snake, address*

Materials CD2 | A bag/box

Warmer

- Play *Sentences in a bag* (see page xvi). Students write a verb or ability and an age from 0 to the oldest age in your class, e.g., *ski – 11*. When the slip is drawn, the student makes a true sentence using *could/couldn't*, e.g., *I couldn't ski when I was 11.*

Introduction

- Remind students of the previous episode of the story: *Who was the children's new friend?* (*The yeti.*) *What present did he give them?* (*An ocarina.*) *What did Jack have to do?* (*Copy the yeti's tune on the ocarina./Play the ocarina.*) *What happened at the end?* (*The children went somewhere else.*) Ask students to guess where the children go in this episode and what they need to find.

Student's Book page 63

13 Read and listen.

- Read the clue on the tablet and check that students know the meaning of *pick up* and *take with you*. Say *What do the children pick up and take with them? Let's find out.*
- Say *Read and listen.* Play the recording. Students follow the story in their books. At the end, students can answer the opening question (*A letter*). Check the meaning of any new words, e.g., *journey*.
- Then play the recording again, pausing to ask more questions: Frame 1: *Where are the children?* (*In the mountains.*) *What do they have to do?* (*Climb the mountain.*) Frame 3: *Is the mountain safe?* (*No, it's dangerous.*) Frame 5: *Who helps Ruby?* (*The yeti.*) Frame 6: *Where does the yeti go?* (*Into the cave.*) Frame 7: *Why can't Jack sit down?* (*Because there's a snake.*) Frame 8: *Where's the letter?* (*Under the snake.*) Frame 9: *What's on the letter?* (*An address.*) Ask which is the new letter filled in on the sign (*L*). Say *The l is for …* (*letter*).
- Students can listen to the story again for pleasure or you can pause after each line for students to repeat. Encourage students to use gestures and intonation from the story as appropriate. You could also divide the class into three groups. Each group repeats the lines for one character (Ruby, Jack, or Sofia).

CD2:26 : see Student's Book page 63

Value ***Protect your friends.***

- Read the value: *Protect your friends*. Check that students know the meaning of *protect*. Students think of ways the story shows the characters protecting their friends (*Sofia tells Ruby to be careful. The yeti catches Ruby before she falls off the mountain. Jack asks Ruby if she is OK. Sofia and Ruby tell Jack about the snake*).
- Ask students to find lines in the story used to protect people or to thank people for protecting them: *Be careful … It's dangerous. Thank you. Are you OK? Don't sit down!*
- Encourage students to think of times when they can protect their friends, e.g., when playing sports, when crossing the street, if they see a dangerous animal or insect nearby. Ask students if they've ever protected someone in a dangerous situation or prevented an accident.

Workbook page 51

10 Read the story again. Match and then number.

- Students read and match the sentence halves. They then number the sentences in the correct order, referring back to the story if necessary.

Key: **4** c **3** d **1** b **2** a

11 Read and complete. Use the words in the box.

- Students read and choose the correct word from the box.

Key: **2** snowing **3** catches **4** cave **5** rock **6** snake **7** Sofia **8** Emoclew

12 What can you do to show the value: protect your friends?

- Students think of two more ways they can protect their friends. They write two sentences, then compare with the class. Circulate and help with new language.

Ending the lesson

- Play *True or false* (see page xvii) with the following sentences about the story:
  1 *The children need to cross a river to get to Emoclew.* (*False. They need to climb a mountain.*)
  2 *The fifth clue is something you can pick up.* (*True.*)
  3 *Sofia is worried about Ruby.* (*True.*)
  4 *Jack rescues Ruby.* (*False. The yeti rescues Ruby.*)
  5 *The children follow some footprints into the cave.* (*False. They follow the yeti.*)
  6 *They find a letter under a snake.* (*True.*)

Extra activities: see page TB117 (if time)

13 CD2 26 Read and listen.



→ Workbook page 51

Value: Protect your friends

Skills: *Listening and speaking*

Let's start! How do you communicate with your friends?

14 CD2 27 **When were these forms of communication invented? Listen and match.**

a 

smoke signals

b 

the World Wide Web

c 

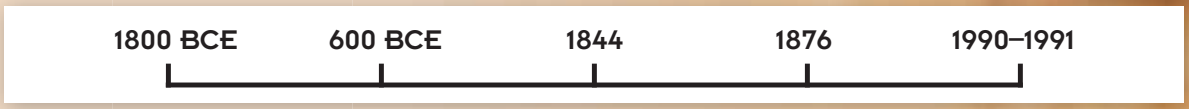
telegram

d 

telephone

e 

letters



15 CD2 27 **Listen again and answer the questions.**

1 Which is the oldest form of communication?
2 Could people send letters in the post in 600 BCE?
3 Could people send telegrams more quickly or more slowly than letters?
4 What did Alexander Graham Bell invent?
5 Is communication easier or more difficult with the Internet?

16 CD2 28 Talk Time **Talk about forms of communication with a friend.**

Which forms of communication do you use? — I use …

Which do you use the most? — I use … the most.

What do you use it for? — I use it for …

→ Workbook page 52

Lesson aims Students practice the skills of listening and speaking, with reading in the Workbook. They also talk about which forms of communication they use.

New language *communicate, timeline, BCE, smoke signals, the World Wide Web, telegram, Ancient China, tower, signal danger, call for help, in the post, messenger, take (time) – They took a long time, across long distances, invented, Which forms of communication do you use? Which do you use the most?*

Recycled language information technology, past tense, *could/couldn't, had to, (more) quickly*

Materials CD2

Warmer

- Play *Two minutes* (see page xvii) with the heading *Communication*. Leave students' ideas on the board.

Student's Book page 64

Let's start! How do you communicate with your friends?

- Ask *How do you communicate with your friends?* Elicit ideas, then ask, e.g., *How often do you send emails? How many text messages do you send in one day?*

14 When were these forms of communication invented? Listen and match.

- Explain the meaning of *smoke signals*, *the World Wide Web*, and *telegram*. Teach *timeline* and ask volunteers to read each date on the line. Explain the meaning of *BCE*. Give students time to guess which photographs match the dates.
- Play the recording. Students listen and match.

Key: **a** 1800 BCE **b** 1990–1991 **c** 1844 **d** 1876 **e** 600 BCE

CD2:27

How do you communicate with people far away? Do you call them on your cell phone? Do you email them? How did people communicate in the past?

The oldest form of communication is the smoke signal. People in Ancient China used the smoke signal in 1800 BCE. They sent messages from tower to tower on the Great Wall of China to signal danger or call for help.

People began writing letters in 600 BCE. But they couldn't send them in the mail. Messengers had to carry the letters and give them to people. They took a long time to arrive!

In 1844, Samuel Morse sent the first telegram. People could send telegrams more quickly than letters. But they still couldn't talk to each other across long distances.

Alexander Graham Bell invented the telephone in 1876. Now people could talk, but they had to be near a telephone! There weren't any cell phones until 1973.

Tim Berners-Lee invented the World Wide Web in 1989. Now people all over the world can communicate quickly and easily with the Internet.

15 Listen again and answer the questions.

- Play the recording again. Students listen and answer.

Key: **1** Smoke signals. **2** No, they couldn't. (They used messengers.) **3** More quickly. **4** The telephone. **5** It's easier.

16 Talk about forms of communication with a friend.

- Play the example dialog while students read the prompts.
- Then make pairs. Students talk about the forms of communication, using the speech bubbles to help them.
- Volunteers report back, e.g., *Bartek uses his cell phone the most. He also sometimes writes letters to his aunt. He uses his phone for sending text messages and photographs. He doesn't often use it for phone calls.*

CD2:28

A: Which forms of communication do you use?
B: I use my laptop and my cell phone.
A: Which do you use the most?
B: I use my cell phone the most.
A: What do you use it for?
B: I use it for texting my friends and for playing online games.

Workbook page 52

13 Read Robert's essay. Then look at the pictures and circle ☺ or ☹.

- Students read and circle the correct faces.

Key: **1** ☹ **2** ☺ **3** ☺ **4** ☹

14 Look at activity 13. Complete the sentences.

- Students read the essay again and complete the sentences.

Key: **2** for help (in an emergency) **3** a good restaurant **4** their family and friends **5** using cell phones is dangerous

15 We join two sentences together using or. We use or when there's a choice.

- Students read about using *or* and then underline the sentences with *or* and circle the choices, e.g., *But our grandparents couldn't call* or *text their friends on cell phones. We can even go online with smartphones to get directions* or *find a good restaurant. We see people playing games* or *texting on their phones when they're with their family and friends.*

Ending the lesson

- Books closed. Write the title *cell phones* on the board. Then write two headings: *Good things* and *Bad things*. Elicit the good and bad points and see if everyone agrees with Robert's opinions.

Extra activities: see page TB118 (if time)

Lesson aims Students practice the skills of reading and writing, with extended writing in the Workbook.

New language *virtual learning, Chinese, real, download, check, (talk) to each other, video chat tool, conversation classes*

Recycled language information technology, *learn, study, have lessons, teacher, at home, ask (questions), of course, Her name is … , She lives in … , China, online, Can you … ? talk, Where does she work? café, need, computer, Do you like … ? fun, Spain*

Materials CD2 | 10 homemade cards with a year on each one (from BCE to 2000 and beyond)

Warmer

- Play *Stand in order* (see page xvi) with cards with years written on them. Hand out the cards to ten volunteers and ask them to arrange themselves in order at the front, saying the years in English as they do so. When they're ready, ask the students to read the dates aloud to the rest of the class and get the rest of the class to say if they're in the correct order or who needs to move (e.g., *1846 is before 1872*).

Student's Book page 65

Look below! Where does Kim work?

- Use the photographs to introduce Pilar and Kim. Then ask *Where does Kim work?* Students guess: *in an office, in a café, in a restaurant*. Accept any answers and then say *Let's read the article and find out.*

17 Read and listen.

- Say *Read and listen.* Play the recording while students read along with the text. Make sure that students understand any new words. Then check the answer to the opening question: *She works anywhere – at home, in a café, and on vacation.* Ask *Where does Pilar live?* (*Spain.*) *Where does Kim live?* (*China.*)
- Ask students *What's good/bad about virtual learning?*

CD2:29 : see Student's Book page 65

18 Read again and complete the sentences.

- Students read and complete the sentences, referring back to the article in activity 17.
- Check the activity by asking students to say the completed sentences.

Key: **1** home **2** online **3** website … emails **4** have conversation classes **5** computer … Internet **6** fun

Your turn! Think about technology you have in your school.

- Say *Now it's your turn. Think about technology you have in your school.* Read the questions in the Student's Book and check that students understand the meaning. Students first work in pairs to write a list of the kinds of technology in their school. Elicit ideas and write them on the board (possible ideas: *interactive whiteboards, a computer suite, headphones, laptops, internet access*).
- Students then ask and answer about each kind of technology, using the first question in the box.
- Elicit ideas of kinds of technology students would like to have in school and have a class vote on which kind of technology is the most popular (possible ideas: tablets, virtual teaching sessions, homework website, student portals). Ask whether students would like to have a virtual teacher and encourage students to give reasons for their answers.

Workbook page 53

16 Make notes about a kind of technology. Complete the chart about the good and bad things about it.

- Remind students of Robert's essay on Workbook page 52. Make sure students choose different kinds of technology (not cell phones and not the Internet if you did the *Extension activity* for the previous lesson). They make notes in both columns of the chart.

17 Write an essay about the good and bad things about a kind of technology.

- Ask students to look back at Robert's essay and to think about the topic of each paragraph (the first is an introduction to the topic; the second covers all the good things about cell phones; the third is about the bad things; and the final part of the essay gives Robert's opinion).
- Students write their own essay in the space provided. Encourage them to use a similar structure to Robert and to avoid stating their personal opinion (*I think …*) until the end. They use their notes from activity 16 to help them.
- Students can read each other's essays and say which have the best arguments.

Ending the lesson

- Play *Correct my mistakes* (see page xv), making false sentences about the text on Student's Book page 65, e.g., *Pilar is learning English.* (*No, she isn't. She's learning Chinese.*) *Pilar has lessons in a café.* (*No, she doesn't. She has lessons at home.*) *Her teacher is not a real person.* (*Yes, she is.*) *Pilar sends letters to Kim.* (*No, she doesn't. She sends emails.*) *Pilar doesn't talk to Kim.* (*Yes, she does (online).*) *Kim can work without her computer.* (*No, she can't. She needs a computer and the Internet.*)

Extra activities: see page TB118 (if time)

Skills: *Reading and writing*

Look below! Where does Kim work?

17 CD2 29 **Read and listen.**



Virtual learning

Pilar is learning Chinese. But she isn't studying it at school. She has lessons with a virtual teacher at home. We asked her some questions.

Is your virtual teacher a real person?
Yes, of course. Her name is Kim, and she lives in China. She's called a virtual teacher because she teaches me online. I download activities from a website. Then I email my work to Kim, and she checks it.

Can you talk to each other?
Yes, we use a video chat tool. We have conversation classes, and I ask her questions.

Where does Kim work?
She works at home, in a café, and even on vacation! She just needs a computer and the Internet.

Do you like virtual learning?
Yes, it's fun. I live in Spain, but I have lessons in China!

18 **Read again and complete the sentences.**

1 Pilar is studying Chinese at _____ .
2 A virtual teacher teaches _____ .
3 Pilar downloads work from a _____ , and _____ it to Kim.
4 Pilar and Kim use a video chat tool to _____ .
5 Kim uses a _____ and the _____ for her work.
6 Pilar thinks virtual learning is _____ .

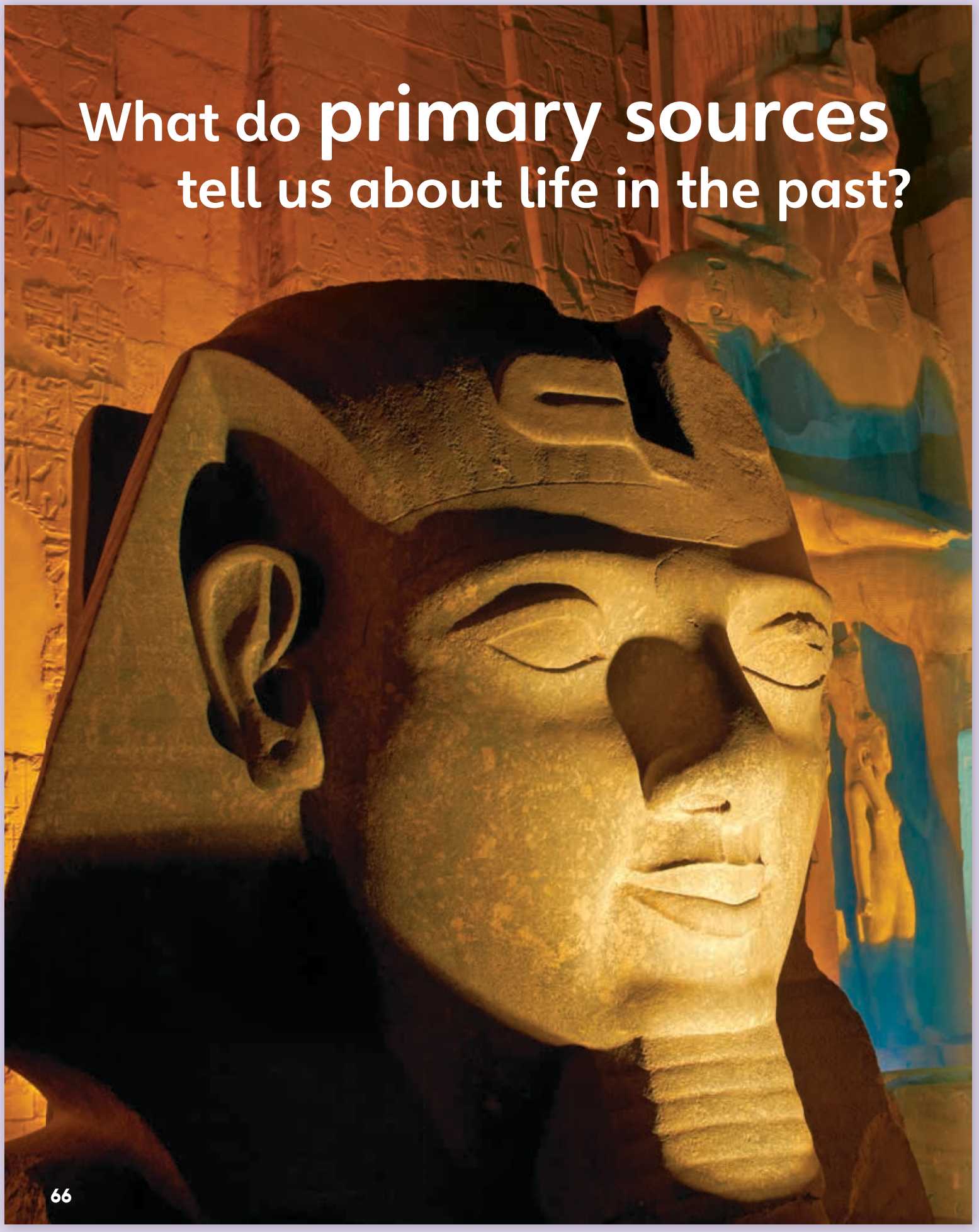
Your turn!

Think about technology you have in your school.
What do you use it for?
What technology would you like to have?
Would you like to have a virtual teacher?

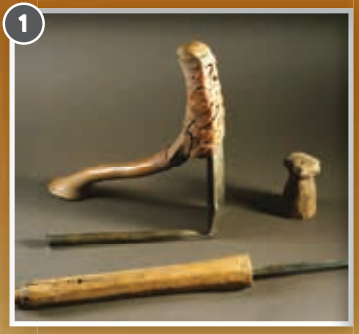
Now write about it in your notebook.

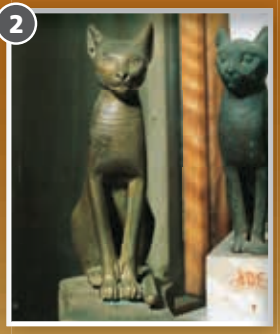
→ Workbook page 53

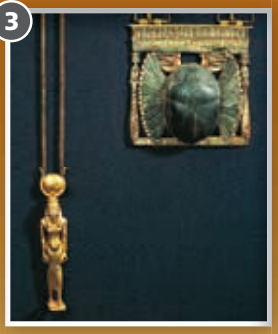
What do primary sources tell us about life in the past?



1 CD2 30 Listen and repeat.


1 tools


2 statue


3 jewelry


4 board game

2 Watch the video.

3 CD2 31 Read and listen.

A primary source is something old that tells us about life in the past. It can be an old tool, a statue, some jewelry, or a board game that people had in the past. History books that we read in school are not primary sources. This is because the writers of school books didn't live at the time they are writing about.

We can learn about the past by asking questions about primary sources. We can ask: *What did people use this tool for? Who made this statue and why did they make it? What is this jewelry made of? How did people play this board game?* When we can answer these questions, we learn about life in the past.

4 Answer the questions.

1 What is a primary source?
2 What are examples of primary sources?
3 Why is a textbook about history not a primary source?
4 Why should we ask questions about primary sources?

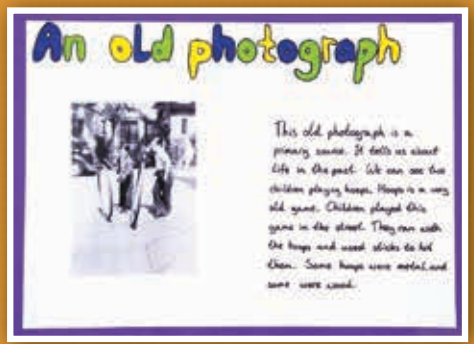
5 What questions would you like to ask about the primary sources above?

Guess What!

We know that the Egyptian alphabet had about 700 hieroglyphs because of primary sources.

Project

6 Find out about a primary source that tells us about life in the past. Make an information sheet about it.



→ Workbook page 54

Lesson aims Students learn about the role of primary sources in studying history.

New language *primary source, tools, statue, jewelry, board game, history book, writer, What did people use (this tool) for? How did people play (this board game)? Ancient Egypt, Egyptian*

Recycled language simple past tense, materials, *What's (this jewelry) made of?*

Materials CD2 | Real objects from this unit | DVD or photographs of old objects/primary sources from your students' country/region (from museum leaflets or websites) | A projector and computer with internet access (optional)

Warmer

- Play *Describe and guess* (see page xv) with real objects from this unit and include materials in your descriptions, e.g., *I can read this. It's made of paper and card. It can help me to spell better.* (*Dictionary*)

Student's Book page 66

What do primary sources tell us about life in the past?

- Point to the photograph and ask *What can you see?* (*A sculpture/statue.*) *What's it made of?* (*Stone.*) *How old is it? Which culture is it from?* Present *Ancient Egypt* and *Egyptian*. Tell students that the sculpture/statue is around 4,000 years old.
- Then ask *Where can you see old things?* (*At a historical site or in a museum.*) Ask if anyone has been to a historical site or visited a local/national museum. Encourage students to tell the class what they saw. Use the photograph to present the term *primary source*.
- Then ask the opening question *What do primary sources tell us about life in the past?* Accept any guesses, then say *Let's find out*.

Student's Book page 67

1 Listen and repeat.

- Use the photographs to review *tools* and present the new words. Play the recording, pausing for students to repeat. Elicit/explain that the four things tell us how people worked (the tools), what people believed (the statue), what they wore (the jewelry), and what they did in their free time (the board game).

CD2:30 : see Student's Book page 67

2 Watch the video.

- Play the video.
- If you don't have the video, show photographs of primary sources, if possible from leaflets or the website of a museum in your students' country/region.
- If you have a few photographs, show them to the class and ask pairs to answer/guess the answer to the following questions for each object: *What's it? Where does it come from? What's it made of? What does it tell us about life in the past?*
- If you have enough photographs, distribute them around for students to work in pairs/small groups. They then present their ideas to the class. Make sure you have information about the objects so you can confirm/expand on students' answers.

Video 05 : see page T125

3 Read and listen.

- Play the recording while students read the text.
- Then ask *What questions can we ask about primary sources?* Play the recording again, pausing for students to find the questions in paragraph 2.

CD2:31 : see Student's Book page 67

4 Answer the questions.

- Students read and answer the questions.

Key: **1** Something old that tells us about life in the past. **2** Tools, statues, jewelry, board games. **3** Because the writer didn't live at the time he/she is writing about. **4** To learn about the past.

5 What questions would you like to ask about the primary sources above?

- Students work in pairs to decide which questions they would like to ask about each source. Elicit ideas.
- They can then read the Guess What! for the page. Ask students what they know about Egyptian hieroglyphs.

Workbook page 54

1 Look and write the words under the pictures. Then check (✓) the primary sources from Ancient Egypt.

- Students label the photographs then check the primary sources.

Key: **b** statue ✓ **c** tools ✓ **d** history book **e** board game ✓ **f** website **g** jewelry ✓

2 Look at activity 1. Read and write the letters.

- Students read and write the letters.

Key: **2** a **3** c **4** g **5** b

3 Imagine you see the primary sources from activity 1 in a museum. Choose two and write a question you can ask about each one.

- Students write questions about different objects.

Ending the lesson

- Play *Spelling game* (see page xvi) with key words from the lesson.

Extra activities: see page TB118 (if time)

Lesson aims Students research and write about an object in a museum. They also complete the Evaluation in the Workbook.

New language *hoops, sticks*

Recycled language information technology, materials, *object, museum, primary source, tool, statue, jewelry, board game* | Students review all unit vocabulary and grammar in the Evaluation.

Materials Reference books or internet access. | Information about and photographs of objects from a local/national museum that students can represent with models (e.g., pieces of jewelry, coins, small statues, tools, toys) | Materials for modeling and white cardboard (optional)

Warmer

- Students look at the photographs on pages 66 and 67. Play the *Yes/No game* (see page xvii) about one of the objects. Students ask, e.g., *Is it a tool? Is it made of clay? Is it small?*

Student's Book page 67

6 Find out about a primary source that tells us about life in the past. Make an information sheet about it.

- Elicit the names of museums in your students' country, especially those with an archaeological collection.
- Point to the project in the Student's Book and say *This project uses an old photograph as a primary source. What can you see in the photograph? Do you think it's a tool? Is it jewelry?* Students look at the project to find out (*It's a game*). Read the instructions for the activity. Tell students that they should try to choose an object that fits one of the categories from the previous lesson (i.e., a tool, a piece of jewelry/clothing, a statue, or a toy/game).
- Divide students into pairs or groups and allow them to work with books or class computers to choose and research an object. They can use the website of a museum that has an online catalog of objects (such as the British Museum in the U.K.) and write notes in English about the primary source.
- Students then work together to write a description of their object. Make sure they don't try to translate or copy the museum's information word for word. If students have access to class computers, they can produce this on the computer, copying and pasting a photograph of their object and labeling it with a text box.
- If students aren't using computers, they draw, cut out, and stick their picture onto paper and write the information about it.
- Students present their object to the class. This can be done using their digital file on the interactive whiteboard or by presenting their work on paper to the class.
- The completed projects can then be displayed in the classroom or kept in digital folders.

Workbook page 55 – Evaluation

***1 Read and complete with* could *or* couldn't.**

- Students complete the text with *could* or *couldn't*.

Key: **2** couldn't **3** couldn't **4** could **5** Could **6** couldn't **7** could

2 Look at activity 1. Answer the questions.

- Students read the text in activity 1 again and answer the questions.

Key: **2** Yes, he could. Alice helped him. **3** No, he couldn't. He couldn't turn on his e-reader. **4** No, he couldn't. They/People didn't have computers when he was young.

3 Complete the sentences about this unit.

- Students read the list of learning points that have been covered in Unit 5. They check the box next to each thing they can now do and put an X in the box next to anything they're still unsure about. Make a note of any areas students have found difficult, for further review work.
- Students then choose their favorite part of the unit and write it down. They can then compare this choice with those made by other students.

Ending the lesson

- Students repeat their favorite activity from the unit.

Extra activities: see page TB118 (if time)

6 The environment





Unit aims Students will talk about environmental issues. This includes:

- learning vocabulary for sources of energy and materials
- saying what we should and shouldn't do to help the environment
- asking what we should do to help the environment
- designing an eco-friendly home
- learning about recycling

Background information The photograph shows a house made from recycled bottles at Cap-Egmont, Prince Edward Island, Canada. This house and other similar buildings were created by Edouard Arsenault, a lighthouse keeper. No one lives in the bottle houses, but they're open for tourists to visit.

Introduction to the unit

- Read the unit title and model the pronunciation of *The environment* for students to repeat. Tell them to look at the photograph and ask *What's Unit 6 about?* Elicit *recycling* or model the word if necessary for students to repeat.
- Then ask *What's different about the house in the photograph?* (*It is made from bottles/recycled materials.*) *Where is this house? Do you think anyone lives there?* Tell students about the bottle house (see *Background information* above).
- Ask *What other materials can be recycled?* (*Paper, cardboard, plastic* – students may also mention *metal/aluminum*, which is covered in this unit.) *Which materials and things do you recycle at home and in school? Why is it important to recycle things?* (*Recycling is good for the environment.*)
- Then ask students *How else can we help the environment?* Accept any ideas and explain that students will be discussing this issue in the unit.

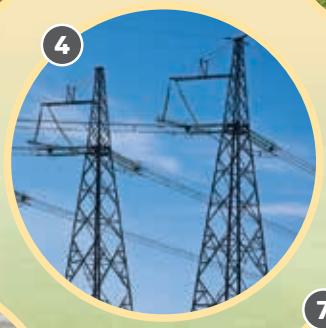
1 CD2 32 **Listen and look.**

2 CD2 33 **Listen and repeat. Then match.**





















a aluminum **b** cardboard **c** electricity **d** gas **e** glass
f paper **g** plastic **h** solar power **i** water **j** wind power

3 CD2 34 Think **Listen and say *good* or *bad for the environment*. Then practice.**

We use solar power in our house.

Good for the environment.

4 My World **What do you do for the environment at home? Ask and answer.**

→ Workbook page 56

Lesson aims Students learn vocabulary for energy sources and materials.

New language *aluminum, cardboard, electricity, gas, solar power, water, wind power* | *environment, wind farm, turn off, take a bath, rainwater, throw away*

Recycled language *recycle, recycling (n), careful, how much, take a shower*

Materials CD2 | Word cards: see page TB108 (optional)

Warmer

- Use objects in the classroom to review *plastic, cardboard, wood, glass, paper,* and *metal.*

Student's Book page 70

- Use the photographs to teach/review the words. Ask students to write the words in two columns: *Materials* and *Energy*.

1 Listen and look.

- Play the recording. Students listen and point.
- Play it again, pausing to ask how Pedro's family use and save energy. Check comprehension of *turn off*.

CD2:32

Carla: Can you help me with my project, Pedro? I need to ask you some questions about helping the environment.
Pedro: Of course.
Carla: OK. What type of energy do you use at home? Do you use wind power?
Pedro: No, we don't. But my grandmother does. She lives near a wind farm.
Carla: Hmm. What about solar power?
Pedro: We use solar power in the summer, but not in the winter.
Carla: What do you use in the winter?
Pedro: Gas.
Carla: Do you use electricity?
Pedro: Yes, but we are careful with it. We always turn off our television and computer at night.
Carla: And how much water do you use? Do you take showers or baths?
Pedro: We take showers. And we collect rainwater for our plants.
Carla: Good. Thanks. Now, what about recycling? Do you throw away all your trash, or do you recycle things?
Pedro: We recycle things. Then people can use them again.
Carla: What do you recycle?
Pedro: We recycle paper and cardboard.
Carla: What about glass? You can recycle bottles.
Pedro: Yes – and aluminum, too.
Carla: And plastic?
Pedro: No – can you recycle plastic?
Carla: Yes, you can.
Pedro: Oh – OK then!

2 Listen and repeat. Then match.

- Play the recording. Students repeat and point.
- Play the recording again. Students say each letter and read the label aloud.

Key: **1** j **2** h **3** d **4** c **5** i **6** f **7** b **8** e **9** a **10** g

CD2:33

- **1** wind power **2** solar power **3** gas **4** electricity **5** water **6** paper **7** cardboard **8** glass **9** aluminum **10** plastic

3 Listen and say* good *or* bad *for the environment. Then practice.

- Play the recording, pausing for students to guess.
- Students practice in pairs as in the example.

Key: **2** Good. **3** Bad. **4** Good. **5** Good. **6** Good. **7** Good. **8** Bad. **9** Good. **10** Good.

CD2:34

1 We use solar power in our house.
2 I always turn off my computer at night.
3 I never recycle aluminum. I throw it away.
4 I never take a bath. I always take a shower.
5 I don't recycle cardboard, but I use it. I make sculptures with it.
6 I always recycle our bottles and glass.
7 My grandmother lives near a wind farm. She uses wind power.
8 I sometimes recycle plastic, but I usually throw it away.
9 We don't use gas for cooking – we have a solar oven!
10 We always recycle our paper.

4 What do you do for the environment at home? Ask and answer.

- Students work in pairs to ask and answer.

Workbook page 56

1 Read and write the words. Then number the pictures.

- Students write the words and number the pictures.

Key: **2** electricity **3** cardboard **4** water **5** aluminum **6** glass **a** 5 **c** 4 **d** 2 **e** 6 **f** 3

2 Read and correct the underlined words.

- Students write the correct word on the right.

Key: **2** solar power **3** glass **4** wind power **5** plastic

3 What do you use that's made of plastic? What do you use that's made of aluminum?

- Students complete the sentences about items they use.

My picture dictionary → Go to page 90: Write the new words.

- Students write the new words under the correct pictures.

Ending the lesson

- Play *Anagrams* (see page xiv).

Extra activities: see page TB118 (if time)

Lesson aims Students talk about what we should and shouldn't do to help the environment. They also practice recognizing and producing the sound /ər/.

New language *We should use wind and solar power. We shouldn't use a lot of electricity.* | *suggestion box, instead of*

Recycled language energy and materials, *Let's … , help, the environment, use, a lot of, throw away, trash, recycle, take a shower/bath, turn off, at night, go by car, walk, cycle*

Materials CD2 | Word cards: see page TB108 | Photographs of environmental damage / damaging behavior, e.g., trash next to a road / in a street, plastic and other materials in a trash can or at a dump (not being recycled), a polar bear on an ice floe, someone wasting water, someone using lots of electrical devices at the same time (wastefully)

Warmer

- Play *Elimination* (see page xv) with the word cards.

Presentation

- Show photographs of damage to the environment and/or people acting irresponsibly toward the environment. Elicit sentences with *bad for*, e.g., *Throwing trash away in the street is bad for the environment. Using too much electricity is bad for the environment.* After each example, make sentences with *should/shouldn't*, encouraging students to help you, e.g., *We shouldn't throw trash away in the street. We should put it …* (*in the trash can*).

Student's Book page 71

5 Read and listen.

- Point to the main photograph and present the phrase *suggestion box*. Ask *What's it for?* Elicit/Explain that people can write suggestions and put them in the box, usually without writing their name. Ask where you usually find a suggestion box (in places where people want responses from the public/employees about their service or company, e.g., in restaurants, offices). Ask students if they or their parents have ever posted a suggestion in a suggestion box or if they've filled in an anonymous questionnaire (e.g., in a restaurant).
- Ask *What are the suggestions in this box about?* (*Helping the environment.*)
- Play the recording while students read and listen. Ask students which of the suggestions they think are the most important and why.
- Play the recording again and ask students to follow and raise their hands when they find *should* or *shouldn't*. Pause after each example and elicit the meaning of the sentence.

CD2:35 : see Student's Book page 71

6 Read and say should *or* shouldn't.

- Students read and choose *should* or *shouldn't*.

Key: **1** should **2** shouldn't **3** should **4** shouldn't **5** should

7 Think of more ideas to help the environment.

- Ask volunteers to read the speech bubbles aloud. Students think of more ideas and make sentences with *should* and *shouldn't* in pairs or small groups, using the example speech bubbles to help. They can also write the sentences. Circulate and help with new vocabulary.
- Elicit examples and write them on the board.

8 How do we say the green parts of these words? Listen and repeat.

- Point to the words in activity 8, focus on the green letters and say *Listen to the first two words. What sound do you hear?* Play the first word and pause to elicit the sound /ər/. Point out that this is a very common sound in English. Then play the /ər/ sound and the word again, pausing for students to repeat, trying to make the /ər/ sound where shown. Do the same for the word *circus*.

CD2:36

paper … /ər/ … paper … circus … /ər/ … circus

- Say *Now listen and repeat the other words*. Play the recording, pausing for students to repeat.

CD2:37

1 solar **2** power **3** water **4** forget **5** computer **6** hour

Workbook page 57

4 Read and complete the interview with should *or* shouldn't.

- Students complete the interview.

Key: **2** shouldn't **3** should **4** shouldn't **5** shouldn't **6** should **7** shouldn't **8** should **9** shouldn't **10** should **11** shouldn't **12** should

5 Read and write true *or* false.

- Students reread the interview and write *true* or *false*.

Key: **2** false **3** false **4** true **5** true **6** false

6 Which of Kevin's ideas do you think are the most important? Name two.

- Students choose two ideas and complete the sentences.

Ending the lesson

- Play *Sentence chain game* (see page xvi) with the sentence *To help the environment we should … use our cars less often.*

Extra activities: see page TB118 (if time)

5 CD2 35 Read and listen.



6 Think Read and say *should* or *shouldn't*.

1 We _____ reuse plastic bags.
2 We _____ use a lot of gas.
3 We _____ turn off televisions and computers at night.
4 We _____ throw away glass bottles.
5 We _____ recycle cardboard.

Focus!
We **should use** wind and solar power.
We **shouldn't use** a lot of electricity.

7 My World Think of more ideas to help the environment.

We shouldn't always go to school by car.

We should walk or ride a bike.

We should make art from trash!

Say it!

8 CD2 36 CD2 37 How do we say the green parts of these words? Listen and repeat.

paper	circus	solar	power
water	forget	computer	hour

→ Workbook page 57

9 CD2 38 **What do they want to make more eco-friendly? Listen and choose.**

a Pedro's house **b** Carla's house **c** their school



10 CD2 38 **Listen again and practice.**

Teacher: OK, class. It's Environment Day today. Let's think about our school. What should we do to make our school more eco-friendly?
Carla: We shouldn't waste energy. We should save it.
Pedro: And we should reduce waste.
Teacher: Good idea. What should we do to reduce waste, Pedro?
Pedro: We should use less paper.
Teacher: How can we do that?
Carla: Do less homework?
Teacher: Carla!

Focus!

What **should** we **do** to reduce waste?
We **should use** less paper.

11 Think **Match the questions and answers. Then ask and answer.**



1 _____ ?
We should use solar power in the summer.

2 _____ ?
We should collect rainwater to use on our yards.

3 _____ ?
We should write on both sides of paper.

4 _____ ?
We should plant new trees.

5 _____ ?
We should recycle or reuse our trash.

a What should we do to save forests?
b What should we do to save energy?
c What should we do to save water?
d What should we do to save paper?
e What should we do to reduce waste?

What should we do to save energy?

We should turn off the TV at night.

12 CD2 39 **Go to page 103. Listen and repeat the chant.**

→ Workbook page 58

Lesson aims Students ask and answer about what we should do to be more eco-friendly.

New language *What should we do (to reduce waste)?* | *reduce, waste (energy), save, on both sides, plant (trees), eco-friendly*

Recycled language energy and materials, *want to, make, environment, We should/shouldn't … , less, collect, rainwater, recycle, reuse, trash, forests, energy, turn off*

Materials CD2 | Photographs of environmental problems (e.g., a flooded village, chimneys polluting the air, trash near a water source) | A bag/box | Five homemade cards with the phrases *save energy, reduce waste, save forests, save water, save paper*

Warmer

- Give each student two pieces of paper. Tell them to write *should* on one piece and *shouldn't* on the other. Say *Listen and hold up* should *or* shouldn't. Say a phrase about the environment from the previous lesson, e.g., *use a lot of water*. Students hold up *should* or *shouldn't* as appropriate. Ask one of the students to make a sentence, e.g., *We shouldn't use a lot of water*. Other phrases to say: *throw away all our trash, take more showers, recycle glass and aluminum, use solar power, use our cars a lot, turn off our televisions at night, throw away plastic bags*.

Presentation

- Show a photograph of an environmental problem such as a flooded village with people in boats / on top of houses. Ask students *What should we do?* Write the question on the board. Encourage/Help students to make suggestions with *should/shouldn't*, e.g., *We should plant more trees. We should help people in flooded areas.*

Student's Book page 72

9 What do they want to make more eco-friendly? Listen and choose.

- Write *eco-friendly* on the board and ask students to explain what it means (friendly to the environment).
- Ask *Who can you see in the photograph?* (*Carla and Pedro with their teacher*). Explain that it's *Environment Day* at their school. Ask *What do they want to make more eco-friendly?* Read the three options and check comprehension.
- Say *Listen and choose.* Play the recording. Students listen and choose the correct answer. Make sure students understand the meaning of *save* and *waste*.

Key: c – their school

CD2:38 : see Student's Book page 72

10 Listen again and practice.

- Say *Now listen again. What should they do to reduce waste?* Play the recording again and elicit the answer (*Use less paper*). Explain the meaning of any other new language.
- Then play the recording again, pausing for students to listen and repeat the dialog. Students can also practice it in pairs.

CD2:38 : see Student's Book page 72

11 Match the questions and answers. Then ask and answer.

- Ask volunteers to read the example speech bubbles. Say *Match the questions and answers*. Students work individually or in pairs to match. Check answers by getting students to ask and answer around the class.
- Make new pairs. Students interview their partner. They can use either the questions in the Student's Book or their own ideas. They use the example speech bubbles and the Focus! box to help.

Key: **1** b **2** c **3** d **4** a **5** e

12 Go to page 103. Listen and repeat the chant.

- Say *Go to page 103. Listen and repeat*. Play the recording. Students listen and repeat the chant, following the text on page 103. Repeat until students are chanting confidently.

CD2:39 : see Student's Book page 103

Workbook page 58

7 Answer the questions. Then check (✓) the correct picture.

- Students read the questions, write answers and check the correct picture in each pair.

Key: **2** We should turn off the lights. (picture a) **3** We should use e-readers. (picture b) **4** We should recycle more. (picture a) **5** We should plant trees. (picture b)

8 Complete the questions. Then circle the correct answers.

- Students complete the questions and choose the correct answer in each case.

Key: **2** should we do to
(We should take showers, not baths.)
3 should we do to save
(We should write on both sides.)
4 What should we do to reduce
(We should reuse and recycle.)
5 What should we do to save
(We should use less hot water.)

Ending the lesson

- Play *Sentences in a bag* (see page xvi) with true or false sentences using *should/shouldn't*.

Extra activities: see pages TB118–119 (if time)

Lesson aims Students reinforce language with a story. They also discuss the values of reusing and recycling.

New language *hurt, rescue, rope, trap, shortcut, leave, eagle, stuck, bridge, broken, fix, cross (v)*

Recycled language *sixth, clue, strongest, bird, should/shouldn't, help, find, map, east, straight ahead, Come on, trash, Let's … , take (something) with you, Good job, follow, across, mountains, reuse, Good idea, carefully*

Materials CD2 | Simple props to represent the map, the compass, and the rope for acting out (optional)

Warmer

- Play a version of *Tic-tac-toe* (see page xvi), but instead of using word cards, write these phrases in the grid: *save energy, use cars less, save forests, save paper, save water, be more eco-friendly, save glass, reduce waste, save cardboard*. Students make questions with *What should we do to … ?* and the phrases in the grid. With a stronger class, leave out the verbs from the grid, e.g., write only *energy, cars, forests, paper*, etc.

Introduction

- Remind students of the previous episode of the story: *Where are the children?* (*In the mountains.*) *What did they find under the snake?* (*A letter.*) *What was on the letter?* (*An address.*) Ask students to guess what the children need to find in this episode. Accept any guesses.

Student's Book page 73

13 Read and listen.

- Read the clue on the tablet and present *hurt, rescue, rope trap,* and *shortcut*. Say *Which is the strongest bird? Let's find out.*
- Say *Read and listen.* Play the recording. Students follow the story in their books. At the end, students can answer the opening question (*An eagle*). Check the meaning of any other new words in the story, e.g., *stuck, broken, fix*.
- Then play the recording again, pausing to ask more questions: Frame 2: *Which direction do the children go?* (*East/Straight ahead.*) Frame 3: *What do they take with them?* (*Trash.*) Frame 4: *Where is the eagle stuck?* (*In a rope trap.*) Frame 6: *Where does the shortcut go?* (*Across the mountains.*) Frame 7: *Why can't the children cross the bridge?* (*Because it's broken.*) *What do they do?* (*They fix it.*) Frame 8: *How do they fix the bridge?* (*They reuse the rope.*) Frame 9: *Which is the new letter filled in on the sign?* (*E.*) Say *The* E *is for …* (*eagle*).
- Students can listen to the story again for pleasure or you can pause after each line for students to repeat. Encourage students to use gestures and intonation from the story as appropriate. You could also divide the class into three groups. Each group repeats the lines for one character (Ruby, Jack, or Sofia).

CD2:40 : see Student's Book page 73

Value ***Reuse and recycle.***

- Read the value: *Reuse and recycle*. Ask students to explain the difference between the two words. Prompt them as necessary by saying that when you reuse something, you don't change it; recycling involves one or more processes (usually industrial) and changes the item into something else (e.g., plastic into fleece clothing). Students think of ways the story shows the children reusing and recycling (*They pick up the trash to recycle it, and they reuse the rope to fix the bridge*).
- Ask students to find a line in the story with the word *recycle* or *reuse*: *Look, we can reuse this rope.*
- Ask students to make a list of things people can reuse instead of throwing away, e.g., clothes, toys, paper, cardboard, plastic bottles. Ask students which things they or their family reuse and which they could start reusing.

Workbook page 59

9 Read the story again. Correct the sentences and then number.

- Students read and correct the sentences. They then number the sentences in the correct order, referring back to the story if necessary.

Key: **3** a They follow the eagle to the rope bridge. **4** b Sofia sees that the bridge is broken and tells Jack. They fix it. **2** d Jack helps the eagle, and it flies away.

10 Read and match the questions and answers.

- Students match the questions and answers.

Key: **2** d **3** e **4** a **5** b

11 What can you do to show the value: reuse and recycle?

- Students think of two more ways they can reuse or recycle. They write two sentences, then compare with the class. Circulate and help with new language.

Ending the lesson

- Play *The last word* (see page xvii) with the following lines from the story: *That's straight …* (*ahead*). *Look at all this …* (*trash*)*! It's stuck. We should help …* (*it*). *It's a shortcut across the …* (*mountains*). *Wait, Jack! The bridge is …* (*broken*). *Look, we can reuse this …* (*rope*). *Let's cross …* (*carefully*).

Extra activities: see page TB119 (if time)

13 CD2 40 Read and listen.



→ Workbook page 59

Value: Reuse and recycle

Skills: *Listening and speaking*

Let's start! **Do you live in an eco-friendly home?**

14 CD2 41 **Which eco-home do the Smith family want to visit? Listen and say the letter.**

a



b



c



d



15 CD2 41 **Listen again and correct the sentences.**

1 Each apartment in Bosco Verticale has vegetables on its balcony.
2 The grass on the grass roof house helps keep the house warm.
3 The house on the wind farm is expensive.
4 The house with solar panels is in the city.
5 The girl thinks the house with solar panels is the most beautiful.

16 CD2 42 Talk Time **Design an eco-friendly home with a friend.**

Should we design a … ?

OK. What energy should we use?

Let's use …

Good idea.

What special features should we add?

Let's add …

→ Workbook page 60

Lesson aims Students practice the skills of listening and speaking, with reading in the Workbook. They also design an eco-friendly home.

New language *eco-home, vertical, air, keep (something) cool/warm, land (n), cheap, expensive, solar panels, special features*

Recycled language energy and materials, *eco-friendly, balcony, forest, roof, grass, wind farm, save, countryside, energy*

Materials CD2 | Photographs of a house (with a yard and a garage) and a block of flats (showing balconies)

Warmer

- Show/draw a picture of a house with a yard and a garage. Ask *What's this?* (*A house.*) Show/draw an apartment building, showing a balcony. Point to one apartment and ask *Is this a house?* (*No, it's an apartment.*) Leave the pictures on the board.
- Make pairs. Ask students to list as many words for parts of a house or an apartment as they can, using the pictures to help. Elicit ideas and write them on the board so students can check their spelling (e.g., house: *yard, garage, attic*; apartment: *first floor, second floor, balcony, basement, elevator*; both: *stairs, roof, walls, door, windows*).

Student's Book page 74

Let's start! Do you live in an eco-friendly home?

- Ask if anyone's home has any eco-friendly features, such as the use of solar energy or wind power.

14 Which eco-home do the Smith family want to visit? Listen and say the letter.

- Ask students to look at the photographs. Explain that they will hear the Smith family talking about these homes that they're looking at on a website. Ask *Which one do they want to visit?* Play the recording.

Key: b – the roof garden house

CD2:41

Boy: Look at this website, Dad. There are some really cool eco-homes.

Dad: Hmm. Let's see.

Mom: I like these apartments – Bosco Verticale. Listen … Each apartment has trees on its balcony. Together, the trees make a vertical forest. The trees help clean the air, and they keep the apartments cool. And they use less land because they're apartments!

Girl: Cool. But this house is nicer. It has grass growing on its roof. Look! And the grass on its roof keeps the house cool.

Mom: Hmm – I'd like a house more than an apartment.

Boy: OK, look at this house – it's on a wind farm!

Dad: That's good. It uses wind power. We can save a lot of electricity and money. It's a nice cheap house.

Mom: But I prefer this house with solar panels. It's bigger. And it uses solar power. We can still save money. And it's in the countryside with a big yard.

Girl: But the house with the grass roof is the most beautiful. And they are all eco-homes. So they all save energy. Let's look at the grass roof house.

Dad: Good idea.

15 Listen again and correct the sentences.

- Students read the sentences. Play the recording again, pausing for students to correct the sentences.

Key: **1** Each apartment in Bosco Verticale has trees on its balcony. **2** The grass on the grass roof home helps keep the house cool. **3** The house on the wind farm is cheap. **4** The house with solar panels is in the countryside. **5** The girl thinks the house with the grass roof is the most beautiful.

16 Design an eco-friendly home with a friend.

- Play the example dialog while students read the speech bubbles.
- Make pairs. Students discuss their eco-home, using the speech bubbles to help them. Students make notes and then both draw a picture. They label the energy sources and special features.
- Students present their eco-friendly homes to the class and answer questions about them. Make a classroom display of the designs.

CD2:42

A: Should we design a house?

B: OK. What energy should we use?

A: Let's use solar power.

B: Good idea.

A: What special features should we add?

B: Let's add a grass roof.

Workbook page 60

12 Read Kerry's blog. Write the words under the pictures.

- Students read and label the pictures.

Key: **2** glue **3** bottle tops **4** a baking tray **5** a hammer and a nail

13 Look at activity 12. Put the sentences in order.

- Students read the blog again and number the sentences.

Key: **3** a **5** b **4** d **2** e

14 Antonyms are words that have opposite meanings.

- Students read about antonyms and circle the examples in the blog (*beautiful – ugly, old – new*).

Ending the lesson

- Play *Drawing game* (see page xv) with items from the lesson.

Extra activities: see page TB119 (if time)

Lesson aims Students practice the skills of reading and writing, with further extended writing practice in the Workbook.

New language *flip-flop, (go on a) safari, company, Kenya, rubber, worker, aquarium, local (people)*

Recycled language wild animals, *What's it/are they made from? They're made from … , Africa, make, beautiful, toy, sculpture, animals, find, thousand, beach, ocean, dangerous, collect, clean, recycle, plastic, sell, zoo, all over the world, give, job, people, Would you like ..? What does it look like?*

Materials CD2 | Homemade word cards with wild animals, including *elephant*, *giraffe*, *lion*, *rhino*, *dolphin*, *shark*, and *turtle* (or a selection of word cards from *Guess What!* 1 Unit 8 and/or *Guess What!* 4 Unit 4) | A world map | Sentences for *Reading race*

Warmer

- Play *Act and guess* (see page xiv) with homemade wild animal word cards.

Student's Book page 75

Look below! What is this animal made from?

- Point to the photograph and ask *What's this animal made from?* Students guess. Accept any answers. Ask *Where do people make animals like this?* Students guess again. Then say *Let's read the article and find out.*

17 Read and listen.

- Say *Read and listen.* Play the recording while students read along with the text. Make sure that students understand any new words. Then check the answer to the first opening question: *They're made of flip-flops.*

CD2:43 : see Student's Book page 75

18 Read again and answer the questions.

- Students read and answer the questions, referring back to the article in activity 17.
- Check the activity by asking pairs of students to say the questions and answers. If you have a world map, ask students to find Kenya.

Key: **1** Kenya. **2** Animals. **3** They use flip-flops. **4** They make the beaches dirty (and they're dangerous for fish and sea animals). **5** They clean them. **6** They sell them in zoos, aquariums, and stores.

Your turn! Design a piece of recycled art.

- Say *Now it's your turn. Design a piece of recycled art.* Read the questions in the Student's Book and check that students understand the meaning. Students work individually to design their piece of art. Circulate as they work and ask, e.g., *What's this part made from? Where would you find the material? Would you need to clean/cut/wash it first?*
- Students write about their art in their notebooks. Encourage them to answer the questions in their description (e.g., write about what it's made from, what it looks like, and whether it's a sculpture or a toy).

Workbook page 61

15 Make notes about something you can make by reusing old things.

- Read the instructions and go through the questions with the class. Explain that students need to think of something to make that's different from the piece of art in the Student's Book and complete the chart with notes. Do an example chart on the board if necessary. Circulate and help with language (especially for the "how you make it" section of the chart).

16 Write a blog about reusing things to make something new.

- Ask students to look at Kerry's blog on page 60 and think about the structure (there's an introduction talking about the importance of reusing/recycling, then Kerry lists the things you need, next there's a list of step-by-step instructions, and at the end, she closes the blog with a message about the next post).
- Students write their own blog in the space provided. Encourage them to use a structure similar to Kerry's. They use their notes from activity 15 to help them.
- Students can share their blogs in groups and say which thing they would most like to make.

Ending the lesson

- Play *Reading race* (see page xvi), writing the following words on the board (instead of using pictures): *giraffe, zoo, shark, flip-flops, dolphin, rubber, rhino, aquarium.* Use the following sentences:
  These are shoes people wear on the beach. (*flip-flops*)
  This is a dangerous fish. (*shark*)
  You can visit this place to see fish and sea animals. (*aquarium*)
  This is an animal with a long neck. (*giraffe*)
  This is a dangerous land animal. (*rhino*)
  You can see animals from all around the world here. (*zoo*)
  This is a very smart sea mammal. (*dolphin*)
  Flip-flops are made of this material. (*rubber*)

Extra activities: see page TB119 (if time)

Skills: *Reading and writing*

Look below! What is this animal made from?

17 CD2 43 Read and listen.



A flip-flop safari

The company Ocean Sole, in Kenya, East Africa, makes beautiful toys and sculptures of animals. They make colorful elephants, giraffes, lions, rhinos, dolphins, sharks, turtles, and a lot more.

But there's something very special about these animals. They're made from old flip-flops! Every year, people find thousands of old rubber flip-flops on the beaches in East Africa. They make the beaches and oceans dirty, and they are dangerous for fish and sea animals.

Ocean Sole workers collect the flip-flops and clean them. Then they recycle the rubber and plastic from the flip-flops and make the toys and sculptures. They sell their animals in zoos, aquariums, and stores all over the world. Ocean Sole helps clean the beaches and gives jobs to local people, too.

Would you like to go on a flip-flop safari?



18 **Read again and answer the questions.**

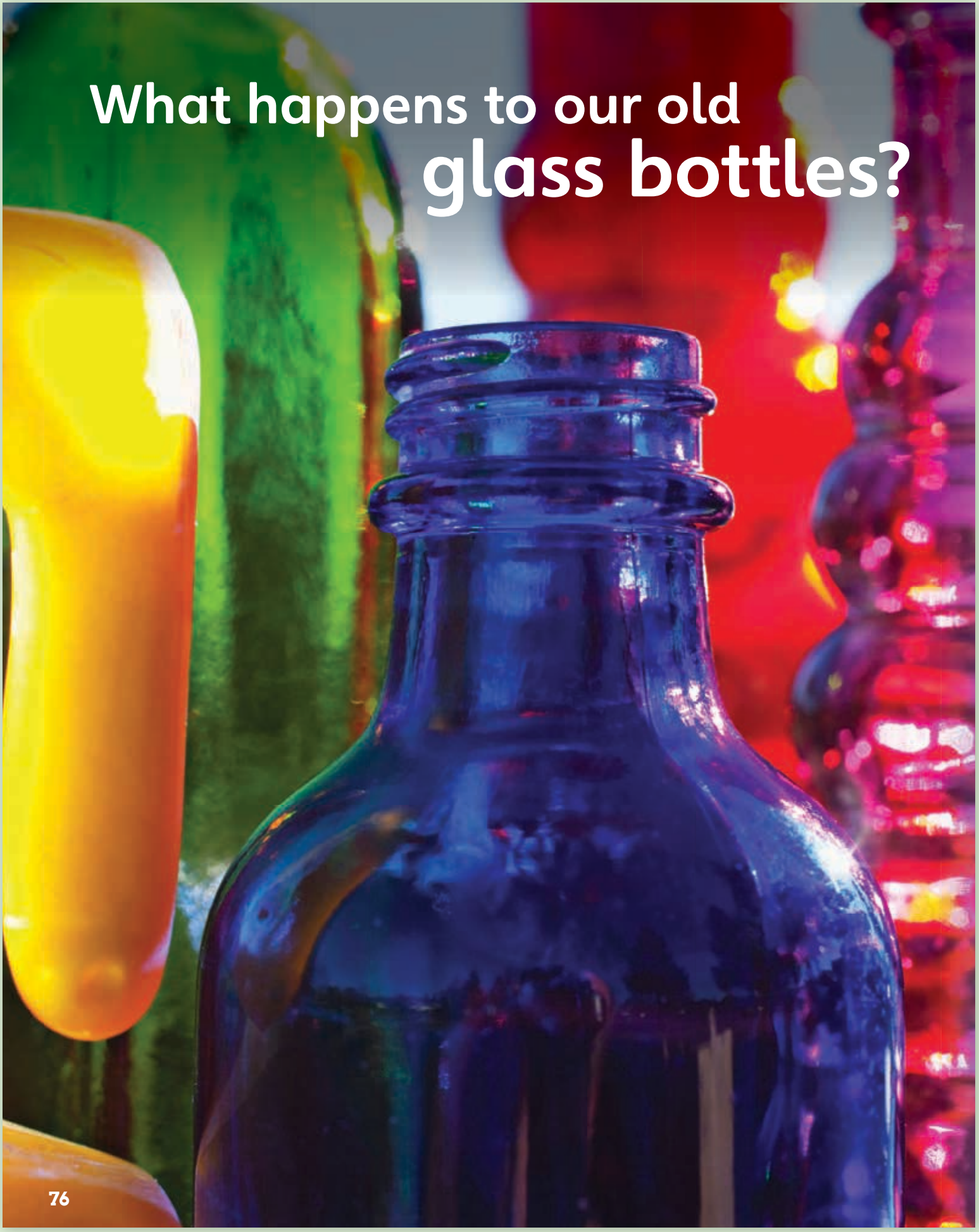
1 Which country is Ocean Sole from?
2 What do they make sculptures of?
3 What do they use to make their sculptures?
4 Why are flip-flops a problem for the beaches?
5 What does Ocean Sole do with the flip-flops before they make sculptures?
6 What do they do with the sculptures?

Your turn!

Design a piece of recycled art.
What is it made from?
What does it look like?
Is it a sculpture or a toy?

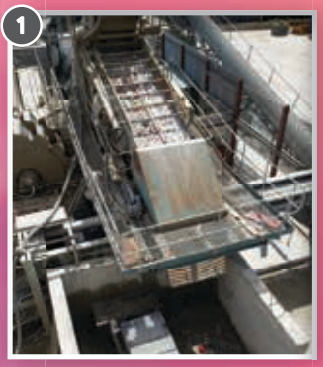
Now write about it in your notebook.

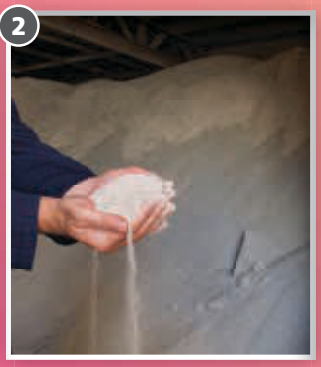
→ Workbook page 61



What happens to our old glass bottles?

1 CD2 44 Listen and repeat.


machine


sand


furnace


melt

2 Watch the video.

3 CD2 45 Read and listen.

When we finish using our glass bottles, we put them in a recycling bin. A big truck takes the bottles to a recycling center. The people at the recycling center sort the glass by color.

A big machine breaks the glass into small pieces. Another machine mixes the pieces of glass with sand. They put the glass and sand in a special oven called a "furnace". The furnace is very hot. The mixed glass and sand melt and become liquid. When the glass is liquid, they can change its shape to make new bottles.

They send the new bottles to factories so they can use them again. Recycling glass uses less energy than making new glass, so it's better for the environment.

4 Answer the questions.

1 Where should we put our old glass bottles?
2 What do they mix the pieces of glass with?
3 Why does the glass melt?
4 Why is recycling glass good for the environment?

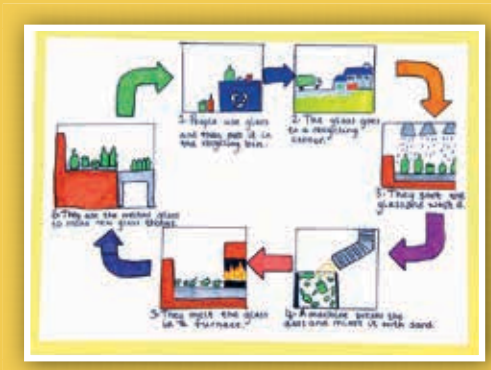
5 Which objects would you like to make from recycled glass?

Guess What!

Recycling one glass bottle saves enough energy to power a TV for 20 minutes.

Project

6 Find out about how people recycle paper, plastic, or aluminum. Make a flow chart.



→ Workbook page 62

Lesson aims Students learn about the process of recycling glass bottles.

New language *recycling bin, machine, sand, furnace, melt, recycling center, sort (by color), break (into pieces), become, change (shape), enough, to power (a TV)*

Recycled language *old, glass, bottle, lorry, mix, special, oven, hot, liquid, make, new, send, factories, use, energy, it's better for the environment, save*

Materials CD2 | DVD | Objects made of different materials (e.g., an aluminum drinks can, a small glass bottle, a small plastic water bottle, a metal fork, a wooden spoon, a paper plate or a small envelope, a rubber ball, a small cardboard box)

Warmer

- Play *Describe and guess* (see page xv) with objects made from different materials hidden around the classroom (if you don't have objects, use pictures). Say, e.g., *It's made of aluminum. It's silver and green.* When students find the item, ask *What's it for?*

Student's Book page 76

What happens to our old glass bottles?

- Point to the photograph and ask *What can you see?* (*Bottles.*) *What are they made of?* (*Glass.*) *What colors are they?* (*Green, blue, red, and purple.*)
- Then ask the opening question *What happens to our old glass bottles?* Accept any attempts to describe the recycling process, then say *Let's find out.*

Student's Book page 77

1 Listen and repeat.

- Use the photographs to review *sand* and present the new words. Play the recording, pausing for students to repeat.

CD2:44 : see Student's Book page 77

2 Watch the video.

- Play the video.
- If you don't have the video, copy the diagram of the glass recycling process from activity 6 and ask students to help you label the different stages. Alternatively, write simplified versions of the stages on the board, identify the first stage, and ask students to work in pairs to number the rest of the stages:
  Make new bottles from the recycled glass (*5*)
  Take the new bottles to stores (*6*)
  Sort the bottles (*3*)
  Take the old bottles to a recycling company (*2*)
  Break the bottles into pieces (*4*)
  Collect the bottles (*1*)

Video 06 : see page T126

3 Read and listen.

- Play the recording while students read the text. Explain any new words that are key to the process, e.g., *recycling center, become liquid,* and *change shape.*
- Then ask *What happens to our old glass bottles?* Play the recording again, pausing after each stage of the process and asking students to explain in their own words.

CD2:45 : see Student's Book page 77

4 Answer the questions.

- Students read and answer the questions.

Key: **1** In a recycling bin. **2** Sand. **3** Because the furnace is very hot. **4** Because it uses less energy than making new glass.

5 Which objects would you like to make from recycled glass?

- Students work in pairs to think of more objects that could be made from recycled glass. Elicit ideas. If possible, show photographs of actual products.
- Ask students to guess how much energy is saved by recycling one glass bottle. For how long do they think the energy could power a TV? Make sure they understand the meaning of *power a TV*. Write their guesses on the board. Students read the Guess What! for the page and check the answer. Figure out whose guess was the closest.

Workbook page 62

1 Look and write the words under the pictures.

- Students label the pictures with words from the box.

Key: **b** furnace **c** sand **d** green glass **e** recycling bin **f** clear glass

2 Put the sentences in order.

- Students read and number the sentences in order.

Key: **2** a **3** c **4** h **5** g **6** f **7** b **8** e

3 How much glass, plastic, aluminum, and paper do you recycle each week? Make a bar chart.

- Draw an example bar chart on the board using a scale of 1–10 up the y axis and writing the four materials along the x axis. Elicit examples of items made of each material and draw the bars accordingly. Students make their own chart at home and add to each bar when they put an item aside for recycling.

Ending the lesson

- Write the following key words and phrases from the glass recycling process on the board: *big truck, people at the recycling center, big machine, furnace, factories.* Ask different students questions with *What does the … do?* or *What do the … do?*, e.g., *What does the big truck do?* (*It takes the bottles to the recycling center.*) *What do the people at the recycling center do?* (*They sort the glass.*) Students can find the information from the text in the Student's Book.

Extra activities: see page TB119 (if time)

Lesson aims Students research and write about a recycling process. They also complete the Evaluation in the Workbook.

New language *flow chart*

Recycled language energy and materials, *find out* | Students review all unit vocabulary and grammar in the Evaluation.

Materials Reference books or internet access | Word cards: see page TB108 or pictures of road and street signs from your students' country or from the U.K. | Materials for making a sign (optional)

Warmer

- Students open their books at page 77. Ask them to cover all of the page except for the four labeled photographs at the top. Write the following words/phrases on the board: *recycling bin*, *recycling center*, *sort*, *mix*, *change shape*, *stores*. Make pairs. Students explain the glass recycling process, using the photographs and the words on the board. Ask volunteers to explain to the class.

Student's Book page 77

6 Find out about how people recycle paper, plastic, or aluminum. Make a flow chart.

- Use the picture in the Student's Book to present *flow chart*. Ask students if they've seen a diagram like this before and, if so, what it showed. Explain/Elicit that a flow chart shows a continuous process and that each rectangular box has details of one stage of the process. Ask what links the different stages (arrows).
- Divide students into pairs and allow them to work with books or class computers to research the recycling process for paper, plastic, or aluminum (making sure they don't all choose the same material). They might find relevant flow charts on the Internet, but tell them they need to make their own version (with language they can understand).
- Students first make a list of the stages of their process. Then they draw the diagram, with the correct number of boxes and arrows linking them. If students have access to class computers, they can produce the flow chart on the computer, using the "Insert – Shapes – Flowchart" and "Insert – Shapes – Block Arrows" tabs. They can type a sentence for each stage inside the flowchart boxes.
- If students aren't using computers, they draw the boxes and write a sentence in each one to explain what happens at that stage of the process.
- Students present their flow chart to the class. This can be done using their digital file on the interactive whiteboard or by presenting and describing their written work to the class.
- The completed flow charts can then be displayed in the classroom or kept in digital folders.

Workbook page 63 – Evaluation

1 Read and complete. Use the words in the box.

- Students complete the text with the words in the box.

Key: **2** glass **3** plastic **4** cardboard **5** should **6** electricity **7** water **8** shouldn't

2 Read activity 1. Answer the questions.

- Students read the text in activity 1 again and answer the questions.

Key: **2** She should recycle the newspapers and magazines. **3** She should turn off her computer and desk lamp. **4** She should take showers.

3 Complete the sentences about this unit.

- Students read the list of learning points that have been covered in Unit 6. They check the box next to each thing they can now do and put an X in the box next to anything they're still unsure about. Make a note of any areas students have found difficult, for further review work.
- Students then choose the part of the unit they found the most useful and write it down. They can then compare this choice with those made by other students.

Ending the lesson

- Students repeat their favorite activity from the unit.

Extra activities: see page TB119 (if time)

Review Units 5 and 6

1 CD2 46 Read, listen, and choose the words.



Last spring, there was a bad storm near my town. We didn't have any **electricity/gas** for a week. We had **wind power/gas** and **water/paper**, but things were difficult without **gas/electricity**.

Mom **could/couldn't** work because she **could/couldn't** use her computer or send **emails/letters**. I was bored because I **couldn't/shouldn't** watch television or play **chess/online games** with my friends, and I **could/couldn't** do my homework. I needed to use **the Internet/a website** because I had to do a project on **communication/aluminum**. Mom said I **should/shouldn't** use an **encyclopedia/dictionary** for my project. I finished that quickly, but I was still bored! So I visited my friend, and we read an interesting **magazine/newspaper**. We read about a new **plastic/solar** laptop. It doesn't need **gas/electricity** because it uses **solar/wind** power. I told Mom we **should/shouldn't** buy one!

Oscar

2 Read again and answer the questions.

1 Why didn't Oscar have any electricity?
2 Why couldn't his mother work?
3 What couldn't Oscar do without electricity?
4 What did he use to do his homework?
5 What did he do with his friend?
6 What does Oscar want to buy?

3 My World Imagine you had no electricity last week. Ask and answer.

What couldn't you do? What did you do instead? How did you feel?

4 Write about what you did without electricity in your notebook.

→ Workbook pages 64–65

Lesson aims Students reinforce the language of Units 5 and 6.

Recycled language information technology, energy and materials, *could/couldn't, should/shouldn't*

Materials CD2 | Word cards for Units 5 and 6: see pages TB107–108 (optional)

Warmer

- Ask *What can you remember from Units 5 and 6? Let's find out.* Allow students time to look through the units and at any work displayed in class. Ask *What was easy or difficult? What's your favorite activity?* Encourage students to answer and say why.

Student's Book page 78

1 Read, listen, and choose the words.

- Look at the photograph and say *This is Oscar. What's he doing?* (*Writing/Homework.*)
- Tell students they're going to read what Oscar has written for his homework. Encourage students to guess what he has written about.
- Say *Let's find out! Read and listen.* Play the recording. Students listen and find out the topic of the text (a power cut).
- Then say *Now listen and choose the words.* Play the recording again. Students listen and choose the words from the text selection each time. They can write the words down in their notebooks, or just point to the correct words.
- Check the activity by asking different students to read the text aloud.

Key: electricity, gas, water, electricity, couldn't, couldn't, emails, couldn't, online games, couldn't, the Internet, communication, should, encyclopedia, magazine, solar, electricity, solar, should

CD2:46

Last spring, there was a bad storm near my town. We didn't have any electricity for a week. We had gas and water, but things were difficult without electricity. Mom couldn't work because she couldn't use her computer or send emails. I was bored because I couldn't watch television or play online games with my friends, and I couldn't do my homework. I needed to use the Internet because I had to do a project on communication. Mom said I should use an encyclopedia for my project. I finished that quickly, but I was still bored! So I visited my friend, and we read an interesting magazine. We read about a new solar laptop. It doesn't need electricity because it uses solar power. I told Mom we should buy one!

Oscar

2 Read again and answer the questions.

- Students read and answer, referring back to the text in activity 1.
- Check the activity by asking pairs of students to ask and answer.
- If you have time, students can think of more questions for their partner to answer.

Key: **1** Because there was a bad storm near his town. **2** Because she couldn't use her computer or send emails. **3** He couldn't watch TV or play online games. **4** He used an encyclopedia. **5** He read an interesting magazine. **6** He wants to buy a solar laptop.

3 Imagine you had no electricity last week. Ask and answer.

- Students imagine they had no electricity. They ask and answer in pairs, using the questions.

4 Write about what you did without electricity in your notebook.

- Students write about their ideas for activity 3 in their notebook. They can use the text in activity 1 as a model.

Workbook page 64

1 Read and complete the word puzzle.

- Students read the clues and complete the crossword puzzle.

Key: **1** electricity **3** paper **4** Internet **5** plastic **6** online games **7** encyclopedia **8** water **9** e-book

2 Read and circle the correct answers.

- Students choose the correct answer to complete each sentence.

Key: **2** play online games all day **3** Could, couldn't **4** should, should **5** could, couldn't **6** Could, can

Ending the lesson

- Students play *Guess what!* (see page xv) in pairs. They describe key words from Units 5 and 6, e.g., *It's a material people use to make boxes.* (*cardboard*) *You should do this to your TV at night to save energy.* (*turn off*)

Extra activities: see page TB119 (if time)

Lesson aims Students play a board game and continue reinforcing the language of Units 5 and 6.

Recycled language information technology, energy and materials, *people, buy, use, save, cut down (forests/trees), grandparents, young, reduce waste, collect (rainwater), plants, Could (people play online games) in (1980)? What should we do to (save paper)? We should (recycle our trash). We shouldn't (use a lot of gas).*

Materials Coins and buttons or game pieces for playing the game | Word cards for Units 5 and 6: see pages TB107–108

Warmer

- Play *True or false* (see page xvii) making statements about technology or materials/energy, e.g., *People couldn't use the Internet in 1990. We should recycle glass, plastic, and cardboard.*

Student's Book page 79

5 Play the game.

- The aim of this game is to get as many points as possible by completing and answering questions or making sentences and collecting items to recycle. Students play in pairs with a coin and buttons or game pieces.
- First, students copy the five headings on the recycling bins in the center of the board into their notebooks. They will keep a score of the number of items they collect in each bin as they play the game.
- Both students place their button or game piece on the top left-hand square (marked *Start here!*). They then take turns flipping the coin and moving their game piece around the board. They can either move clockwise or counterclockwise. If they flip the heads side of the coin, they move two spaces. If they flip the tails side of the coin, they move one space. When they land on a yellow square, they complete the question from the prompts given and answer it. When they land on a blue game square, they make a true sentence with the words given. Their partner judges whether the language is correct or not. If students make a correct sentence / question and answer, they can "collect" the item on the square they're on (e.g., if there's a picture of a glass jar, they put a point under the *Glass* heading). They don't get a point if they've already landed on that square.
- Students can play the game more than once and you can set a target, e.g., the first student to get six points (or a point for each kind of material) wins.

Key: Possible sentences/questions, working clockwise around the board:
We should recycle our trash.
Could people use the Internet in 1960? No, they couldn't.
People couldn't buy e-books in 1970.
What should we do to save forests?We should use less paper.
We shouldn't cut down a lot of trees.
Could your grandparents read newspapers when they were young? Yes, they could.
People could use dictionaries in 1990.
What should we do to reduce waste? We should recycle more.
We should collect rainwater to water plants.
Could people play online games in 1980? No, they couldn't.
People couldn't send emails in 1950.
What should we do to save paper? We should use both sides.
We shouldn't use a lot of gas.

Workbook page 65

3 Read and match the questions and answers.

- Students match the questions and statements with the responses.

Key: **2** c **3** f **4** e **5** a **6** b

4 Answer the questions about you.

- Students answer the questions with information about themselves and their family.

Ending the lesson

- Play *Choose and answer* (see page xiv) with the word cards. Example questions: *How often do you read a newspaper? What's an encyclopedia? Could people write letters in 1970? Do you like playing online games? What's solar energy? What should we do to save water? Should we throw away glass bottles?*

Extra activities: see page TB119 (if time)

5 Play the game.

Start here!

recycle / trash



____ people ____ the Internet in 1960?



buy e-books / 1970



use / a lot / gas



What ____ we do to ____ paper?



send emails / 1950



____ people ____ online games in 1980?



collect rainwater / plants



What ____ we do to ____ waste?



use dictionaries / 1990



paper and cardboard

clothes

aluminum

plastic

glass

What ____ we do to ____ forests?



cut down / a lot / trees



____ your grandparents ____ newspapers ____ they were young?

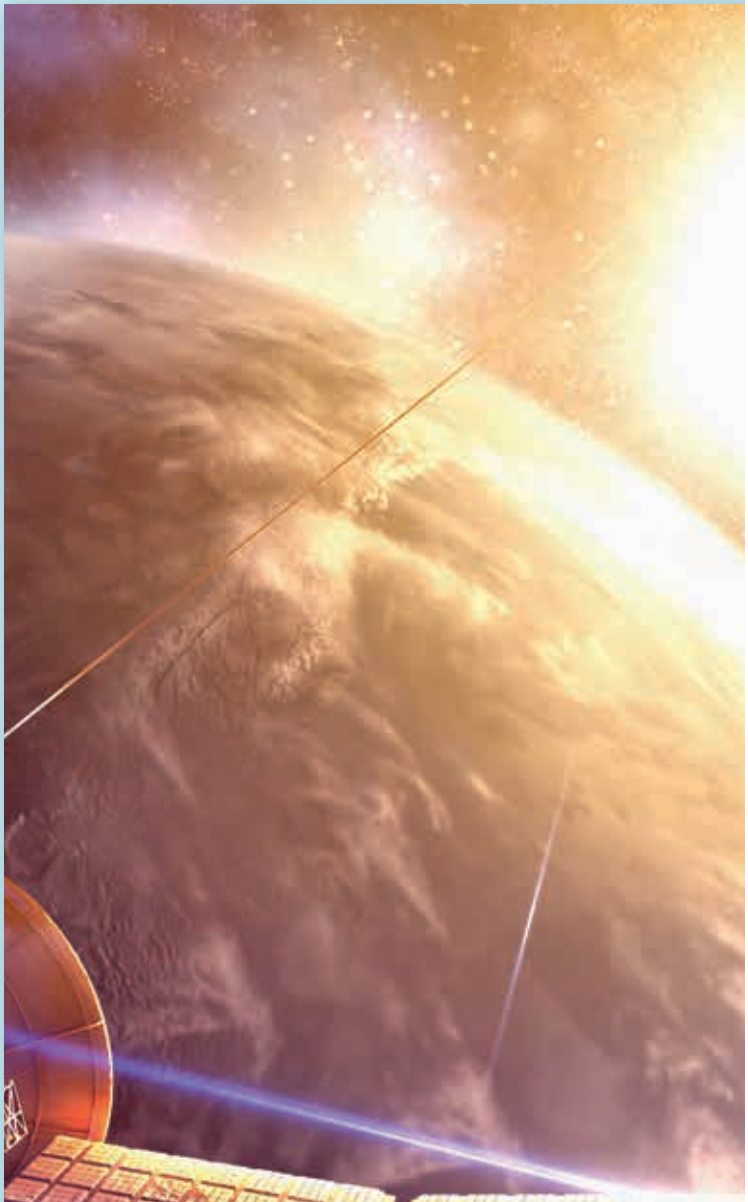


Yellow
Complete the questions and answer them.

Blue
Make true sentences using these words.

7 Space





Unit aims Students will talk about space travel. This includes:

- learning vocabulary about space
- using *going to* to talk about future plans
- asking about future plans with *going to*
- talking about whether they would like to travel in space
- learning about the solar system

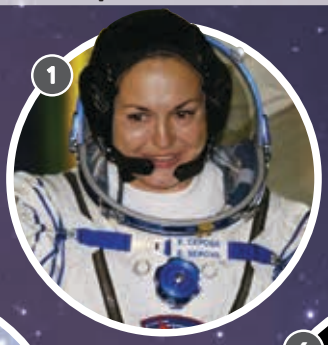
Background information The photograph shows a satellite circling Earth in space.

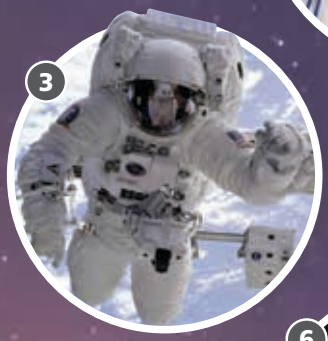
Introduction to the unit

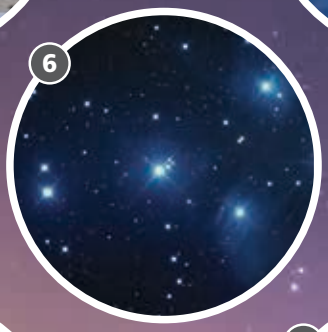
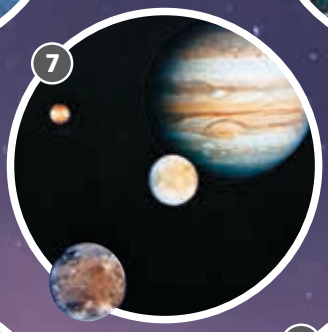
- Read the title of the unit while students look at the photograph. Then ask *What's Unit 7 about?* (*Space/ Space travel*.)
- Then ask *What can you see in the photograph?* See if anyone already knows the word *Earth* and ask *Is Earth a star or a planet?* (*A planet*.) Elicit other known words, e.g., *clouds*, *the Sun*. Present *satellite* and ask students what we use satellites for, e.g., broadcasting television programs, relaying telephone calls, navigation systems, collecting information about the weather, map-making, spying, finding out about other planets.
- Then ask *Would you like to travel into space? Why? / Why not? What would you like to do in space? Which planets would you like to see or visit?* (Accept the planet names in L1.)
- Ask students if they have a telescope at home or if they watch the stars at night. Ask if students have ever seen shooting stars, the northern/southern auroras, or an eclipse. Elicit the names of famous movies about space travel and ask students which is their favorite. Students can also work in pairs and tell each other the storyline of their favorite space-themed movie.

1 CD3 02 Listen and look.

2 CD3 03 Listen and repeat. Then match.








a astronaut **b** Earth **c** Mars **d** planets **e** space laboratory
f space station **g** spacecraft **h** spacesuit **i** stars **j** the Moon

3 CD3 04 Think Listen and guess the words. Then practice with a friend.

These are big, round things in space. They move around the Sun.

Planets!

4 My World Would you like to be an astronaut? Ask and answer.

→ Workbook page 66

Lesson aims Students learn vocabulary about space travel.

New language *astronaut, Earth, Mars, planets, space laboratory, space station, spacecraft, spacesuit, stars, the Moon | travel, scientific experiments, I agree. Most of all, bright, crew, Let's hope …*

Recycled language *What do you want to be … ? older, I want to be … , She's wearing … , I'd like to … , Which planets would you like to see? I'd love to … , Would you like to … ?*

Materials CD3 | A clip from a movie set in space

Warmer

- Show a short clip from a movie set in space and ask questions about it.
- If you don't have a movie clip, play *Drawing game* (see page xv) and draw an astronaut or the solar system.

Student's Book page 82

- Use the photographs to teach the words. Ask students to write the words in two columns: *Space travel* and *Our galaxy*.

1 Listen and look.

- Say *Listen and look.* Play the recording. Students listen to Carla and Alex and point to the photographs.
- Then play the recording again, pausing to ask questions about where the children would like to work and the places they would like to visit.

CD3:02

Alex: What do you want to be when you're older, Carla?
Carla: I want to be an astronaut. I want to travel in a spacecraft, and I want to go into space.
Alex: Me, too! Look. I have a book on space.
Carla: Oh, yes – here's an astronaut in space. She's wearing a spacesuit.
Alex: And here's the space station. I'd like to live on the space station. Astronauts live and work on the space station when they're in space.
Carla: I know. I'd like to work in a space laboratory – like this one. That's where astronauts do scientific experiments.
Alex: I agree – but most of all, I'd like to see what space is like. I'd like to see bright stars and big planets.
Carla: Which planets would you like to see?
Alex: Earth, of course. I'd love to see Earth from space.
Carla: Would you like to go to the Moon?
Alex: Yes, of course. Or I'd like to go to Mars – the red planet. Space crews want to go to Mars next.
Carla: Let's hope we can go, too.
Alex: Someday.

2 Listen and repeat. Then match.

- Play the recording. Students repeat and point.
- Play the recording again. Students say each letter and read the label aloud.

Key: **1** a **2** g **3** h **4** f **5** e **6** i **7** d **8** b **9** j **10** c

CD3:03

1 astronaut **2** spacecraft **3** spacesuit **4** space station **5** space laboratory **6** stars **7** planets **8** Earth **9** the Moon **10** Mars

3 Listen and guess the words. Then practice with a friend.

- Say *Now listen and guess the words.* Play the recording, pausing after each definition for students to guess.
- Students practice in pairs as in the example.

Key: **2** Earth **3** astronaut **4** spacecraft **5** space station **6** Mars **7** the Moon **8** stars **9** spacesuit **10** space laboratory

CD3:04

1 These are big, round things in space. They move around the Sun.
2 We all live on this planet.
3 This person travels to and works in space.
4 Astronauts travel to space in this.
5 Astronauts live here in space.
6 This is often called the red planet.
7 We see this every night in the sky. It moves around Earth.
8 We see these in the sky at night, but they aren't planets.
9 Astronauts wear this when they're in space.
10 Astronauts can do science projects in this place.

4 Would you like to be an astronaut? Ask and answer.

- Students work in pairs. Encourage them to give reasons.

Workbook page 66

1 Read and write the words. Then number the pictures.

- Students unscramble the words, then number the photographs.

Key: **2** astronaut **3** planets **4** spacecraft **5** star **6** the Moon
a 5 **b** 4 **c** 3 **d** 2 **e** 6

2 Circle the one that doesn't belong.

- Students circle the one that doesn't belong.

Key: **2** Earth **3** astronaut **4** the Moon **5** Mars

3 What did you see in the sky last night? What didn't you see?

- Students answer the questions.

My picture dictionary → Go to page 91: Write the new words.

- Students write the new words under the correct pictures.

Ending the lesson

- Play *Bingo* (see page xiv) with the new words.

Extra activities: see page TB119 (if time)

Lesson aims Students talk about future plans using *going to*. They also practice recognizing and producing the sound /ə/ in sentences with *going to*.

New language *They're going to travel. They aren't going to see their families. You're going to (be an astronaut). Yes, I am./No, I'm not. I'm going to … , work for, NASA, ready, mission, for six months/a long time, normal*

Recycled language space, *fix*, *outside*

Materials CD3 | Word cards: see page TB109 and two markers

Warmer

- Play *Circle it!* (see page xv) with the word cards, giving a definition of each item.

Presentation

- Tell the class *I'm going to travel into space next week. I'm going to be there for two years.* Continue making sentences with *going to*, emphasizing the new form, but waiting for students to supply missing words, e.g., *In space, I'm going to wear a …* (*spacesuit*). *I'm going to sit in a …* (*spacecraft*) *for weeks and weeks. I'm not going to eat …* (*good food/regular food*).

Student's Book page 83

5 Read and listen.

- Say *Let's find out what these astronauts are going to do on their next mission.* Explain *mission* if necessary.
- Play the recording while students read and listen. Ask students which aspect of the mission they think is going to be the most difficult.
- Play the recording again and ask students to follow and raise their hands when they find *going to*.

CD3:05: see Student's Book page 83

6 Read and say true *or* false.

- Students read the sentences and say *true* or *false*.

Key: **1** false (They're going to visit the space station.) **2** true **3** false (They're going to fix the outside of the space station.) **4** true **5** true

7 Make sentences about a friend. Then check.

- Ask volunteers to read the speech bubbles and the phrases in the word bank. Make pairs. Students think of a sentence about their partner with *You're going to*, using the example speech bubbles to help. Their partner replies *Yes, I am* or *No, I'm not* (and corrects the sentence). Circulate and help with language.
- Ask individuals to share with the class, e.g., *Franklin is going to go to the movies for his birthday.*

8 How do we say going to *in these sentences? Listen and repeat.*

- Tell students to follow in their books as you play the recording, in each case pausing to elicit the weak form of *to* (/tə/). Remind students that they practiced the /ə/ sound in the previous unit. Explain that unstressed words (e.g., *to*, *the*, *of*, *a*) often have the /ə/ sound. Then continue with the recording, pausing for students to repeat. Make sure that students use the /ə/ sound in *to*.

CD3:06

They're going to go into space.
going to
They're going to go into space.
They aren't going to see the Moon.
going to
They aren't going to see the Moon.

- Say *Now listen and repeat.* Play the recording, pausing for students to repeat.

CD3:07

1 He's going to be a doctor.
2 They're going to watch television.
3 She's going to do a cartwheel.
4 We're going to play a game.
5 I'm going to write a poem.
6 He's going to play the flute.

Workbook page 67

4 Look at Andy and Amy's calendar for next week. Complete the sentences.

- Students read the calendar and complete the sentences.

Key: **2** is going to **3** isn't going to **4** are going to

5 Look at activity 4. Write the sentences.

- Students write sentences, referring to the calendar.

Key: **2** Amy's going to work outside the space station on Thursday. She isn't going to do experiments in the space laboratory. **3** Andy and Amy are going to start the space mission on Monday. They aren't going to go to the movies. **4** Andy's going to do experiments in the space laboratory on Thursday. He isn't going to work outside the space station. **5** Amy's going to clean the spacesuits on Friday. She isn't going to have an interview with NASA.

6 Write two things you're going to do tomorrow and two things you aren't going to do.

- Students write sentences about their plans.

Ending the lesson

- Play *Last one standing* (see page xvi) using sentences with *I'm going to* and *I'm not going to*.

Extra activities: see pages TB119–120 (if time)

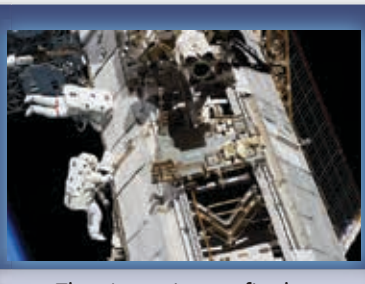
5 CD3 05 Read and listen.



The astronauts in this spacecraft are ready for their next mission. They're going to travel to the International Space Station. They're going to live and work on the space station for six months. They aren't going to see their families for a long time!



They're going to work in a space laboratory.



They're going to fix the outside of the space station.



They're going to eat space food.



They're going to look at Earth from space.

6 Read and say *true* or *false*.

1 The astronauts are going to visit Mars.
2 They're going to live in the space station for half a year.
3 They aren't going to work outside.
4 They aren't going to eat normal food.
5 They are going to see our planet.

Focus!

They're going to travel.
They aren't going to see their families.

7 My World Make sentences about a friend. Then check.

when you're older | next weekend | after school | for your birthday

You're going to be an astronaut when you're older.

No, I'm not. I'm going to be a doctor.

You're going to play soccer after school.

Yes, I am. You're right!

Say it!

8 CD3 06 CD3 07 How do we say *going to* in these sentences? Listen and repeat.

They're going to go into space. They aren't going to see the Moon.

→ Workbook page 67

9 CD3 08 **What are they talking about? Listen and choose.**

a a space camp **b** space travel **c** a space station



10 CD3 08 **Listen again and practice.**

Emma: I'm going to go to a space camp next week. I'm going to stay for five nights.
Alex: Space camp?! What are you going to do there?
Emma: We're going to learn about space missions.
Alex: Are you going to travel in a spacecraft?
Emma: No, we aren't. Don't be silly. But we *are* going to fly a spacecraft in the simulator, and we're going to explore a real spacecraft.
Alex: Are you going to meet astronauts?
Emma: Yes, we are.
Alex: Wow! Can I come, too?

Focus!

What **are** you **going to** do?
Are you **going to** travel in a spacecraft?
Yes, we **are**. / No, we **aren't**.

11 My World **Imagine you're at space camp. Choose three activities you're going to do and compare with your friends.**



SPACE CAMP

Explore a real spacecraft.
Build a model spacecraft.
Climb the Mars climbing wall.
Sit on a zero gravity chair.
Learn about the history of space travel.
Eat space food.
Go on a moon walk.
Wear a real spacesuit.
Watch Earth from space in a 3-D movie.
Fly a spacecraft in the simulator.
Meet astronauts.





What are you going to do at space camp?

I'm going to climb the Mars climbing wall.

Are you going to eat space food?

No, I'm not. I'm going to go on a moon walk.

12 CD3 09 **Go to page 103. Listen and repeat the chant.**

→ Workbook page 68

Lesson aims Students ask and answer about future plans with *going to*.

New language *What are you going to do? Are you going to (travel in a spacecraft)? Yes, we are. / No, we aren't.* | *space camp, Don't be silly. simulator, zero gravity, go on a Moon walk*

Recycled language space, *I'm going to … , next week, stay, for (five nights), We're going to … , mission, fly, explore, wall, 3-D*

Materials CD3 | Homemade cards with hobbies/sports/everyday tasks on them (e.g., *make a cake, go scuba diving, go rock climbing, roller-skate, ride a horse, take a shower*) | Photographs of astronauts in zero gravity

Warmer

- Say *What am I going to do?* Mime getting ready to do an activity (e.g., wash your hands, put on an apron, find cooking equipment). Students say, e.g., *You're going to cook dinner.* Choose a volunteer and give him/her a card with another activity on it. The volunteer mimes getting ready to do the activity. The class guesses in the same way, e.g., *You're going to … ,* and the student who's miming says *No, I'm not* or *Yes, I am.* Whoever guesses first takes a card and does the next mime.

Presentation

- Make a sentence about your plans, e.g., *After this class, I'm going to drink a cup of coffee.* Ask different students *What are you going to do (after class)?* For each answer, ask *Who else is going to … ?* Students raise their hands.

Student's Book page 84

9 What are they talking about? Listen and choose.

- Mime walking in space. Say *Let's all go on a moon walk.* Students mime. Ask why it is difficult to walk on the Moon (because the pull of gravity is weaker). Write *zero gravity* on the board and ask students how astronauts feel/what they do in zero gravity (*They feel weightless, and they float*). Show photographs of astronauts in zero gravity, if possible.
- Say *Life in space is difficult for our bodies. How can astronauts get ready for living in space? What machine do they use?* Teach *simulator.*
- Ask *Who can you see in the photograph?* (*Emma and Alex.*) Ask *What are they talking about?* Read the three options and check comprehension of or present *space camp*.
- Say *Listen and choose.* Play the recording. Students listen and choose the correct answer.

Key: a – a space camp

CD3:08 : see Student's Book page 84

10 Listen again and practice.

- Play the recording again, line by line, and explain the meaning of any other new language (e.g., *Don't be silly*).
- Say *Now listen again and practice.* Play the recording again, pausing for students to listen and repeat the dialog. Students can also practice it in pairs.

CD3:08 : see Student's Book page 84

11 Imagine you're at space camp. Choose three activities you're going to do and compare with your friends.

- Ask students to read the brochure and find a phrase to match each photograph. Check comprehension of, e.g., *climbing wall, zero gravity chair.* Say *Imagine you're at space camp. What are you going to do? Are you going to meet astronauts? Are you going to eat space food? Choose three things*. Students choose three activities, then compare their choices in small groups. They use the example speech bubbles and the Focus! box to help.

12 Go to page 103. Listen and repeat the chant.

- Say *Go to page 103. Listen and repeat.* Play the recording. Students listen and repeat the chant, following the text on page 103. Repeat until students are chanting confidently.

CD3:09 : see Student's Book page 103

Workbook page 68

7 Put the words in order. Then circle the correct answers.

- Students reorder the words to make questions, then choose the correct answer.

Key: **2** What's he going to do at the space station? He's going to work outside. **3** Are they going to climb the Mars climbing wall? No, they aren't. **4** Is she going to learn about space missions? Yes, she is. **5** Are you going to meet astronauts? No, we aren't.

8 Look and answer the questions.

- Students look at the picture and answer the questions.

Key: **2** No, she isn't. **3** She's going to play soccer. **4** Yes, he is. **5** She's going to do gymnastics.

9 What are you going to do this weekend?

- Students write sentences with *going to*.

Ending the lesson

- Copy the first five lines from the dialog in Student's Book activity 10 on the board, ending with *Don't be silly*. Divide the class into two groups to read Emma and Alex's lines in chorus. Gradually delete words until they're saying the dialog from memory.

Extra activities: see page TB120 (if time)

Lesson aims Students reinforce language with a story. They also discuss the value of thinking logically.

New language *brightest, final, wheel, password, enter, finished, it starts with (w), logically*

Recycled language space, *I don't understand, map, lost city, remember, under, tree, round, blue, Come on, We need to … , guess, I don't know, game, letter*

Materials CD3 | Instructions for *Action treasure hunt* (e.g., *clean your room, cook dinner, play on the computer, listen to music, eat a sandwich, wash the car, play Ping-Pong, go climbing*) | Copies of the space puzzle on page TB120 (optional)

Warmer

- Play *Action treasure hunt* (see page xiv). Students guess by asking *Are you going to … ?*

Introduction

- Remind students of the previous episode of the story: *What kind of bird did the children find?* (*An eagle.*) *Was the eagle OK?* (*No, it was in a trap.*) *How did they cross the mountains?* (*On a rope bridge.*) Ask students to guess what the children need to find in this episode. Accept any guesses.

Student's Book page 85

13 Read and listen.

- Read the clue on the tablet and check comprehension of *brightest* and *final clue*. Say *What kinds of objects are round? What are the children going to find?* (Students guess.) Say *Let's find out.*
- Say *Read and listen.* Play the recording. Students follow the story in their books. At the end, students answer the opening question (*A wheel*). Check the meaning of any other new words in the story, e.g., *enter, password*.
- Then play the recording again, pausing to ask more questions: Frame 1: *What kind of city is Emoclew?* (*A lost city.*) Frame 3: *Who sees the brightest star first?* (*Ruby.*) Frame 5: *Where do the children need to look?* (*Under the tree.*) Frame 8: *Why doesn't Sofia know the password?* (*Because her computer game wasn't finished.*) Frame 9: *What do the children do?* (*They try to guess the password.*) *How many letters does the password have?* (*Seven.*) *What does it start with?* (*W.*)
- Students can listen to the story again for pleasure or you can pause after each line for students to repeat. Encourage students to use gestures and intonation from the story as appropriate. You could also divide the class into three groups. Each group repeats the lines for one character (Ruby, Jack, or Sofia).

CD3:10 : see Student's Book page 85

Value ***Think logically.***

- Read the value: *Think logically*. Explain the meaning of the phrase. Students think of ways the story shows the children thinking logically (*They figure out the clue and know that is the right tree – the one under the brightest star – and they try to figure out the password themselves*).
- Ask students to find words in the story *that* are connected with thinking: *understand, remember, know, guess.*
- Ask students to think about ways they use logic in their everyday lives, e.g., to solve puzzles, to figure out why someone is acting in a particular way, to predict the consequences of their actions. Ask students who's the most logical person in their family.

Workbook page 69

10 Read the story again. Circle the correct words and then number.

- Students read and circle the correct word (a, b or c), then number the sentences.

Key: **3** a **4** c **2** b **1** d

11 Circle the mistakes and write the correct words.

- Students circle the incorrect word in each sentence and correct it on the right.

Key: **2** Students circle *red (blue)*
3 Students circle *map (password)*
4 Students circle *five (six)*
5 Students circle *C* (*W*)

12 When do you show the value: think logically?

- Students think of two more ways they think logically. They write two sentences, then compare in pairs. Circulate and help with new language.

Ending the lesson

- Play *I can see* (see page xv) with the pictures in the Student's Book, e.g., *I can see the children looking under a tree.* (*frame 5*) *I can see a flashlight.* (*frame 1*) *I can see six letters on the wheel.* (*frame 6*) *I can see the brightest star.* (*frame 3*) *I can see everyone following Jack.* (*frame 4*)

Extra activities: see page TB120 (if time)

13 CD3 10 Read and listen.



→ Workbook page 69

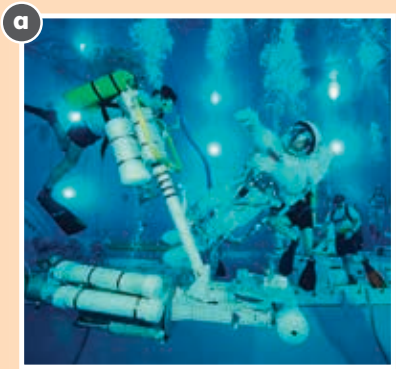
Value: Think logically

Skills: *Listening and speaking*

Let's start! What training do you think astronauts need?

14 CD3 11 **What training do astronauts need? Listen and say the letters.**

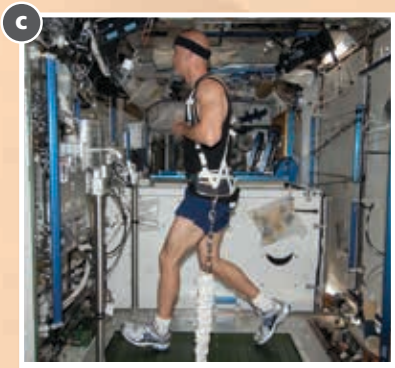
a



b



c



d



e



15 CD3 11 **Listen again and choose the words.**

1 All astronauts have to speak **Russian/English**.
2 Astronauts learn to fly a spacecraft to the **International Space Station/Moon**.
3 Astronauts practice floating in zero gravity in **aircraft/spacecraft**.
4 Astronauts practice space walks **underwater/in a simulator**.
5 Astronauts have to exercise every **day/week**.

16 CD3 12 Talk Time **Talk about space travel with a friend.**

How do you feel about space travel? — I think it's …

Would you like to travel to … ? — Yes, I would. / No, I wouldn't.

What would you like to do in space? — I'd like to …

→ Workbook page 70

Lesson aims Students practice the skills of listening and speaking, with reading in the Workbook. They also talk about traveling in space.

New language *train (v), training, scientist, languages, Russian, back down to Earth, float, aircraft, strange, feeling (n), practice, similar (to), move around, fit (adj), exercise (v), How do you feel about … ?*

Recycled language space, *need, want to be, What do they have to do? must, be good at, simulator, going to, zero gravity, look (= seem), sick, Would you like to … ? Yes, I would./No, I wouldn't.*

Materials CD3 | Photographs of astronauts

Warmer

- Show photographs of astronauts and ask *What kind of person is an astronaut? What do they need to be good at?* Write *An astronaut must be …* and *An astronaut needs to be good at …* on the board. Students work in pairs to finish the sentences in as many different ways as they can think of. Circulate and help. Elicit ideas and write them on the board, e.g., *An astronaut must be brave/patient/intelligent/ friendly/healthy. An astronaut needs to be good at science/flying/making friends/ waiting/using technology.*

Student's Book page 86

Let's start! What training do you think astronauts need?

- Explain the meaning of *train* and *training*. Then ask *What training do you think astronauts need?*
- Elicit ideas and make sure you review *simulator* and *zero gravity*.

14 What training do astronauts need? Listen and say the letters.

- Students look at the photographs and talk about what the astronauts are doing.
- Explain that students will hear a program about the training that astronauts do. Say *Listen and say the letters.* Play the recording, pausing for students to say the letters.

Key: b, e, d, a, c

CD3:11

Astronaut training

Before astronauts can fly into space they have a lot of training. What do they have to do?

1 Astronauts are space scientists. They work in space laboratories. They have to study a lot and learn about space science and technology. They must be good at languages, too. All astronauts must speak English, and many learn Russian.

2 Astronauts are also space pilots. They must learn to fly a spacecraft to the International Space Station and back down to Earth. They learn on a simulator of the spacecraft they're going to fly.

3 In space, astronauts float in zero gravity. Astronauts train for this in special aircraft. Floating looks fun, but zero gravity is a strange feeling, and it can make you feel sick.

4 Astronauts have to walk in space when they work outside the International Space Station. They practice this by learning to scuba dive. Being underwater feels similar to being in space. Astronauts wear spacesuits underwater and practice moving around in them.

5 All astronauts must be very fit and healthy. They have to exercise every day.

15 Listen again and choose the words.

- Students read the sentences. Check that they understand *aircraft*. Play the recording again, pausing for students to choose.

Key: **1** English **2** International Space Station **3** aircraft **4** underwater **5** day

16 Talk about space travel with a friend.

- Play the example dialog while students read the prompts.
- Make pairs. Students share their opinions, using the speech bubbles to help them. They report back, e.g., *Larisa thinks space travel is scary. She wouldn't like to travel to a space station, but she'd like to see Earth from space.*

CD3:12

A: How do you feel about space travel?
B: I think it's exciting.
A: Would you like to travel to a space station?
B: Yes, I would.
A: What would you like to do in space?
B: I'd like to walk on the Moon.

Workbook page 70

13 Read David's comic story. Circle the correct words.

- Students read and circle the correct word each time.

Key: **2** spacecraft **3** going **4** are **5** space **6** floating **7** rocks **8** planet

14 Look at activity 13. Answer the questions.

- Students read David's text again and answer the questions.

Key: **2** He's learning to fly a spacecraft and float in zero gravity. **3** A running machine, his dog, Max and his laptop. **4** In the space laboratory. **5** They're going to break them (with lasers).

15 Some words are both verbs and nouns.

- Students read about words that can be both verbs and nouns and identify the examples (*fly* – verb, *exercise* – verb, *walk* – noun).

Ending the lesson

- Students play a version of *The last word* (see page xvii) in pairs with the sentences in Student's Book activity 15. They take turns.

Extra activities: see page TB120 (if time)

Lesson aims Students practice the skills of reading and writing, with further extended writing practice in the Workbook.

New language *possible, rocky, discover, search, sign (of life), curiosity, rover, land (v), robotic, explore, soil, sample, laser, information, once*

Recycled language space, present progressive, *robot, life, cold, dry, scientists, NASA, send (back), use, special, camera, tools, collect, break, arm, study, water*

Materials CD3 | A color photograph of Mars and two or three other planets (e.g., Saturn, Earth, Neptune) | A cartoon picture of an alien | A bag/box (optional)

Warmer

- Show the photographs of planets (or draw pictures of Saturn, Earth, and Mars on the board). Ask *Which is Mars? What do you know about Mars?* Elicit ideas and write any correct facts on the board. Then ask *Can astronauts travel to Mars?* (*No, they can't.*) *Why not?* (*It takes a long time.*) Explain that the journey takes at least 150 days (current spacecraft can't carry enough fuel to get there and come back again).

Student's Book page 87

Look below! What is this robot doing?

- Point to the photograph and ask *What's this robot doing?* Students guess. Accept any answers. Then say *Let's read and find out.*

17 Read and listen.

- Say *Read and listen.* Play the recording while students read the text. Make sure that students understand any new words (e.g., *search, signs of life, landed, explore, information*). Then check the answer to the opening question: *It's exploring Mars, collecting samples.*

CD3:13 : see Student's Book page 87

18 Read again and answer the questions.

- Students read and answer the questions, referring back to the article in activity 17.
- Check the activity by asking pairs of students to say the questions and answers. Ask the last question from the text: *Do you think the rover is going to find signs of life?* You could have a class vote.

Key: **1** It's cold, dry, and rocky. **2** Water and signs of life. **3** August 6, 2012. **4** Rock and soil samples. **5** To study the samples and send information back to Earth. **6** There was once water on Mars.

Your turn! Design a space robot.

- Say *Now it's your turn. Design a space robot.* Read the questions in the Student's Book and check that students understand the meaning. Students work individually or in pairs to design their robot. Circulate as they work and ask, e.g., *What's this part for? Which planet is it going to explore? What's it going to collect?*
- Students draw a picture and write about their robot in their notebooks. Encourage them to answer the questions in their description (using *going to*).

Workbook page 71

16 Imagine you're going to travel to space. Make notes about your trip.

- Remind students of David's comic story about a trip to space on Workbook page 70. Read through the questions and check comprehension. Students make notes in the right-hand column. Circulate and help with new language.

17 Write a comic story about your trip to space. Draw pictures.

- Students write their comic story in the four sections provided (one corresponding to each part of the chart in activity 16) and draw pictures in the frames. Encourage students to use a similar structure to David's and to make their story funny if possible. They use their notes from activity 16 to help them.

Ending the lesson

- Show a cartoon picture of an alien (or draw one on the board) and say *This is an alien from Mars. What questions would you like to ask him?* Students think of questions in pairs and then suggest what the answers would be.

Extra activities: see page TB120 (if time)

Skills: *Reading and writing*

Look below! What is this robot doing?

17 CD3 13 **Read and listen.**

Is life possible on Mars?

Pictures from space show that Mars is a cold, dry, and rocky planet. Scientists at NASA want to discover if life is or was possible on Mars. They're searching for water and signs of life. But they aren't sending astronauts to Mars. They're using robots.

The *Curiosity* rover landed on Mars on August 6, 2012. It's a robotic laboratory. The rover has seventeen special cameras and lots of other tools. It explores Mars, and it collects rock and soil samples. It can break rocks with a laser, and it collects samples with a special arm. Then it uses computers to study the samples, and it sends information back to Earth.

From this information, scientists know there was once water on Mars. Do you think the rover is going to find signs of life?



18 **Read again and answer the questions.**

1 What is the planet Mars like?
2 What are scientists looking for on Mars?
3 When did the *Curiosity* rover land on Mars?
4 What does it collect and study?
5 What does it use computers for?
6 What do scientists now know about Mars?

Your turn!

Design a space robot.
What is it going to look like?
Which planet is it going to explore?
What is it going to find out?

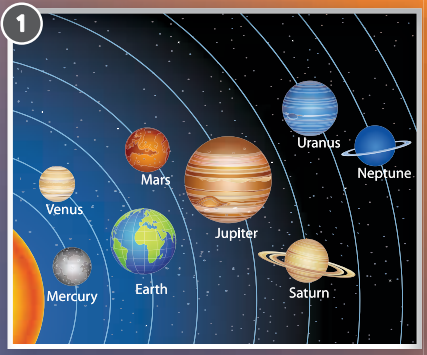
Now write about it in your notebook.

→ Workbook page 71

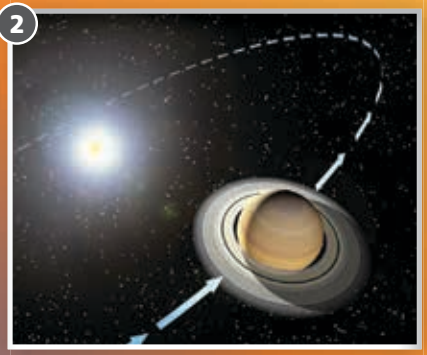
How are the **planets** different?



1 CD3 14 Listen and repeat.



solar system



orbit



reflect

2 Watch the video.

3 CD3 15 Read and listen.

The eight planets in our solar system all orbit the Sun, but they're not all the same. The four planets closest to the Sun are made of rock and metal. The other planets are made of gas. The smallest planet is Mercury, and the biggest planet is Jupiter. Jupiter is bigger than all of the other planets put together!

When we look at the night sky, Venus is brighter than the other planets. This is because its thick clouds reflect the light from the Sun and because it's the closest planet to Earth.

Some planets have a moon. Moons orbit their planet. Some planets have more than one moon. Jupiter has 63 moons! How many moons does Earth have?

Guess What!

Mercury is the closest planet to the Sun, but Venus is the hottest.

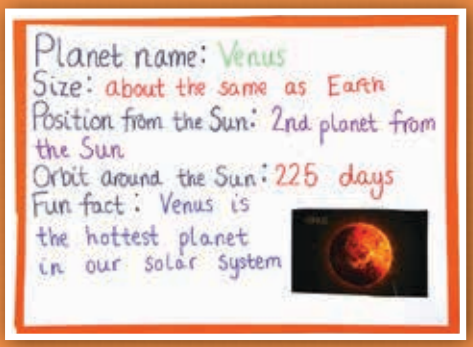
4 Answer the questions.

1 What do the planets move around in space?
2 Which planet is bigger, Earth or Mercury?
3 Look at the picture on page 88. Which planet is Jupiter?
4 Do all the planets have a moon?

5 Which planet would you like to learn more about?

Project

6 Find out about a planet in our solar system. Write a factfile about it.



→ Workbook page 72

Lesson aims Students learn about the solar system.

New language *solar system, orbit, reflect, Mercury, Jupiter, (all the other planets) put together, Venus, reflect*

Recycled language space, *same, different, nearest, made of, rock, metal, gas, smallest, biggest, bigger, brighter, thick, cloud, light (n), more than*

Materials CD3 | DVD or a yellow T-shirt/hat | Homemade cards with labeled pictures of the Sun and the eight planets (or just the word *Sun* and the planet names) | A large ball (e.g., a basketball) and a small ball (e.g., a Ping-Pong ball)

Warmer

- Show the homemade planet cards and ask *What are these?* (*Planets*). Practice pronunciation of the names. Call nine volunteers to the front. Give out the planet cards, together with the Sun card, in random order.
- Play *Stand in order* (see page xvi). First, let the students try to stand in order, with the Sun on the left and the planets according to their position in the solar system. Check, then say the names in the correct order, for students to move. Ask the rest of the class, e.g., *Which planet is nearest to the Sun?* (*Mercury.*) *Which is the third planet?* (*Earth.*) *Which is the seventh planet?* (*Uranus.*)

Student's Book page 88

How are the planets different?

- Point to the photograph and ask the students to find and point to the Sun, Earth, and Mars. Check whether they also recognize Saturn, with its rings, and Jupiter, the biggest planet. Present *orbit*, by saying *All the planets orbit the Sun* and showing the movement with a large ball and a small ball.
- Ask *Are all the planets the same?* (*No, they aren't.*) *How are they different?* Accept any ideas (e.g., size, color).

Student's Book page 89

1 Listen and repeat.

- Use the pictures to present the new words and phrases. Play the recording, pausing for students to repeat.

CD3:14: see Student's Book page 89

2 Watch the video.

- Play the video.
- If you don't have the video, play a version of *All change!* (see page xiv). Make a space in the classroom. Choose a volunteer to be the Sun. Give him/her a yellow T-shirt or hat to wear if possible. He/She sits or stands in the middle of the space. Give each of the other students a planet name to remember (*Mercury, Venus, Earth*, etc.). Then call out a planet, e.g., *Venus!* All students given the word *Venus* stand up and walk around the student who's being the Sun, as if in orbit. Repeat with different planet names.
- If there's space, you can end the game by saying *All the planets in the solar system!* Everyone gets up and walks around the Sun.

Video 07: see page TB126

3 Read and listen.

- Play the recording while students read the text. Explain any new words and phrases (e.g., *all of the other planets put together*). Ask the question from the text: *How many moons does Earth have?* (*One.*)
- Then ask *How are the planets different? Find four differences*. Play the recording again, then elicit answers (*They're made of different materials. They're different sizes. Some are nearer to the Sun than others. They've different numbers of moons*).

CD3:15: see Student's Book page 89

4 Answer the questions.

- Students read and answer the questions about the text in activity 3.

Key: **1** The Sun. **2** Earth. **3** Jupiter is the biggest planet in the picture. **4** Some planets have a moon.

5 Which planet would you like to learn more about?

- Students think, read the text, and look at the pictures to help them decide. Elicit ideas and reasons for their choices. Students can research their chosen planet for the Project in the next lesson.
- Ask students to guess which is the hottest planet in the solar system. They can then read the Guess What! for the page and check the answer.

Workbook page 72

1 Look and complete the words.

- Students write letters to complete the words. Use items 3 and 5 to remind them to use capital letters for the names of the planets.

Key: **2** Mercury **3** Earth **4** Venus **5** Mars **6** Jupiter

2 Read and write the words from activity 1.

- Students match the definitions with the planets.

Key: **2** Jupiter **3** Mercury **4** Venus **5** Mars **6** the Sun

3 Write sentences about our solar system. Use the words in the box.

- Students choose the structures they want to write about and write two more sentences.

Ending the lesson

- Students work in pairs and test each other on the names and the order of the planets.

Extra activities: see page TB120 (if time)

Lesson aims Students research and write a factfile about a planet. They also complete the Evaluation in the Workbook.

New language *factfile*

Recycled language space, planet names, *find out*, *solar system* | Students review all unit vocabulary and grammar in the Evaluation.

Materials Reference books or internet access | Word cards: see page TB109 (optional)

Warmer

- Ask students to draw the solar system to show where the different planets are in relation to the Sun, which is the smallest/biggest, etc. They try to do this from memory, then check with Student's Book page 89.
- Draw a diagram of the solar system on the board, with students helping you to place the planets and telling you about color, size, etc.

Student's Book page 89

6 Find out about a planet in our solar system. Write a factfile about it.

- Use the example project in the Student's Book to present *factfile*. Copy the text on the board:
  Planet name: Venus
  Size: about the same as Earth
  Position from the Sun: second from Sun
  Orbit around the Sun: 225 days
  Fun fact: Venus is the hottest planet in our solar system.
- Ask questions and explain any new language in the answers, e.g., *What's the name of the planet?* (*Venus.*) *How big is Venus?* (*It's the same size as Earth.*) *How long is its orbit of the Sun?* (*225 days.*)
- Students choose a planet (it can be the same one as they chose for activity 5 in the previous lesson, but it shouldn't be Venus). They work with books or class computers to research their planet, noting down information using the same headings as the example project. They can also add new headings for other information they want to include, e.g., *Moons*.
- If students have access to class computers, they can produce the factfile on the computer, copying and pasting a digital picture of their planet and labeling it with a text box.
- If students aren't using computers, they draw, cut out and stick their picture of the planet onto paper and write the information about it.
- Students present their factfile to the class. This can be done using their digital file on the interactive whiteboard or by presenting and describing their written work to the class.
- The completed projects can then be displayed in the classroom or kept in digital folders.

Workbook page 73 – Evaluation

1 Look at the timeline. Write sentences.

- Students write sentences using the prompts given, referring to the timeline.

Key: **2** Hannah isn't going to practice wearing a spacesuit at four o'clock. **3** Toby and Hannah are going to have lunch at 12 o'clock. **4** Hannah isn't going to learn Russian at six o'clock.

2 Look at activity 1. Answer the questions.

- Students look at the timeline in activity 1 and answer the questions.

Key: **2** Yes, he is. **3** Yes, she is. **4** No, they aren't.

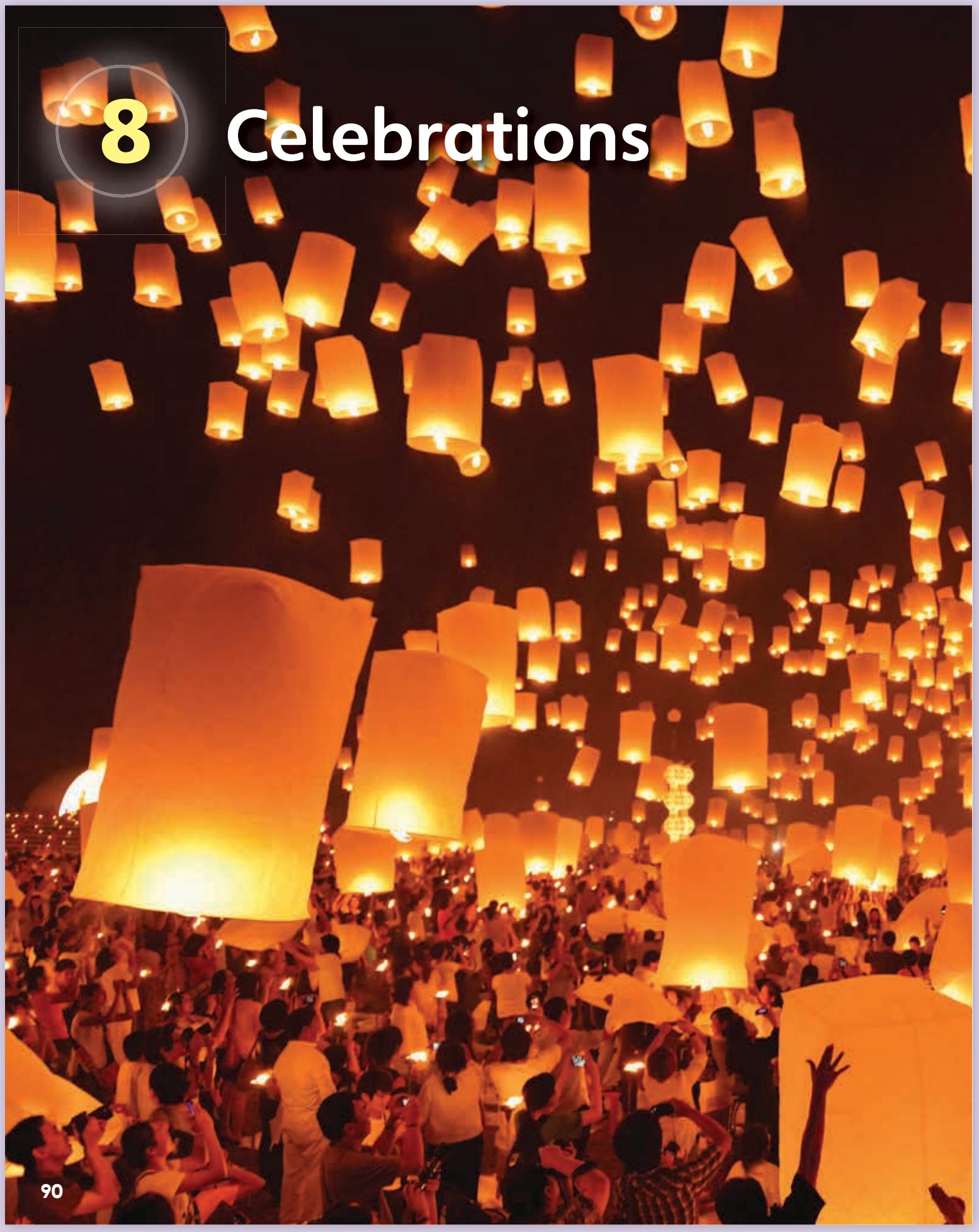
3 Complete the sentences about this unit.

- Students read the list of learning points that have been covered in Unit 7. They check the box next to each thing they can now do and put an X in the box next to anything they're still unsure about. Make a note of any areas students have found difficult, for further review work.
- Students then choose their favorite part of the unit and write it down. They can then compare this choice with those made by other students.

Ending the lesson

- Students repeat their favorite activity from the unit.

Extra activities: see page TB120 (if time)



8 Celebrations



Unit aims Students will talk about celebrations. This includes:

- learning vocabulary for costumes, characters, and entertainment at celebrations
- using *where*, *which*, and *who* to join clauses
- asking questions with *where*, *which*, and *who*
- preparing to act out a story
- learning how fireworks work

Background information The photograph shows the Yi Peng Festival in Thailand. During the festival, people release lanterns made of thin material (e.g., rice paper) into the sky. They also decorate their houses, yards, and temples with paper lanterns of different shapes.

Introduction to the unit

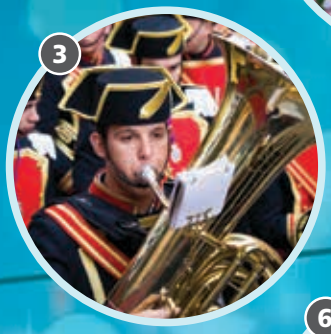
- Read the title of the unit while students look at the photograph. Then ask *What's Unit 8 about?* (*Celebrations*.) Check that students understand the meaning by asking *What are the important celebrations in our town or country? How did you celebrate your last birthday?*
- Then ask *What can you see in the photograph?* (*People, lanterns/lights*.) *What do you think they're celebrating? Which country is the celebration in?* Accept students' suggestions and then tell them about the Yi Peng Festival (see *Background information* above). If you have a map or globe, ask students to find and point to Thailand.
- Then ask *Would you like to be at this celebration? Why? /Why not?*
- Make pairs and say *Tell your partner the last time you were at a celebration. What was the occasion? What did you wear? What did you do?* Students talk in pairs. Circulate, help with new language, and encourage students to ask their partners more questions.

1 CD3 16 **Listen and look.**

2 CD3 17 **Listen and repeat. Then match.**





















a clown **b** costume **c** dancer **d** dragon **e** fireworks
f float **g** amusement park **h** mask **i** musician **j** pirate

3 CD3 18 Think **Listen and say *yes* or *no*. Then ask and answer.**

Does a musician play an instrument? Yes!

4 My World **What's your favorite celebration? Ask and answer.**

→ Workbook page 74

Lesson aims Students learn vocabulary about celebrations.

New language *clown, costume, dancer, dragon, fireworks, float (n), amusement park, mask, musician, pirate*

Recycled language superlatives, *exciting, I like/love …ing, Do you want to … ? Do you have … ? He/She looks like a (clown). good at, next year, going to*

Materials CD3 | Statements for *Find someone who* or sentences for *Reading race* and word cards: see page TB110 (optional)

Warmer

- Say *Close your eyes. Imagine you're at a really big celebration. What can you see? What can you hear? What can you feel?* Allow students a few minutes to imagine their event. Then they compare ideas. Teach new words as necessary for students to express their ideas.

Student's Book page 92

- Use the photographs to teach the words. Students can see which things they thought of when imagining a celebration.

1 Listen and look.

- Play the recording. Students listen and point.
- Then play the recording again, pausing to ask, e.g., *What's Pedro's favorite celebration?* (*Carnival.*) *What does Pedro show Emma?* (*Photographs from last year's carnival.*) *What kind of instrument is the musician in the band playing?* (*Brass.*) *Who's a dancer at the carnival?* (*Emma's aunt.*) *What's Pedro going to be at next year's carnival?* (*A pirate.*) *What else does he like doing at carnival time?* (*Going to the amusement park and watching fireworks.*)

CD3:16

Emma: What's your favorite celebration, Pedro?
Pedro: I think carnival time is the most exciting celebration. I love being in the carnival parade. Do you want to see my photographs from last year's carnival?
Emma: Yes, please. Do you have any photographs of the big carnival floats? I think they're the best part of the parade.
Pedro: Yes – look. This float has big flowers on it. And this float looks like a dragon.
Emma: Wow – it's fantastic!
Pedro: I like listening to the musicians, too. This musician is playing in a brass band.
Emma: And watching the dancers. My aunt is a dancer at our carnival. She's very good at dancing.
Pedro: I love carnival costumes, too. They're so colorful. Like this girl's costume.
Emma: It's beautiful. Or this girl – she looks like a clown.
Pedro: Next year, I'm going to be a pirate at our carnival.
Emma: Good idea – and are you going to wear a carnival mask?
Pedro: I don't think so. Pirates don't wear masks.
Emma: What else do you like doing at carnival time?
Pedro: I love going to the amusement park. I like going on the rides at the amusement park. And in the evening, I love watching the fireworks.
Emma: So do I. Oh, well – time for school.

2 Listen and repeat. Then match.

- Play the recording. Students repeat and point.
- Play the recording again. Students say each letter and read the label aloud.

Key: **1** f **2** d **3** i **4** c **5** b **6** a **7** j **8** h **9** g **10** e

CD3:17

1 float **2** dragon **3** musician **4** dancer **5** costume **6** clown **7** pirate **8** mask **9** amusement park **10** fireworks

3 Listen and say yes *or* no. *Then ask and answer.*

- Play the recording, pausing for students to say *yes* or *no*.
- Students practice in pairs as in the example.

Key: **2** yes **3** yes **4** yes **5** no **6** yes **7** no **8** yes **9** no **10** yes

CD3:18

1 Does a musician play an instrument?
2 Do people wear costumes at a carnival?
3 Do some people wear masks with their costumes?
4 Are there dancers at a carnival?
5 Are carnival floats really small?
6 Can you see fireworks at a carnival?
7 Is a dragon a small animal?
8 Do clowns like making people laugh?
9 Do pirates usually travel by spacecraft?
10 Are there rides at an amusement park?

4 What's your favorite celebration? Ask and answer.

- Students work in pairs to ask and answer.

Workbook page 74

1 Look and complete the sentences.

- Students complete the sentences.

Key: **2** musician **3** dancer **4** clown

2 Read and complete the sentences.

- Students read the definitions and write the words.

Key: **2** dragon **3** fireworks **4** amusement park **5** float **6** costume

My picture dictionary → Go to page 92: Write the new words.

- Students write the new words under the correct pictures.

Ending the lesson

- Play *Anagrams* (see page xiv) with the new words.

Extra activities: see page TB120 (if time)

Lesson aims Students join clauses with *where*, *that*, and *who*.

New language *The town* ***where*** *we had our parade. The costume* ***that*** *I made. My friend* ***who*** *lives on my street.* | *dress up (as a pirate), dressed up*

Recycled language celebrations, simple past: *had, made, gave, played, watched, wore* | *town, friend, live, street, cousin, candy, drum, people, girl, boy*

Materials CD3 | Word cards: see page TB110 or pictures of things, people, and/or places (optional)

Warmer

- Write on the board the name of a recent celebration or festival in your students' hometown. Play *So did I* (see page xvi), asking each student to write two or three things they did during that celebration (either to prepare for it or to take part). Tell them to think about where they went, what they ate, what they wore, what they saw, and what they did, e.g., *I watched fireworks with my family from our roof. I saw the cabezudos parade.* Circulate and help with new vocabulary in the writing stage, then follow the usual game procedure.

Presentation

- Write three questions on the board about a place particular to your students' culture, a famous thing and a famous person your students know well, together with the beginning of the answers, e.g.,
  What's a plaza mayor? It's a … . where …
  What's a tapa? It's a … which …
  Who's Iker Casillas? He's a … who …
- Ask students to help you complete the sentences, e.g., *It's a place where people meet to go shopping or have a coffee. It's a dish of food that you can eat in a bar. He's a soccer player who was the captain of the Spanish national team.* Underline the relative pronouns (*where, that, who*) and tell students they're going to practice linking parts of sentences in this way in the lesson.

Student's Book page 93

5 Read and listen.

- Give students time to look at the photographs. Ask *What can you see? (A street/town, a clown, drums, costumes/dancers)*
- Play the recording while students read and listen. Explain any new vocabulary.
- Play the recording again and ask students to follow and raise their hands when they find *where*, *that*, or *who*.

CD3:19 : see Student's Book page 93

6 Read and match to make sentences about the photographs. Then say the photograph number.

- Students read and match the sentence halves then match each to a photograph in activity 5.

Key: **1** c (Photograph 2) **2** a (Photograph 3) **3** d (Photograph 4) **4** b (Photograph 1)

7 Choose and make sentences. Then ask a friend to guess.

- Ask two pairs of volunteers to read the speech bubbles. Check that students realize they need to choose one of the phrases for each sentence (they need to talk about someone they and their partner both know, a place they both know, or an everyday thing).
- Make pairs. Students take turns making sentences and guessing, using the example speech bubbles to help. Circulate and help with language, noting the best definitions.
- Ask students who thought of the best sentences to say them for the whole class to guess.

8 Go to page 103. Listen and repeat the chant.

- Say *Go to page 103. Listen and repeat.* Play the recording. Students listen and repeat the chant, following the text on page 103. Repeat until students are chanting confidently.

CD3:20 : see Student's Book page 103

Workbook page 75

3 Look and complete the sentences with who, that, *or* where.

- Students complete the sentences.

Key: **2** who **3** that **4** that **5** where **6** who

4 Put the words in order.

- Students reorder the words and write the sentences.

Key: **2** He's the man who dressed up as a pirate. **3** That's the float that I like the most. **4** This is the town where there's a big carnival every year. **5** She's the woman who makes the masks.

5 Join the two sentences using who, that, *or* where.

- Students write sentences with the relative pronouns.

Key:

2 This is the town where there was a bad storm last night.
3 This is the astronaut who's going to fly the spacecraft.
4 These are the dumplings that my mother cooked for me.
5 It's the costume that my uncle made for the parade.

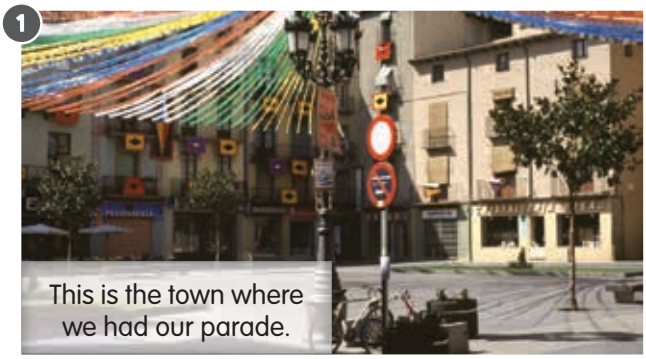
Ending the lesson

- Play *Correct my mistakes* (see page xv) saying sentences with relative pronouns about people, places, and things, e.g., hold up a marker and say *This is the marker that I use to write on the wall.* Students correct you, e.g., *No! It's the marker that you use to write on the board.*

Extra activities: see pages TB120–121 (if time)

5 CD3 19 Read and listen.

My town carnival



Focus!

The town **where** we had our parade.
The costume **that** I made.
My friend **who** lives on my street.







6 Read and match to make sentences about the photographs. Then say the photograph number.

1	It's a girl …	**a**	that a boy played in the carnival.
2	It's a drum …	**b**	where they watched the parade.
3	They're people …	**c**	who dressed up as a clown.
4	It's a street …	**d**	who danced in the parade.

It's a girl who dressed up as a clown. — Photograph two.

7 My World Choose and make sentences. Then ask a friend to guess.

a friend who a place where a thing that

He's a friend who has a big dog. — Miguel!

It's a thing that we use to write. — A pen!

8 CD3 20 Go to page 103. Listen and repeat the chant.

→ Workbook page 75

9 CD3 21 **Where did Alex have his birthday? Listen and choose.**

a Italy **b** the United Kingdom **c** Spain

10 CD3 21 **Listen again and practice.**

Carla: What did you do for your birthday, Alex?
Alex: I visited my friend Luis.
Carla: Luis? Is that your friend who lives in Spain?
Alex: Yes. I went to Madrid, and we went to an amusement park. I took some great photographs – look!
Carla: Wow! That ride looks scary!
Alex: Yes, it went really high, but it was great.
Carla: Is this the place where you had your party?
Alex: No, Carla. That's the Royal Palace!



Focus!

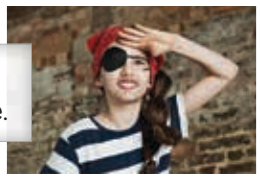
Is that your friend **who** lives in Spain?
Is this the place **where** you had your party?

11 Think **Read about Carla's birthday party and say the missing words. Then choose a photograph and ask and answer.**



The place _____ I had my party.

My friend _____ dressed up as a pirate.





The present _____ my best friend gave me.



The cake _____ we ate at my party.

The clown _____ told us some jokes.





The yard _____ we played some games.

Is it a place? Yes, it is.

Is it the place where she had her party? No, it isn't.

Say it!

12 CD3 22 CD3 23 **Which words sound the strongest? Do the ends of the question and answer go up or down? Listen and repeat.**

Is **this** your **friend** who **lives** in **Spain**? ↗ **No**, it's my **cousin**. ↘

→ Workbook page 76

Lesson aims Students ask and answer questions with *where*, *that*, and *who*. They also practice sentence stress and intonation in questions and answers.

New language *Is that your friend **who** lives in Spain? Is this the place **where** you had your birthday party?*

Recycled language celebrations, past tense, *dressed up*, *ride (n)*, *scary*, *jokes*

Materials CD3 | Pictures (or flashcards from earlier levels of *Guess What!*) of places, jobs, and objects

Warmer

- Describe a student in the class, using relative clauses. The rest of the class guesses who, e.g *This is a boy who has brown eyes. It's someone who's kind and funny. It's a boy who isn't talkative. It's someone who's wearing a green T-shirt today.* (*It's Matheus!*)

Student's Book page 94

9 Where did Alex have his birthday? Listen and choose.

- Ask *Who can you see in the photograph?* (*Carla and Alex.*) Say *They're talking about birthdays.* Remind students that Carla and Alex share a birthday (see *Guess What!* 5).
- Say *Where did Alex have his birthday? Listen and choose.* Play the recording. Students listen and choose the correct answer.

Key: c – Spain

CD3:21 : see Student's Book page 94

10 Listen again and practice.

- Play the recording again, line by line, checking comprehension and asking students to raise their hands when they hear the words *that*, *who*, or *where*.
- Say *Now listen again and practice.* Play the recording again, pausing for students to listen and repeat the dialog. Students can also practice it in pairs.

11 Read about Carla's birthday party and say the missing words. Then choose a photograph and ask and answer.

- Say *Look! These are the photographs that Carla took at her birthday party.* Point to the first caption and elicit the missing word. Students read the rest and decide on the missing words. Elicit the complete captions to check.

Key: The place **where** I had my party. My friend **who** dressed up as a pirate. The present **that** my best friend gave me. The cake **that** we ate at my party. The clown **who** told us some jokes. The yard **where** we played some games.

- Then ask volunteers to read the speech bubbles below the photographs. Students then take turns choosing a photograph and asking and answering as in the example.

12 Which words sound the strongest? Do the ends of the question and answer go up or down? Listen and repeat.

- Tell the students to look at the words in **bold** and the arrows. Play the recording, pausing after the "strong" words to show the up and down movement by pointing. Then play the sentence for the second time and pause for students to repeat, encouraging them to copy the stress and intonation.

CD3:22

Is **this** your **friend** who **lives** in **Spain**?
this … friend … lives … Spain?
Is **this** your **friend** who **lives** in **Spain**?
No, it's my **cousin**.
No … cousin.
No, it's my **cousin**.

- Say *Listen and Repeat.* Play the recording, pausing to elicit the "strong" words and for students to show the up and down movement by pointing. Then encourage students to repeat, trying to copy the stress and intonation.

CD3:23

1 Is **this** the **place** where you **had** your **party**?
2 **No**, it's my **friend's house**.
3 Is **this** the **mask** that you **bought**?
4 **No**, I **made** this **mask**.
5 Is **this** your **friend** who **sings beautifully**?
6 **No**, he **sings badly**.

Workbook page 76

6 Look and complete the questions and answers.

- Students look at the pictures and write the missing words.

Key: **1** No, isn't **2** where, No, isn't **3** that, Yes, is **4** where, Yes, is **5** who, No, isn't

7 Write questions and answers.

- Students write questions and answers.

Key: **2** Is this your friend who's good at street dancing? No, it isn't. **3** Is this the costume that you wore in the play? Yes, it is. **4** Is this the restaurant where Tim had lunch? Yes, it is. **5** Is this the teacher who teaches you English? No, it isn't.

Ending the lesson

- Stick ten to twelve pictures of places, jobs, and things on the board (or write the words). Tell students you're thinking of one of the items. They have to ask you questions with *who/that/where* to find out which one it is, e.g., *Is it a person who works with animals?* You can make the game competitive by giving them a set number of "lives" (e.g., only five questions). They can also play the game in pairs.

Extra activities: see page TB121 (if time)

Lesson aims Students reinforce language with a story. They also discuss the value of sharing success with friends.

New language *backwards, happy to see (someone), success*

Recycled language celebrations, *I know, Welcome, Good job, yeti, city, going to, have a party, street, name, envelope, Here we are, number, door, open, den, look, still, letter, game, finished, enter the competition, the best, friend, help, win*

Materials CD3 | Copies of the sentences on page TB121 for ordering (optional)

Warmer

- Play *Last one standing* (see page xvi), saying sentences with relative clauses and *who*, *that* or *where*, e.g., *I live in a street where there are lots of trees.* *I know someone who has a pet mouse.* *I like movies that have a happy ending.*

Introduction

- Remind students of the previous episode of the story: *What did the children follow to find a tree?* (*The brightest star.*) *What did they find under the tree?* (*A wheel.*) *What did they see around the wheel?* (*Letters.*) *What's the first letter of the password?* (*W.*) Ask students to guess what's going to happen at the end. Accept any guesses.

Student's Book page 95

13 Read and listen.

- Give students time to look at the pictures and ask *Were your guesses about the story correct?* *How do the children get home?* Say *Let's find out.*
- Say *Read and listen.* Play the recording. Students follow the story in their books. At the end, ask *What's the password?* (*Welcome.*) *How did the children figure out the password?* (*It's* Emoclew *backwards.*) Check comprehension of *backwards* and any other new words.
- Then play the recording again, pausing to ask more questions: Frame 1: *Who guesses the password?* (*Ruby.*) Frame 2: *What's behind the doors?* (*A yeti city.*) Frame 3: *What are the yetis going to do?* (*Have a party.*) Frame 4: *What's* Emoh Og*?* (*The street name that's on the envelope.*) *What does it mean?* (*It's* Go home *backwards.*) Frame 5: *Which number on the street do they need?* (*Number 3.*) Frame 6: *What's behind the door of number 3?* (*The den.*) Frame 8: *What's happened to Sofia's game?* (*It's finished.*) Frame 9: *Who wins the computer game competition?* (*Sofia.*)
- Students can listen to the story again for pleasure or you can pause after each line for students to repeat. Encourage students to use gestures and intonation from the story as appropriate.

CD3:24 : see Student's Book page 95

Value ***Share success with your friends.***

- Read the value: *Share success with your friends*. Explain the meaning of *success* and elicit the meaning of the whole phrase. Ask which character in the story shares success with friends (*Sofia – she says that the prize she won is for her friends because they helped her win*).
- Ask students to think about successes they've had in their lives that they've shared with friends or family, e.g., team games or competitions they've won, thanks to not only their own efforts but also those of the friends on their team, sports prizes that their parents have helped them with (by taking them to training sessions and supporting them at games).

Workbook page 77

8 Read the story again. Circle the correct words and then number.

- Students read and circle the correct word, then number the sentences.

Key: **2** a party **3** b street sign **4** c game

9 Read and complete. Use the words in the box.

- Students complete the paragraph with words from the box.

Key: **2** yeti **3** great **4** streets **5** envelope **6** door **7** home **8** competition **9** friends

10 Write about two times when you showed the value: share success with your friends.

- Students think of two occasions when they shared success. They write two sentences, then compare in pairs. Circulate and help with new language.

Ending the lesson

- Play *The last word* (see page xvii) with sentences about the story, e.g., *Emoclew is "Welcome" …* (*backwards*). *Behind the doors there's a yeti …* (*city*). *The yetis have a …* (*party*). *The children find another clue on a street …* (*sign*). *Sofia's game is now …* (*finished*). *In the competition, Sofia's computer game was the …* (*best*). *Sofia says the prize is for her …* (*friends*).

Extra activities: see page TB121 (if time)

13 CD3 24 Read and listen.



→ Workbook page 77

Value: Share success with your friends

Skills: *Listening and speaking*

Let's start! Do you like watching dance shows or plays? Why or why not?

14 CD3 25 **Which child is Sonia? Listen and say the letter.**



15 CD3 25 **Listen and say *true* or *false*.**

1 Sonia's club is going to sing in a competition.
2 They're going to dance the story of *Alice in Wonderland*.
3 There are five children who are going to play Alice.
4 Sonia made her costume.
5 Sonia's going to be the character who's wearing a big hat.

16 CD3 26 **Talk Time** **Choose a story to act out with your friends.**

What story should we act out?

Let's act out the story of …

OK. I'll be … Who do you want to be?

I'll be …

Great! Should we make … ?

Yes, and let's make …

→ Workbook page 78

Lesson aims Students practice the skills of listening and speaking, with reading in the Workbook. They also talk about acting out a story in groups.

New language *play (n), drama, perform, How do you feel about …ing?, How interesting, main, play (a character), I'll be … , Who do you want to be? props*

Recycled language celebrations, *show (n), going to, competition, I'd love to. Should (we) … ? act out*

Materials CD3 | A copy of *Alice in Wonderland* and/or pictures | A clip from a movie version of the story (optional)

Warmer

- Show students a copy of *Alice in Wonderland*, pictures, or a movie clip. Ask *What's the girl's name? Do you know the story?* If students are not familiar with the story, tell them it's a fantasy about a girl called Alice.

Student's Book page 96

Let's start! Do you like watching dance shows or plays? Why or why not?

- Read the opening question and tell the class about any performance art that you like and why. Then tell them about a particular show, e.g., *The last time I saw a play was last month. It was called* The Mousetrap. Encourage them to ask questions, e.g., *Who went with you? What did you think?*
- Ask volunteers to give their opinions and to talk about a show or a play.

14 Which child is Sonia? Listen and say the letter.

- Say *Look at the children. What are they wearing?*
- Ask *Which child is Sonia?* and play the recording.

Key: c

CD3:25

Interviewer: Meet Sonia. She goes to a dance and drama club. This year she's going to perform at a children's dance competition. … Hello, Sonia. How do you feel about dancing in the competition?
Sonia: It's very exciting.
Interviewer: What type of dancing are you going to do?
Sonia: We're going to dance the story of *Alice in Wonderland*.
Interviewer: How interesting! How many characters are there in the show?
Sonia: There are five main characters: a cat, a white rabbit, a girl named Alice, a man with a big hat, and the queen. But there are more than five people in our show. There are three Alices and three queens, for example.
Interviewer: Did you make your costumes?
Sonia: No, we didn't. The dance club made the costumes.
Interviewer: Which character are you going to play?
Sonia: Guess!
Interviewer: Are you going to be an Alice?
Sonia: No. And I'm not going to be an animal.
Interviewer: Are you going to be a queen?
Sonia: No, I'm not.
Interviewer: OK. You're going to be the man who wears a big hat, then.
Sonia: Yes – I'm the Mad Hatter. Come and see the show!
Interviewer: I'd love to.

15 Listen and say true *or* false.

- Students read the sentences. Play the recording again, pausing for students to say *true* or *false*.

Key: **1** false **2** true **3** false **4** false **5** true

16 Choose a story to act out with your friends.

- Say *Imagine you're going to act out a story. What will it be? What characters will you play? Will you make costumes?* Present *props*.
- Introduce *Jack and the Beanstalk* and its characters. Play the example dialog while students read the prompts.
- Make groups. Students choose a story and their roles, using the speech bubbles to help them. Circulate and help.

CD3:26

A: What story should we act out?
B: Let's act out the story of *Jack and the Beanstalk*.
A: OK. I'll be the giant. Who do you want to be?
B: I'll be Jack.
A: Great. Should we make costumes?
B: Yes, and let's make some props, too.

Workbook page 78

11 Read Tara's email. Then number the pictures.

- Students read and number the photographs.

Key: Students number the photographs 5, 2, 4, 3.

12 Look at activity 11. Circle the mistakes. Then write the sentences correctly.

- Students circle the mistakes and rewrite the sentences.

Key: **2** Lily – They celebrated Tara's birthday … **3** pizza – They had hot dogs, … **4** John – … because Lily can't swim **5** carnival – There was a parade …

13 Use but *to join two sentences together with opposite ideas.*

- Students read about *but* and underline the examples (*The rides were scary, but they were fun. It was a hot day, but the water was cold! John can swim, but Lily can't, so we didn't stay there for a long time. I was tired, but I was happy*).

Ending the lesson

- With books closed, students say what they remember about *Alice in Wonderland*.

Extra activities: see page TB121 (if time)

Lesson aims Students practice the skills of reading and writing, with extended writing practice in the Workbook.

New language *the Netherlands, take place, work of art, build something out of (wire), wire, papier-mâché, during, decorate, hard work*

Recycled language celebrations, materials, *fantastic, flower, September, famous, made of, animal, people, buildings, motorcycle, astronaut, make, every year, (enter a) competition, village, most, help, younger, build, cardboard, older, grow, thousand, for (time), summer, before, everyone, enjoy, work together, make friends, have fun, win, going to*

Materials CD3 | Word cards: see page TB110

Warmer

- Stick the word cards on the board. Tell students you're thinking of one of the words, then play the *Yes/No game* (see page xvii).

Student's Book page 97

Look below! What is this float made from?

- Point to the photograph and explain that it shows part of an amazing float in a parade. Then ask *What's this float made from?* Students guess. Accept any answers. Present *wire* and *papier-mâché* if students suggest these materials in their own language. Then say *Let's read and find out.*

17 Read and listen.

- Say *Read and listen.* Play the recording while students read the text. Explain any new words/phrases (e.g., *take place, work of art, decorate*). Then check the answer to the opening question.
- Ask additional questions, e.g., *Where's the flower parade?* (*In the Netherlands.*) *What kind of things do they put on the floats?* (*Animals, people, buildings, motorcycles, astronauts.*) *How long do they work on the floats?* (*For three months.*) *When do they decorate the floats?* (*Three days before the parade.*)

Key: Wire, papier-mâché, cardboad, and flowers.

CD3:27 : see Student's Book page 97

18 Read again and correct the sentences.

- Students read and correct the sentences, referring back to the text in activity 17.
- Elicit answers and ask *Would you like to take part in a competition like this? Are there any competitions or events where young and old people work together in our town?*

Key: **1** You can see the Flower Parade in September. **2** The floats are made of flowers. **3** Twenty villages enter a float competition. **4** The older people grow the flowers. **5** Each float needs thousands of flowers. **6** The people from the village enjoy working on their float.

Your turn! Design a float.

- Say *Now it's your turn. Design a float.* Read the questions in the Student's Book and check that students understand the meaning. Students work individually or in pairs to design their float. Circulate as they work and ask, e.g., *What's your float going to look like? Which materials are you going to use? What's it for?*
- Students draw a picture and write about their float in their notebooks. Encourage them to answer the questions in their description (using *going to*).

Workbook page 79

14 Make notes about a celebration or a visit to a theme park, an amusement park, or a carnival on the chart.

- Read the questions in the chart with the class. Students complete it with information about a theme park, amusement park, carnival, or similar event they've visited. For the last question row and its four "branches," ask them to think about what they ate, what they saw, what they bought and what they did.

15 Write an email about a celebration or a visit to a theme park, an amusement park, or a carnival.

- Students write their email in the space provided. Encourage them to begin with a brief description of the event (where it is and who they went with) and then describe what they did, in a similar way to Tara in her email. Encourage them to use adjectives to talk about how they felt. They use their completed chart from activity 14 to help them.

Ending the lesson

- Write the following verbs from the text in the Student's Book on the board: *make, enter, build, grow, enjoy, have.* Then write a list of nouns/phrases below the verbs: *flowers, a competition, fun, a work of art, a float, working together.* Students match each verb to a noun or phrase from the text. Elicit answers and ask students to make a sentence with the complete phrase, e.g., *People make a work of art from wire, paper, and flowers for the parade.*

Key: make a work of art, enter a competition, build a float, grow flowers, enjoy working together, have fun

Extra activities: see page TB121 (if time)

Skills: *Reading and writing*

Look below! **What is this float made from?**

17 CD3 27 **Read and listen.**

Fantastic floats

The Flower Parade in Zundert, the Netherlands, takes place in September. It's famous for its floats, which are made of flowers. You can see fantastic animals, people, buildings, motorcycles, and even astronauts. Who makes these works of art?

Every year, there is a float competition at the parade. Twenty villages enter the competition, and each village makes one float. Most people in the village help make their float. The younger people build it out of wire, papier-mâché, and cardboard, and the older people grow thousands of flowers for it. They all work on the float for three months during the summer. Then, three days before the parade, everyone decorates the float with the flowers.

It's hard work, but the people from the village enjoy working together. They make friends and have fun, and sometimes their float wins the competition!



18 **Read again and correct the sentences.**

1 You can see the Flower Parade in October.
2 The costumes are made of flowers.
3 Thirty villages enter a float competition.
4 The younger people grow the flowers.
5 Each float needs hundreds of flowers.
6 The people from the village don't like working on their float.

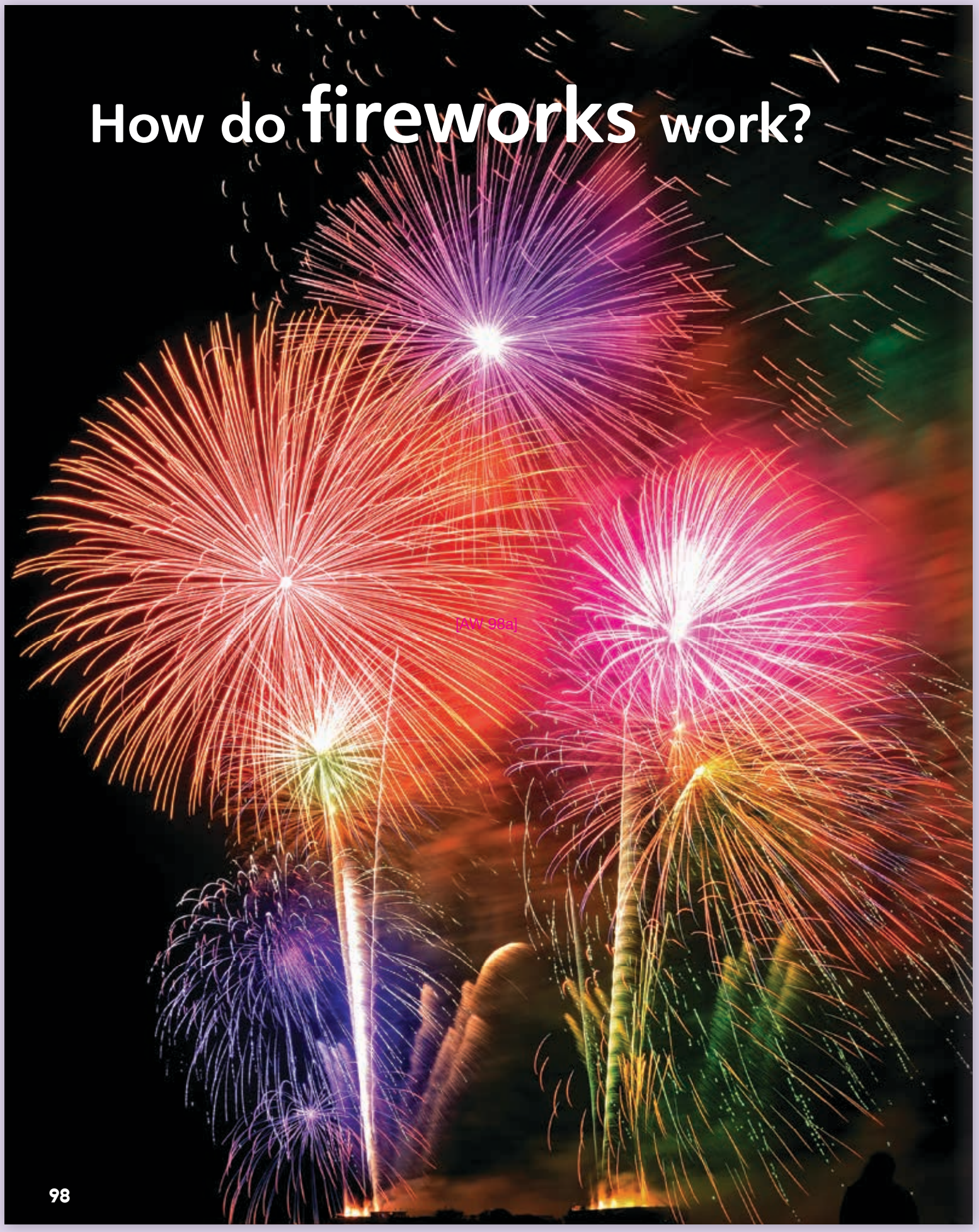
Your turn!

Design a float.
What is it going to look like?
What are you going to make it from?
Which celebration is it for?

Now write about it in your notebook.

→ Workbook page 79

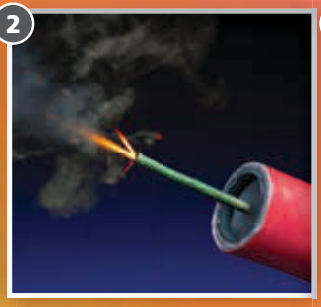
How do **fireworks** work?



[AV 98a]

1 CD3 28 Listen and repeat.









gunpowder fuse explode metal salt

2 Watch the video.

3 CD3 29 Read and listen.

Fireworks have gunpowder inside them, and they also have a fuse. When someone lights the fuse of a firework, gas from the gunpowder pushes the firework up into the air. When the firework is in the air, the gunpowder explodes and usually makes a loud sound.

Fireworks have metal salts inside them, too. The metal salts explode with the gunpowder. Different types of metal salts make different colors when they burn. Lithium makes a red light, copper makes a green light, and sodium makes a yellow light. Some fireworks have many different metal salts, so they make lots of different colors when the gunpowder explodes.

Guess What!

Fireworks were invented more than 2,000 years ago in China.

4 Answer the questions.

1 What's inside fireworks?
2 What happens when someone lights the fuse of a firework?
3 What makes the beautiful colors in fireworks?
4 Why do some fireworks make many different colors?

5 When was the last time you saw fireworks? What were they like?

Project

6 Find out about your favorite kind of fireworks. Draw a diagram and explain how it works.



→ Workbook page 80

Lesson aims Students learn about fireworks.

New language *work (= function) (How do fireworks work?) gunpowder, fuse, explode, metal salt, light (a fuse), burn, lithium, copper, sodium*

Recycled language celebrations, colors, *inside, someone, gas, push, up, air, make a sound, loud, different kinds, lots of*

Materials CD3 | DVD | Four markers

Warmer

- Play *Whisper down the line* (see page xvii) with the key words from the unit or phrases from the previous lesson.

Student's Book page 98

How do fireworks work?

- Point to the photograph and ask *What can you see? (Fireworks.) What colors are they? Do you like fireworks? Are you afraid of them? Which is your favorite kind of firework? Why do we have to be careful with fireworks?*
- Ask *How do fireworks work? What do they have inside? What makes the sound? What makes the different colors?* Accept any ideas, then say *Let's find out.*

Student's Book page 99

1 Listen and repeat.

- Use the pictures to present the new words and phrases. Play the recording, pausing for students to repeat.

CD3:28 : see Student's Book page 99

2 Watch the video.

- Play the video.
- If you don't have the video, copy the following text on the board. Students work in pairs to guess the missing words and dates:
  The first fireworks were used in New _____ celebrations. Fireworks started to arrive in Europe in _____ , and now they're used all over the world. Countries that have events with firework displays include: _____ (Bastille Day, July 14th), the _____ (Independence Day, July 4th) and the _____ (Bonfire Night, November 5th).

Key: Year, the 1300s, France, USA, U.K.

Video 08 : see page TB127

3 Read and listen.

- Play the recording while students read the text. Explain any new words and phrases, e.g., *light (a fuse).*

CD3:29 : see Student's Book page 99

4 Answer the questions.

- Students read and answer the questions about the text in activity 3.

Key: **1** Gunpowder and a fuse. **2** Gas from the gunpowder pushes the firework up into the air. **3** Metal salts. **4** Because they've different metal salts inside.

5 When was the last time you saw fireworks? What were they like?

- Students work in pairs to ask and answer the questions. Choose volunteers to tell the class about their partner, e.g., *Araceli saw fireworks at the Veracruz carnival. They were very loud. There was a light show, too. She liked the light show best.*
- Ask students to guess what colors the first fireworks were and which color fireworks are the most difficult to make. They read the Guess What! for the page and check the answers.

Workbook page 80

1 Look and write the words from the box.

- Students label the pictures with words from the box.

Key: **2** fuse **3** gunpowder **4** sodium **5** lithium **6** copper

2 Read and complete the sentences. Use the words in the box.

- Students complete the sentences with words from the box.

Key: **2** gunpowder **3** Gas **4** air **5** explodes **6** sound **7** metal salts

3 Plan a celebration.

- Students plan and then write about a celebration, answering the questions.

Ending the lesson

- Books are closed. Write key words from the lesson on the board: *gunpowder, fuse, explode, push, air, sound, metal salts, colors*. Students work in pairs. They take turns explaining to each other how fireworks work, using the words on the board.

Extra activities: see page TB121 (if time)

Lesson aims Students draw a diagram of a firework and explain how it works. They also complete the Evaluation in the Workbook.

Recycled language celebrations | Students review all unit vocabulary and grammar in the Evaluation.

Materials Reference books or internet access

Warmer

- Draw a simple diagram of a firework on the board, similar to the one on Workbook page 80. Ask students to help you label the different parts (fuse, gunpowder, metal salts). Then ask volunteers to explain how a firework works. Write key verbs on the board if necessary: *light*, *burn*, *explode*, *push*, *make (sound)*. Delete the picture from the board.

Student's Book page 99

6 Find out about your favorite kind of fireworks. Draw a diagram and explain how it works.

- Use the example project in the Student's Book to explain what students have to do. Point out that they can either copy drawings or find photographs online, as in the example project.
- Students work with books or class computers to find out about a firework, noting down similar information to the example project. They can also add other information they want to include.
- If students have access to class computers, they can produce a description of the firework and draw their diagram with a computer drawing program, labeling the different parts with text boxes.
- If students aren't using computers, they draw and label a picture of a firework on paper and explain how it works.
- Students present their information to the class or to a smaller group. This can be done using their digital file on the interactive whiteboard or by presenting and describing their written work.
- The completed projects can then be displayed in the classroom or kept in digital folders.

Workbook page 81 – Evaluation

1 Read and complete.

- Students look at the pictures and complete the texts with *who*, *that*, or *where*.

Key: **2** who **3** that **4** where **5** that **6** that **7** who **8** who **9** where **10** where **11** where

2 Look at activity 1. Answer the questions.

- Students look at activity 1 and answer the questions.

Key: **2** Yes, he is. **3** No, it's the float that looks like a dragon. **4** No, the man who plays the drum is his dad.

3 Complete the sentences about this unit.

- Students read the list of learning points that have been covered in Unit 8. They check the box next to each thing they can now do and put an X in the box next to anything they're still unsure about. Make a note of any areas students have found difficult for further review work.
- Students then choose the part of the unit they found the most interesting and write it down. They can then compare this choice with those made by other students.

Ending the lesson

- Students repeat their favorite activity from the unit.

Extra activities: see page TB121 (if time)

Review Units 7 and 8

1 CD3 30 Read, listen, and choose the words.

My name is Lucia, and I like **writing stories/making costumes** and drawing **pictures/masks**. Someday, I'm going to be a writer **who/which** writes books for children. At the moment, I'm writing a story about a **dragon/astronaut**. Her name's Daisy, and she's a space **pirate/clown**.

Daisy travels to **the Moon/Mars** to look for treasure, but she doesn't travel in a **plane/spacecraft**. She flies into space in a special **spacesuit/planet**.

Daisy has a map **who/that** shows that the treasure is in a cave on **the Moon/Mars**, but she doesn't find any treasure. She finds an underground city **which/where** there are lots of friendly Moon **dragons/pirates**. They're building a **float/laboratory** for their **Moon Parade/space station**, and they ask Daisy to help them.

My story isn't finished, but at the end, I think Daisy **is/isn't** going to stay on **the Moon/Mars**. She's going to decide that new friends **are/aren't** more important than treasure!



2 Read again and match.

1	Lucia's story is about a dragon …	**a**	is in a Moon cave.
2	Daisy wants to find …	**b**	who's called Daisy.
3	Daisy thinks the treasure …	**c**	with her new friends.
4	Daisy makes friends with …	**d**	some Moon dragons.
5	Daisy helps the Moon dragons …	**e**	treasure on the Moon.
6	Daisy is going to stay …	**f**	build a float.

3 My World Think of a story character. Ask and answer.

What's his or her name? What's he or she like? What's he or she going to do?

4 Write about your story character in your notebook.

→ Workbook pages 82–83

Lesson aims Students reinforce the language of Units 7 and 8.

Recycled language space, celebrations, *going to*, relative clauses with *who/that/where*, *travel*, *treasure*, *fly*, *map*, *cave*, *find*, *underground*, *city*, *friendly*, *ask (someone) to do (something)*, *stay*, *decide*, *more important than*, *want to do (something)*, *make friends with (someone)*, *help (someone) do (something)*

Materials CD3 | Word cards for Units 7 and 8: see pages TB109 and TB110

Warmer

- Ask *What can you remember from Units 7 and 8? Let's find out.* Allow students time to look through the units and at any work displayed in class. Ask *What was easy or difficult? What's your favorite activity?* Encourage students to answer and say why.

Student's Book page 100

1 Read, listen, and choose the words.

- Look at the photograph and say *This is Lucia. What does she have?* (*A picture.*) *What's in the picture?* (*A dragon.*) *Why do you think she has a picture of a dragon?* Students guess.
- Say *Let's find out! Read and listen*. Play the recording. Students listen and find out why Lucia has drawn the picture (*Because she's writing a story about a dragon*).
- Then say *Now listen and choose the words*. Play the recording again. Students listen and choose the words from the text selection each time. They can write the words down in their notebooks or just point to the correct words.
- Check the activity by asking different students to read the blog aloud.

Key: writing stories, pictures, who, dragon, pirate, the Moon, spacecraft, spacesuit, that, the Moon, where, dragons, float, Moon Parade, is, the Moon, are

CD3:30

My name is Lucia, and I like writing stories and drawing pictures. Someday, I'm going to be a writer who writes books for children. At the moment, I'm writing a story about a dragon. Her name's Daisy, and she's a space pirate. Daisy travels to the Moon to look for treasure, but she doesn't travel in a spacecraft. She flies into space in a special spacesuit. Daisy has a map that shows that the treasure is in a cave on the Moon, but she doesn't find any treasure. She finds an underground city where there are lots of friendly Moon dragons. They're building a float for their Moon Parade, and they ask Daisy to help them. My story isn't finished, but at the end, I think Daisy is going to stay on the Moon. She's going to decide that new friends are more important than treasure!

2 Read again and match.

- Students read and match the sentence halves, referring back to the text in activity 1.
- Check the activity by asking students to read the complete sentences.

Key: **1** b **2** e **3** a **4** d **5** f **6** c

3 Think of a story character. Ask and answer.

- Students think up their own story character. They ask and answer in pairs, using the questions.

4 Write about your story character in your notebook.

- Students write in their notebook about the character they thought of for activity 3. They can use the text in activity 1 as a model and also draw a picture.

Workbook page 82

1 Complete the sentences. Then find and circle the words.

- Students complete the sentences. and then find the words in the word search puzzle.

Key: **2** carnival **3** stars **4** clown **5** spacecraft **6** dragon **7** spacesuit **8** mask

2 Complete the sentences. Use going to, who, where, *or* that.

- Students complete the sentences.

Key: **2** going to **3** that **4** going to **5** going to **6** where

3 Circle the one that doesn't belong.

- Students circle the one that doesn't belong in each row.

Key: **2** Mars **3** amusement park **4** pirate **5** fireworks

Ending the lesson

- Play *Tic-tac-toe* (see page xvi) with a selection of nine word cards from Units 7 and 8.

Extra activities: see page TB121 (if time)

Lesson aims Students play a board game and continue reinforcing the language of Units 7 and 8.

Recycled language space, celebrations, seasons, food, musical instruments, information technology, *going to*, relative clauses with *who/that/where*, *travel*, *find*, *canoe*, *concert*, *have dinner*, *yeti*, *make*, *live*, *get lost*, *snow*, *work*, *rope bridge*, *broken*, *wear*, *face*, *remember*, *password*, *recycle*, *Miss a turn*.

Materials Word cards (all units): see pages TB102–110 | Coins and buttons or game pieces for playing the game | A bag/box (optional)

Warmer

- Use all the word cards to play *Categories* (see page xiv).

Student's Book page 101

5 Play the game.

- The aim of the game is to be the first to reach the lost city of Emoclew (the doors on the *Finish!* square), facing some of the challenges the characters found on the way. Students play in pairs with a coin and buttons or game pieces.
- Students place their button or game piece on the starting square, in the bottom left-hand corner (marked *Start*). They then take turns flipping the coin and moving around the board. If they flip the heads side of the coin, they move two spaces. If they flip the tails side of the coin, they move one space. When they land on a green square, they complete the sentence with the missing words. When they land on a yellow square, they reorder the words to make a question. When they land on a purple square, they say the number of words specified in the given category.
- If students complete the sentence, make a question, or say the correct number of words in each category correctly, they stay on the square where they've landed. If not, they move back one square.
- When students land on a square with a picture of something from the story next to it, they read and follow the instruction (e.g., miss a turn or move forward a given number of squares).
- The first player to reach *Finish!* (the doors into Emoclew) wins the game.
- Students can play the game more than once.

Key: **1** astronaut, who
2 What are you going to do after school?
4 spring, summer, fall, winter
5 Musicians, who
7 Is this your aunt who makes costumes?
8 Students name any five international food dishes from Unit 3.
9 Earth, where
11 Is that the space laboratory where your uncle works?
12 Students name any five musical instruments from Unit 4.
14 station, where
15 Are you going to go to a party next weekend?
16 Students name any five things you can read from Unit 5.
17 mask, that
19 Are these the fireworks that you bought yesterday?
20 Students name any four things/materials that can be recycled from Unit 6.

Workbook page 83

4 Read and complete the chart.

- Students read about the party and the clues and then complete the table. Remind them how to do this kind of logic puzzle by looking at the first clue together, checking *astronaut* in the Evie row and putting an X for Ruben and Leo in the same column.

Key:

	astronaut	pirate	clown	skateboard	flashlight	juggling balls
Ruben			✓		✓	
Evie	✓			✓		
Leo		✓				✓

5 Answer the questions about you.

- Students answer the questions.

Key: Answers will vary, for example:
1 Yes, I would because (it's exciting). / No, I wouldn't because (I couldn't take my dog).
2 Yes, I would. / No, I wouldn't.
3 Yes, I am. / No, I'm not.
4 I'm going to …
5 Yes, I would because (it's fun). / No, I wouldn't, because (it's very noisy).
6 Yes, there is. / No, there isn't.

Ending the lesson

- Students choose their favorite game or activity from the course and play it again.

Extra activities: see page TB121 (if time)

5 Play the game.



Green
Say the missing words.

Orange
Make a question.

Purple
How many words can you remember?

Chants

Welcome (page 8)

12 CD1 09 **Listen and repeat the chant.**

When I was five, I went to school.
Yes, I went to school when I was five.
When I went to school, I met my best friend,
And she's still my best friend now.

When I was ten, my friend moved.
Yes, she moved when I was ten.
When she moved, we both felt sad.
But we're still best friends now.

Unit 1 (page 18)

12 CD1 23 **Listen and repeat the chant.**

Can you look for the flashlight, please?
Can you look for the flashlight?
What did he ask you to do?
He asked me to look for the flashlight!

Can you put up the tent, please?
Can you put up the tent?
What did he ask you to do?
He asked me to put up the tent!

Unit 2 (page 28)

12 CD1 37 **Listen and repeat the chant.**

Who's better at juggling, you or your friend?
I'm better at juggling.
I'm better than my friend.
Who's the best at cooking in your family?
My dad's the best at cooking.
He's the best in the family.

Who's worse at singing, you or your friend?
I'm worse at singing.
I'm worse than my friend.
Who's the worst at swimming in your family?
My brother's the worst at swimming.
He's the worst in the family.

Unit 3 (page 39)

8 CD1 49 **Listen and repeat the chant.**

What do you want me to do?
I want you to make some stew.
What does he want you to do?
He wants me to make some stew.
What did he want her to do?
He wanted her to make some stew!

What do you want me to do?
I want you to pick up my shoe.
What does she want you to do?
She wants me to pick up her shoe.
What did she want him to do?
She wanted him to pick up her shoe!

Unit 4 (page 50)

12 CD2 10 **Listen and repeat the chant.**

I play the violin well,
And I sing beautifully,
But my friend plays the violin better than me,
And she sings more beautifully, too.

I play the cymbals loudly,
And I play the trumpet well,
But my friend plays the cymbals more loudly than me,
And he plays the trumpet better, too.

Unit 5 (page 62)

12 CD2 25 **Listen and repeat the chant.**

Could you send emails when you were young?
No, I couldn't. No, I couldn't.
I couldn't send emails when I was young.
We didn't have a computer.

Could you read books when you were young?
Yes, I could. Yes, I could.
I could read books when I was young.
I had a lot of books!

Unit 6 (page 72)

12 CD2 39 **Listen and repeat the chant.**

What should we do to help our school
For Environment Day, for Environment Day?
We should save energy and reduce waste
For Environment Day, for Environment Day!

What should we do to reduce waste
For Environment Day, for Environment Day?
We should recycle trash and use less paper
For Environment Day, for Environment Day!

Unit 7 (page 84)

12 CD3 09 **Listen and repeat the chant.**

Where are you going to go this weekend?
I'm going to go to a space camp.
What are you going to do there?
I'm going to eat space food.
Are you going to eat fish and chips?
No, I'm not.
I'm going to eat space food.

What are you going to do after school?
I'm going to visit my friends.
What are you going to do with them?
We're going to go to the movie theater.
Are you going to watch a movie?
Yes, we are.
We're going to go to the movie theater.

Unit 8 (page 93)

8 CD3 20 **Listen and repeat the chant.**

This is the party that we had in our town.
This is my brother who dressed up as a clown.
These are the fireworks that made pretty lights.
This is the hall where we danced all night.
These are the friends who I met yesterday.
This is the fair where we stayed all day.
This is the ride that flew up in the air.
And this is the prize that I won at the fair.

Seasons and weather word cards

drought	fall
flood	monsoon
spring	storm
summer	thunder and lightning
winter	

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Unit 1 word cards

backpack	blanket
bowl	cup
flashlight	map
plate	sleeping bag
tent	water bottle

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Unit 2 word cards

do acrobatics	do cartwheels
do street dancing	do tricks
juggle	make sculptures
paint portraits	play instruments
read poetry	tell jokes

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Unit 3 word cards

curry	dumplings
fish and chips	kebabs
noodles	paella
rice and beans	stew
sushi	tacos

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Unit 4 word cards

clarinet	cymbals
drums	electric guitar
flute	keyboard
saxophone	trombone
trumpet	violin

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Unit 5 word cards

dictionary	e-book
email	encyclopedia
letter	magazine
newspaper	online game
text message	website

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Unit 6 word cards

aluminum	cardboard
electricity	gas
glass	paper
plastic	solar power
water	wind power

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Unit 7 word cards

astronaut	Earth
Mars	planets
space laboratory	space station
spacecraft	spacesuit
stars	the Moon

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Unit 8 word cards

amusement park	clown
costume	dancer
dragon	fireworks
float	mask
musician	pirate

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Extra activities

Seasons and weather TB6

- **Reinforcement activity:** Play *Word race* (see page xvii) with the word cards.
- **Extension activity:** Write sentences about seasons and weather conditions in your region on the board, each with a factual mistake. Students work in pairs to correct the sentences, e.g., *There are never floods in …* (*There are sometimes floods in …*).
- **Home–school link:** Students write a short description of the usual weather in their country in each season, adding information about any extreme weather conditions. Write these questions on the board as prompts: *Which seasons do we have here? What's the weather like in each season? Do we get storms, floods, or droughts? When?*

Seasons and weather TB7

- **Reinforcement activity:** Write questions from the lesson on the board for students to unscramble (e.g., *did / go / on / Where / vacation / you*). Students work in pairs to reorder the words and then ask each other the questions.
- **Extension activity:** Play *Find someone who* (see page xv) using statements about summer vacations.
- **Home–school link:** Students bring a photograph from a vacation to the next class and talk about it in pairs. Elicit possible questions before they start, e.g., *Where did you go/stay/eat? Did you enjoy it?* Ask volunteers to share with the class about their partner's photograph, e.g., *Gabriel went to Florida. He stayed with …* , etc.

Seasons and weather TB8

- **Reinforcement activity:** Play *Sentence chain game* (see page xvi) with the opening phrase *When I was on vacation*. Each student adds a new event with a different verb, e.g., *the weather was awful / … and I caught a big fish*. You could write the infinitive forms of possible verbs to use on the board, e.g., *meet, eat, drink, catch, find, see, go, be, play, visit*.
- **Extension activity:** Write these prompts on the board: *I found, I met, I saw, I ate, I didn't go to school.* Students write three sentences using any of the prompts, adding extra information with *when*. They don't have to be true, e.g., *I met Justin Bieber when I was on vacation in Moscow*. Circulate and check the sentences. Students work in pairs, reading their sentences aloud and guessing whether their partner's sentences are true.
- **Home–school link:** Write on the board: *What are your parents' happiest memories? Do they have some funny memories about you?* Students ask their parents and make some notes. They share the memories in the next class.

Seasons and weather TB9

- **Reinforcement activity:** Write these lines from the story in one column on the board and the replies jumbled in another column:

1 What's the surprise?	*a It's a storm.*
2 When did you get here?	*b Come in and see.*
3 Can you help me with it?	*c I arrived on Saturday.*
4 Did you hear that thunder?	*d Let's stay here.*
5 There's a lot of lightning.	*e Of course!*

  Invite volunteers to the board to link the two columns by drawing lines. Then say one of the lines and call on a student to respond as quickly as possible. Students repeat the activity in pairs.
- **Extension activity:** Students work in pairs or small groups. They make a picture showing one way in which friends can help each other (e.g., listening to a problem, helping with schoolwork, lending something). Circulate and help students write a caption for their picture, e.g., *Friends can help by listening*. Make a class display with the title *Ask your friends for help*.

Seasons and weather TB10

- **Reinforcement activity:** Students carry out a *Class survey* (see page xv) to find out the most popular season.
- **Extension activity:** Students work in pairs. They choose a country in a different hemisphere from their own (or from farther north or south if the equator crosses their country) and find out about the seasons and the weather there. If students have chosen a large country, they can write about just one region. Provide internet access or reference materials. Each pair writes a short description, e.g., *In Australia, summer is from December through February. Fall is from March through May*.
- **Home–school link**: Students ask three members of their family *What's your favorite season? Why?* They write two sentences about each person, e.g., *My grandma's favorite season is spring. She likes working in her yard and seeing the new plants.*

Seasons and weather TB11

- **Reinforcement activity:** Play *Pass the word cards* (see page xvi).
- **Extension activity:** Students play *Sentences in a bag* (see page xvi). Ask students to write a true or false superlative sentence about a place in the world, e.g., *The biggest desert in Africa is the Kalahari.* (*False.*) *The highest mountain in Ecuador is Chimborazo.* (*True.*) When a student draws out a sentence, he/she reads it and guesses if it is true or false.

Seasons and weather TB12

- **Reinforcement activity:** Play *Copycat* (see page xv) using prepositions and directions from the lesson (*above*, *under*, *left*, *right*).
- **Extension activity:** Display pictures of paintings with different shadows around the class and number them. Students work in pairs or small groups. They look at each picture, write the number, and say what season they think it was and what the weather was like. Set a time limit and then swap groups to a different painting. Compare ideas at the end.
- **Home–school link:** Students look around their homes or their grandparents' homes to see if there are any paintings or photographs of landscapes. They make notes about any shadows and figure out the season and the weather.

Seasons and weather TB13

- **Reinforcement activity:** Play *Describe and draw* (see page xv). Students draw a landscape with features and people. Encourage them to use the full page and put things on the left/right, etc. They can also add shadows (long or short) to show the season.
- **Extension activity:** Display more landscape paintings around the room. Students work in small groups with one of the paintings. One volunteer in the group pretends to be the curator of a gallery, telling the group about the painting, e.g., *This is a landscape painting. We can see … The shadows in the painting aren't long or short. This is because it is fall.* Set a time limit and then swap groups to a different painting. A different student from the group should be the curator each time.

Unit 1 TB16

- **Reinforcement activity:** Play *Bingo* (see page xiv).
- **Extension activity:** Play *Reading race* (see page xvi) with real items needed for camping arranged on your table (or word cards on the board as usual) and written definitions (similar to the ones in Student's Book activity 3).
- **Home–school link:** Students find a picture of themselves on a camping trip. In the next class, they share their pictures in pairs/small groups and ask and answer questions, e.g., *Where did you go? What season was it? What was the weather like? What did you need?* If they haven't been camping, they can draw a picture and invent the answers.

Unit 1 TB17

- **Reinforcement activity:** Play *The last word* (see page xvii), making statements with the new verbs followed by infinitives when you can and stopping before a vocabulary item from the unit, e.g., *I need to eat my cereal. I need a …* (*bowl*).
- **Extension activity:** Play *Find a partner* (see page xv). Students write a statement about their future career using *I want to be …* , about a country they want to visit, e.g., *I want to visit China*, or about something they need to do on the weekend, e.g., *I need to clean my room*.

Unit 1 TB18

- **Reinforcement activity:** Make pairs. Student A gives Student B an instruction from the lesson, e.g., *Put up the tent.* Student B mimes the action. Circulate and ask *What did he/she ask you do to?* (*He/She asked me to put up the tent.*)
- **Extension activity:** Play a version of *Tic-tac-toe* (see page xvi) with actions from the lesson or from Level 5, e.g., *put up the tent*, *dry the dishes*, etc. Students make a sentence with *asked me to* for each one, e.g., *My mom asked me to dry the dishes yesterday after dinner*.
- **Home–school link:** Students write sentences about things their parents asked them to do that evening/weekend, e.g., *My mom asked me to clean my room. My dad asked me to do my homework*. They compare their sentences in pairs/small groups in the next lesson.

Unit 1 TB19

- **Reinforcement activity:** Play *Correct my mistakes* (see page xv) with these sentences about the story: *The children are in a field.* (*They're on an island.*) *The tablet shows them a map.* (*It shows clues.*) *The ants are shy.* (*They're smart.*) *It's getting windy.* (*It's getting dark.*) *The children make sleeping bags with blankets.* (*They make tents.*) *They put the tablet and the ants in their backpack.* (*They put the tablet and the map in the backpack.*) *They see something strange.* (*They hear something strange.*)
- **Extension activity:** Write *RESOURCEFUL* vertically on the board. Invite students to think of an adjective starting with each letter of the word to make a kind of word puzzle, e.g., *ready/right*, *excited*, *scared/shy/sporty*, *old*, *unhappy/unkind/unfriendly*, *red*, *careful*, *empty*, *friendly/funny*, *ugly*, *long*.

Unit 1 TB20

- **Reinforcement activity:** Write this fill-in-the-blank conversation on the board:

_____ *we go canoeing?*	*Yes, great!*
Who should we go _____*?*	*Let's* _____ *with my dad.*
OK. Let's _____ *our swim suits.*	*Yes, and I* _____ *take my waterproof camera!*

Students tell you the missing words (*Should*, *with*, *go*, *take*, *'ll*) and then practice in pairs. If time allows, ask students to replace key words to make a different conversation.

- **Extension activity:** Students plan a camping trip together using real information researched on the Internet. Write questions on the board for students to decide, e.g., *Where do you want to go? When do you want to travel? How much does it cost? How can you travel to the campsite? What do you need to take?* They write notes and then share their plan with the whole class.
- **Home–school link:** Students find out about local campsites and where different members of the family would like to go on a camping trip. They write sentences, e.g., *My mom wants to go to the ocean. She likes swimming and windsurfing. My dad wants to camp in the mountains. He likes hiking, and he thinks the beach is boring. My brother wants to camp in the mountains, too. He likes going climbing.*

Unit 1 TB21

- **Reinforcement activity:** Show four or five more wildlife photographs, if possible with animals in different countries/habitats. Ask students to name the animal and guess the country where it lives. Students compare answers in pairs/small groups. Then check answers as a class and discuss how the animals are adapted to their different habitats.
- **Extension activity:** Students prepare a role-play. Student A is Ben Taylor (from Student's Book page 21), and Student B is a TV reporter asking him about his favorite experience filming wildlife. They write questions and answers and then practice their role-play in pairs. Volunteers can perform for the class.

Unit 1 TB22

- **Reinforcement activity:** Play *Whisper down the line* (see page xvii) with numbers over 100 or specific measurements.
- **Extension activity:** Show pictures of famous buildings/landmarks from your students' country and ask students to estimate the height, length, weight, or age. Make sure you know the answers. Write questions on the board, e.g., *How tall is … ? How wide is the bottom of … ? How high is … ?* Students work in pairs to estimate the answers. Elicit estimates, encouraging students to use language from the lesson, e.g., *It's about 150 meters. No, I think it's more than 150 meters.*

Unit 1 TB23

- **Reinforcement activity:** Play *Spelling game* (see page xvi) with the camping words and the units of measurement from the CLIL pages.
- **Extension activity:** Students work in pairs to prepare their own quiz about measurements. They can choose their own topic, e.g., mountains of the world / land animals. They use the Internet or reference books to research the height/length/weight of their chosen places/animals, etc. and write questions for another pair to make estimates, e.g., *How tall is a giraffe?* The students must know the answers to their questions. Pairs swap quizzes and estimates before comparing their estimates with the actual answers.

Unit 2 TB26

- **Reinforcement activity:** Play *Simon says* (see page xvi) with *good at* and the new activities and other sports from earlier levels.
- **Extension activity:** Play *Find someone who* (see page xv). Give each student a list of sentences about the activities from Student's Book page 26, e.g., … *who's good at telling jokes / who can play an instrument.* Students mingle to ask and answer. They write the name of the person who says *Yes, I am / Yes, I can* next to the appropriate sentence.
- **Home–school link:** Students check which activities from the lesson their family members can do and write sentences, e.g., *My dad's good at telling jokes.* They compare in pairs/small groups in the next lesson.

Unit 2 TB27

- **Reinforcement activity:** Ask students to write a sentence like the ones in activity 8, e.g., *I'm not the best at tennis in my family.* Students practice saying their sentences in pairs with the stress on different words. Their partner explains how the meaning changes.
- **Extension activity:** Students work in groups of four or five. Tell them to imagine they're celebrities in different fields (singers, athletes, etc.). They then have to choose activities from the unit, other skills, or personality traits and put themselves in order, e.g., *You're better at singing than me. / You're the best.* etc. Allow time for them to rank themselves in different ways so that everyone is "the best" at something.
- **Home–school link:** Students think about an activity they do as a family, e.g., bowling, cycling. They write a paragraph about who's the best/worst at the activity and who's better/worse than others.

Unit 2 TB28

- **Reinforcement activity:** Ask questions with comparatives and superlatives about sports stars or famous actors/singers/dancers/musicians, e.g., *Who's the best actor in the world? Who's better at singing, Shakira or Taylor Swift? Which is the best team, Barcelona or Real Madrid?* Students discuss.
- **Extension activity:** Students work in groups of three. They each write two questions using *better/worse*, one for each of the other two students, e.g., *Who's better at dancing, you or Rafael?* Circulate and make sure students are not being unkind. They then take turns asking and answering the questions.

Unit 2 TB29

- **Reinforcement activity:** Play *True or false* (see page xvii) with these sentences about the story: *The children follow some footprints.* (*True.*) *They find a bike.* (*False. They find a canoe.*) *There's a compass under the canoe.* (*False. It's inside the canoe.*) *Sofia is the best at reading the map.* (*True.*) *The children have to go south.* (*False. They go north.*) *There are lots of hippos in the water.* (*True.*) *The children are good at working together.* (*True.*)

- **Extension activity:** Students act out the story in groups of three. Give each group simple props for the map and the compass. Students can either act with the recording or say the lines themselves.

Unit 2 TB30

- **Reinforcement activity:** Write sentences and questions on the board for students to unscramble:
  read / doesn't / Paula / a / poem / Why?
  about / telling / jokes / some / How?
  of / portraits / our / can / I / paint / friends
  better / me / is / Carlos / than / dancing / at
  Nieves / violin / best / playing / is / at / the / the
- **Extension activity:** Students write a short paragraph about their favorite kind of entertainment. Ask them to describe what the person/people do and what they're good at, e.g., *I like acrobats best. They're very good at doing tricks and jumping. I saw some acrobats in the street in Moscow. They made a human pyramid. It was great! My mom gave them some money.*
- **Home–school link:** Students ask their parents and grandparents where they've seen street artists perform locally. If possible, they arrange to go and see them and report back to the class.

Unit 2 TB31

- **Reinforcement activity:** Students play a version of *The last word* (see page xvii) in pairs using Paola's poem. They take turns reading and stopping before the last word in each verse.
- **Extension activity:** Write a short English poem on the board that rhymes, e.g., *Please Mrs. Butler,* by Allan Ahlberg, or *The Schoolkids' Rap*, by John Foster. Read it and explain any new words. Students can practice saying it with you. Ask students to tell you the rhyming words and practice saying them. They can also read the poem in pairs, taking turns reading verses/lines.

Unit 2 TB32

- **Reinforcement activity:** Show photographs of different sports and elicit the words. For each one, ask *What do you need to play this sport?* Elicit ideas from pairs and try to reach agreement as a class.
- **Extension activity:** Students choose a favorite athlete. They find or draw a picture of the person and research his/her sporting achievements. They then write a short paragraph about the achievements and the abilities that are needed, e.g., *This is Neymar. He's a Brazilian soccer player. At the World Cup in 2014, he … other soccer players had to be … , and they must have lots of stamina. Soccer players also have …*

Unit 2 TB33

- **Reinforcement activity:** Play the *Yes/No game* (see page xvii) with physical activities/sports. Students guess by asking e.g., *Do you need a racquet? Is speed important? Can one person do this?*
- **Extension activity:** Arrange a talent show with activities the students can do in class, e.g., they learn a joke to tell in English, read a poem, sing or dance to an English-language song. They perform, and the class votes on the best joke, poem, song, dance, etc.

Unit 2 TB34

- **Reinforcement activity:** Play *Test the teacher* (see page xvii). Tell students to ask you about the CLIL sections from Seasons and weather through Unit 2.
- **Extension activity:** Students write an email or letter inviting a friend from another country to stay. They should ask their friend if he/she would like to come, tell the friend what the weather is like, and write a list of things the friend needs to bring.
- **Home–school link:** Students find a picture of themselves visiting a friend or a place they enjoyed seeing. They bring the picture to the next class and talk about it in pairs.

Unit 2 TB35

- **Reinforcement activity:** Play *Tic-tac-toe* (see page xvi) with a selection of nine word cards from Seasons and weather through Unit 2.
- **Extension activity:** Students work in pairs. They look back through the first three units of the Student's Book and test each other on the pictures or information.

Unit 3 TB38

- **Reinforcement activity:** Play *Memory 1 through 10* (page xvi) with the word cards.
- **Extension activity:** Students choose a country that is not featured on Student's Book page 38. They find out about a famous dish from that country and write a short description. Provide internet access and dictionaries and/or be prepared to help with new vocabulary.
- **Home–school link:** Students ask their parents/grandparents which they think are the most famous national dishes from their region/country. They bring drawings/photographs and/or recipes to the next lesson. Make a class display, using English to label the ingredients and to give simple instructions for making the dishes.

Unit 3 TB39

- **Reinforcement activity:** Students work in small groups. One student in each group thinks of something for another student to do and whispers it to another student in the group, e.g., *I want Sam to pick up my bag*. This student passes on the message, e.g., *Elsa wants you to pick up her bag*. The student does the action and whispers the next instruction.
- **Extension activity:** Students write three good wishes for other people using *want to*, thinking of things that can happen before the end of the school year, e.g., *I want Francesca to win her dance competition. I want my dad to get a new job. I want my brother to find his cell phone.* You could tell students to keep their wishes in a safe place and check them off if they come true.

- **Home–school link:** Students ask their family what they want them to do this evening and write sentences, e.g., *My mom wants me to take the dog for a walk. My sister wants me to be quiet.* They tell the class in the next lesson.

Unit 3 TB40

- **Reinforcement activity:** Tell students a story about your weekend, mentioning places you visited. Encourage students to interrupt you to ask why you visited each place, e.g., *On Saturday morning, I went to the shopping mall.* (*Why did you go to the shopping mall?*) *I went there to buy a new jacket. Then I went to the market.* (*Why did you go to the market?*) *I went to the market to buy some fruit.* etc. Students play in pairs.
- **Extension activity:** Write these places on the board: *the beach, the square, the café, the market.* Ask students to write a sentence for each place beginning *I went to the …* and using an infinitive, e.g., *I went to the beach to swim with dolphins.* Their sentences don't need to be true, and they should keep them secret. Students then work in pairs to guess what their partner has written by asking, e.g., *Did you go to the beach to go surfing?* They score a point for each correct guess.

Unit 3 TB41

- **Reinforcement activity:** Carry out a *Class survey* (see page xv) about healthy eating. Agree as a class on six healthy foods for students to write in the first column. Students then ask and answer in their groups: *What's your favorite healthy food?* They record their answers as usual, and the class results can be pooled on the board.
- **Extension activity:** Students work in pairs to retell the story in their own words.
- **Home–school link:** Students choose a day on the weekend and write a list of everything they eat (in English as far as possible). In the next lesson, they compare their lists in small groups and talk about whether they ate healthily or not on that day.

Unit 3 TB42

- **Reinforcement activity:** Play *Correct my mistakes* (see page xv) using sentences from the audioscript about Jake.
- **Extension activity:** Write the following incomplete recipe instructions on the board. Students work in pairs to complete them with one or two words:
  1 *Cook the stew for three …* (*hours*).
  2 *Chop the …* (*vegetables/carrots/onions*).
  3 *This is the secret …* (*ingredient*).
  4 *Eat the stew with …* (*bread/rice*).
  5 *I make this stew for …* (*lunch/dinner/my family*).
  6 *Put the stew in a …* (*baking dish/bowl*).
- **Home–school link:** Students try to make the recipe from Workbook page 34 at home with their parents (or another of the recipes they've talked about in the lesson).

Unit 3 TB43

- **Reinforcement activity:** Read or play a recording of the story *The Gingerbread Man.* Talk about the story and ask students if they know it in their own language.
- **Extension activity:** Write these words on the board: *Bergen, gingerbread, puzzle, oven, decorate, December, gingerbread town*. Students work in pairs. They take turns making a sentence to show the meaning of the word in the text, e.g., *Bergen is a town in Norway.*
- **Home–school link:** Students think of more examples of food art, e.g., faces on pizza, iced cupcakes, etc. They try making something at home and take a photograph or draw a picture to bring to the next lesson.

Unit 3 TB44

- **Reinforcement activity:** Write sentences on the board for students to unscramble:
  1 *water / around / Our / needs / to / blood / move*
  2 *food / Our / to / need / stomachs / digest / water*
  3 *us / water / better / Drinking / think / helps*
  4 *When / lose / it's / we / water / hot*
  5 *drink / to / enough / important / water / It's*
  6 *their / water / Frogs / through / get / skin*
- **Extension activity:** Write two headings on the board: *When do we drink water?* and *Why do we need water?* Books are closed. Students work in pairs and write as many ideas for each column as they can. Compare answers as a class, then check with the Student's Book.
- **Home–school link:** To do the Project on Student's Book page 45, the students first need to carry out a survey before the lesson. They draw a chart with the days of the week in the left-hand column, a column for each family member at home (including themselves), and one extra for the total. Every evening during the week, they ask and record how many glasses of water each person has drunk and add up the total for each day.

Unit 3 TB45

- **Reinforcement activity:** Students play *Guess what!* (see page xv) in pairs. They choose from the ten international dishes or other new food vocabulary.
- **Extension activity:** Play *Find a partner* (see page xv). Students write a sentence about what they can cook/make or what they like eating at different meals. When students have found a partner, they compare ingredients of the dish each cooks/likes eating.

Unit 4 TB48

- **Reinforcement activity:** Write these headings on the board for students to copy:
  brass, percussion, string, woodwind
  Ask volunteers to stick the word cards under the correct heading. Check if the class agrees before students write the words in their notebooks. Note that *keyboard* does not belong under any of the headings (as it is electronic).
- **Extension activity:** Play *Word race* (see page xvii) with the word cards.

- **Home–school link:** Students ask their families which instruments they play or would like to play and write a short paragraph, e.g., *In my family, three people play musical instruments. My grandpa plays the violin. He played music at dances when he was young. My dad plays the violin, too. My mom plays the guitar. I'd like to learn the electric guitar.*

Unit 4 TB49

- **Reinforcement activity:** Write the adverbs from the lesson on the board. Students write a positive or negative sentence about themselves for each adverb, e.g., *I don't talk quietly. / I can play the piano well. / I sing beautifully. / I walk quickly.* They compare sentences in small groups.
- **Extension activity:** Play *Messages* (see page xvi). Students write instructions with adverbs for actions that can be done in the classroom or mimed, e.g., *Close the door quietly. Play the violin quickly*.

Unit 4 TB50

- **Reinforcement activity:** Copy the conversation from Student's Book activity 10 on the board. The students read it through in chorus. Erase two or three words and ask the students to read it again, saying the missing words from memory. Continue until students are saying the conversation from memory.
- **Extension activity:** Stick pairs of photographs of famous people on the board, e.g., two soccer players, two singers, two actors. Students work in pairs to find out who their partner thinks is better at their job, e.g., *Who plays soccer better, Neymar or Messi?* Students take turns asking, answering, and seeing if they agree. Circulate and encourage students to reply with, e.g., *Messi does.*
- **Home–school link:** Students choose a family member and repeat the questionnaire from Student's Book page 50, this time comparing themselves with the family member, e.g., *1 Who sings more beautifully – you or your dad?* They then check whether the rest of the family agrees.

Unit 4 TB51

- **Reinforcement activity:** Play *I can see* (see page xv), making sentences about the story pictures, e.g., *I can see a boy reading a tablet.* (*Jack in picture 1.*)
- **Extension activity:** Students act out the story in groups of four. Give each group simple props for the map, the compass, and the ocarina. Students can either act with the recording or say the lines themselves.

Unit 4 TB52

- **Reinforcement activity:** Play *Choose and answer* (see page xiv) with the word cards. Ask about the kind of instruments, how to play them, and whether they're easy/difficult.
- **Extension activity:** Students find out about an unusual instrument. Write these questions on the board for students to copy: *What's the instrument called? Where's it from? When do people play it? What kind of instrument is it? How do you play it?* Students write notes and tell the class in the next lesson.

Unit 4 TB53

- **Reinforcement activity:** Write the phrases below in three columns on the board. Students match them to make sentences about the text on page 53.

The orchestra makes	*concerts*	*from the market.*
They buy	*about three hours to make*	*all over the world.*
People enjoy	*their own instruments*	*the instruments.*
The orchestra plays	*fresh vegetables*	*after the concert.*
It takes	*eating soup*	*from vegetables.*

- **Extension activity:** Write these words on the board: *drum, electric guitar, cymbals, orchestra, violin, flute, saxophone, band*. Play *Reading race* (see page xvi) with these sentences: *You hit this instrument with your hands or a stick.* (*drum*) *Rock stars play this string instrument.* (*electric guitar*) *These are percussion instruments. They're flat and round.* (*cymbals*) *This is a big group of people who play classical music.* (*orchestra*) *This is a small instrument with strings.* (*violin*) *This is a woodwind instrument. It is usually silver.* (*flute*) *This is a brass instrument. You find it more often in a rock band than in an orchestra.* (*saxophone*) *This is a group of musicians who play jazz, pop, or rock music.* (*band*)
- **Home–school link:** Students try to make the instrument that they wrote about for Your turn! on page 53. Point out that they will need their parents' help with any cutting, hollowing out, or sticking. They bring their instruments to the next class and try playing them in an Unusual Instruments orchestra.

Unit 4 TB54

- **Reinforcement activity:** Show the class a small object, then ask a volunteer to wait outside the classroom. The rest of the class suggests where to hide the object. Call the volunteer back into the room. To help the student find the object, the class make a *La* sound, varying the pitch according to how close the student is to the object: low-pitched = far away and high-pitched = close to the object.
- **Extension activity:** Play music clips of different singers with high or low voices. Ask students to close their eyes and listen. For each clip, they write notes about whether the pitch was mainly high or low, whether they liked the music, and what it made them think about. They share their ideas in groups or with the class.
- **Home–school link:** Students make a list of sounds they hear at home. They try to classify the pitch of each sound as high, middle, or low. They compare lists in small groups in the next class.

Unit 4 TB55

- **Reinforcement activity:** Play *Pass the actions* (see page xvi) with these adverbs: *slowly*, *quickly*, *beautifully*, *carefully*, *well*, *badly*, *quietly*, *loudly*. When the music stops, say an action, e.g., *Play the flute*. The person with the card does or mimes the action in the manner of the adverb on it. The rest of the class guess, e.g., *Are you playing the flute quickly?*
- **Extension activity:** Write these words on the board: *drums*, *cymbals*, *trombone*, *violin*, *saxophone*, *clarinet*. Say each word and clap the rhythm and stress of the syllables, e.g., *cymbals* = a loud clap and a quiet clap. Students copy. Repeat several times. Then clap the rhythm for students to say the correct word.

Unit 4 TB56

- **Reinforcement activity:** Play *Categories* (see page xiv) with word cards from the units so far.
- **Extension activity:** Students play *Describe and draw* (see page xv), drawing either a picture of a band (with the members playing different instruments) or a picture of two plates with different food.
- **Home–school link:** Students ask someone in their family about a competition they've entered. They ask the questions from the Student's Book and write notes. They tell the class in the next lesson, and, if possible, they bring the prize/trophy their relative won.

Unit 4 TB57

- **Reinforcement activity:** Students work in pairs. They look back through Student's Book Unit 4 and test each other on information about the different instruments.
- **Extension activity:** Students work in small groups to research and plan the menu for an International Food Day. Provide internet access as necessary. Students find out about three or four dishes from different countries. They find or draw pictures, write about the food, and draw the national flag.
- **Home–school link:** Students ask their parents and grandparents about big music events that they've seen on TV (e.g., *Live Aid* in 1985 or *Live 8* in 2005). They make notes and compare in pairs or small groups in the next lesson.

Unit 5 TB60

- **Reinforcement activity:** Play *Spelling game* (see page xvi) with the new words.
- **Extension activity:** Play *Anagrams* (see page xiv) with six of the new words.
- **Home–school link:** Ask students to write a list of the kinds of technology that their family uses that afternoon/evening at home. They compare their lists in the next lesson in pairs, e.g., *My mom used a website, and she sent some emails and text messages.*

Unit 5 TB61

- **Reinforcement activity:** Students write numbers 1 through 8 in their notebooks. Say *Listen and put a check when you hear "could" and an X when you hear "couldn't."* Read these sentences aloud:
  1 Mom couldn't use a laptop when she was little.
  2 People could take trains in 1930.
  3 He could swim when he was four.
  4 My dad couldn't watch DVDs when he was young.
  5 People couldn't text their friends in 1980.
  6 Grandma couldn't use a phone to take photographs when she was young.
  7 People could play electric guitars in 1931.
  8 The teacher couldn't use an interactive whiteboard in 1990.
- **Extension activity:** Play a version of *So did I* (see page xvi). Students write three sentences about what they could do when they were five. Then teach the reply *So could I* and play the game.

Unit 5 TB62

- **Reinforcement activity:** Repeat the game of *Bluff* (see page xiv) from the Warmer, but using homemade cards with verbs from the lesson. Students make sentences with *I could/couldn't when I was* (age) and the verb on their card, e.g., *I could cook tortillas when I was eight.* The bluffer makes up a false sentence.
- **Extension activity:** Play *Find someone who* (see page xv) using sentences with *could/couldn't*, e.g., *… who could swim when they were five.* Make sure the students use the correct form for the question *Could you … ?* and for the short answers *Yes, I could./No, I couldn't.*
- **Home–school link:** Write questions about milestones in a child's life on the board, e.g., *When could you walk? When could you say "Mom" or "Dad"? When could you sleep in your own bed? When could you ride a bike on your own? When could you swim?* Students ask their parents, note down the ages, and compare answers in the next lesson.

Unit 5 TB63

- **Reinforcement activity:** Write these sentence halves from the story on the board. Students match them and then practice saying the sentences with the same intonation as in the story:

1	*We need to*	*a*	*a letter!*
2	*Be careful,*	*b*	*Jack!*
3	*Let's follow the yeti*	*c*	*climb the mountain.*
4	*Don't sit down,*	*d*	*with us.*
5	*Look,*	*e*	*into the cave.*
6	*We must take it*	*f*	*Ruby!*

- **Extension activity:** Students find out about dangerous animals, birds, or insects in their region/country. Provide reference materials / internet access as necessary. Students draw a picture, write the name, describe what it looks like and explain why it is dangerous. Make a classroom display.

Unit 5 TB64

- **Reinforcement activity:** Play *Definitions* (see page xv) with words from the lesson or other known gadgets.
- **Extension activity:** Students work in pairs to make notes about good and bad things about the Internet. Set a time limit of five minutes. Students first discuss their ideas in groups and then as a class.
- **Home–school link:** Students list the ways they communicate with their family or friends over a weekend. They compare their lists in groups in the next lesson. Which was the most popular method of communication?

Unit 5 TB65

- **Reinforcement activity:** Write these halves of phrases from the article in the Student's Book on the board:

1 have	*a activities*
2 Ask	*b work*
3 teach	*c questions*
4 download	*d each other*
5 check	*e lessons*
6 talk to	*f a chat tool*
7 use	*g online*

  Students match the halves individually or in pairs. They say who does each thing: Pilar, Kim, or both.
- **Extension activity:** Tell half the class to pretend they want a virtual English teacher and the other half to pretend they want their real teacher. Students think about the advantages of a virtual and a real teacher.
  Possible advantages of a virtual teacher:
  Lots of classes can have lessons from one teacher.
  It's good for children who can't travel to school.
  You can have lessons from people in other countries around the world.
  Possible advantages of a real teacher:
  A real teacher can help individuals more easily.
  Children spend too much time at computers already.
  A real teacher can control a class.
  A real teacher can react if something funny happens.
  Organize a class discussion, feeding in useful phrases for expressing opinions, e.g., *I think … Don't you think … ? In my opinion … I agree/disagree.*
- **Home–school link:** Organize an event to raise funds for new technology for the school, with the students helping to decide what to buy and designing posters, etc. Alternatively, you could send the money abroad to a school that doesn't yet have even basic technology.

Unit 5 TB66

- **Reinforcement activity:** Write a list of primary and secondary sources on the board, e.g., *an old painting of a helmet, a museum website, a shoe, a statue, a guide book, a tool, a TV program*. Students tell you which are primary sources.
- **Extension activity:** Use a projector to explore a museum website with the class. Choose one with an archaeological collection, either local/national or from an English-speaking country. Show students how to find information about particular primary sources in the collection.
- **Home–school link:** Take the class to visit a local museum (or ask students to visit with their parents). If possible, arrange for someone to show the students a selection of important objects in the museum's collection. If there's no local museum, students write about a museum they would like to visit or a famous object they would like to see and why.

Unit 5 TB67

- **Reinforcement activity:** Play *Bingo* (see page xiv) with the information technology words.
- **Extension activity:** Students create a mini archaeological museum. Before the class, choose a selection of national archaeological finds that students can make as models, e.g., coins or small statues, and bring in photographs. Assign each object to a small group of students and give them some information about the object (how old it is, what it's made of, what it was used for, etc.). Students make a model of the object and prepare a display card giving the object's function, age, and, if possible, where and when it was found. Make a class display and invite another class or the students' parents to come and "visit" the museum.

Unit 6 TB70

- **Reinforcement activity:** Play *What's missing?* (see page xvii) with the word cards.
- **Extension activity:** Play *Ten lives* (see page xvii) with the new words.
- **Home–school link:** Ask students to list anything their family throws away that evening and anything they set aside to recycle. For each item, they write the material it's made of. They compare lists in the next lesson in pairs.

Unit 6 TB71

- **Reinforcement activity:** Write the title *Let's help the environment* on the board, and these prompts below it:
  We should use more … / less …
  We shouldn't throw away … We should recycle …
  Students finish the sentences correctly in as many ways as possible.
- **Extension activity:** Ask students what students should/shouldn't do in class and what the teacher should/shouldn't do. They write sentences individually or in pairs. Elicit ideas and agree with the class on the four most important pieces of advice. Then make a classroom poster.

Unit 6 TB72

- **Reinforcement activity:** Play *Pass the word cards* (see page xvi) using five homemade cards with the phrases *save energy*, *reduce waste*, *save forests*, *save water*, *save paper*. When you say *Stop!*, students with a word card ask another student a question with *What should we do … ?*
- **Extension activity:** Play a version of *Whisper down the line* (page xvii) with ideas for helping the environment using *should* and *shouldn't*. The last student in the line writes the message and brings it to you to check.

- **Home–school link:** Write on the board *What should you do at home to save energy and reduce waste?* Students copy the question and make a plan with their parents for how they should save energy and reduce waste. Students compare their ideas in small groups in the next lesson.

Unit 6 TB73

- **Reinforcement activity:** Play *Correct my mistakes* (see page xv) with these sentences about the story: *The sixth clue is the biggest bird. The children go west. The campsite is very clean. The eagle is in a metal trap. The bridge is made of wood. The children can't fix the bridge. They use glue to fix the bridge. They cross the bridge quickly.*
- **Extension activity:** Students act out the story in groups of three. Give each group simple props for the map and the rope. Students can either act with the recording or say the lines themselves.

Unit 6 TB74

- **Reinforcement activity:** Write these words on the board in two columns:

1	*eco-*	*a*	*features*
2	*grass*	*b*	*farm*
3	*vertical*	*c*	*panels*
4	*wind*	*d*	*home*
5	*solar*	*e*	*roof*
6	*special*	*f*	*forest*

  Students match the two halves to make phrases from the listening. Elicit a sentence with each phrase.
- **Extension activity:** Play *Describe and draw* (see page xv), with the students drawing their idea of an eco-home.

Unit 6 TB75

- **Reinforcement activity:** Students write and role-play an interview between a reporter and a worker at Ocean Sole. The reporter asks what the company makes, where their materials come from, where they sell their products, and why they're good for the environment. Volunteer pairs can perform their role-play for the class.
- **Extension activity:** Write these adjectives from the article in the Student's Book on the board: *dangerous, special, colorful, dirty, local, old, beautiful*. Books are closed. Ask students to write a sentence about the flip-flop animals, using each of the adjectives. Elicit answers, then students open their books and compare with the text.
- **Home–school link:** Students make a piece of art by recycling things at home, using only clean trash or things that their family no longer needs. They present their work in the next lesson, saying what it's made of.

Unit 6 TB76

- **Reinforcement activity:** Write these words on the board from the text in the Student's Book: *bottle, center, people, recycle, another, better.* Invite volunteers to come out and circle the syllable with the /ər/ sound. Practice saying the words with the whole class.
- **Extension activity:** Organize a class outing to a local recycling plant or a company that produces something relevant to the unit, e.g., a packaging company or a food company.
- **Home–school link:** Students check if anything at home is made from recycled materials. They share their findings in the next class and bring the object in, if practical.

Unit 6 TB77

- **Reinforcement activity:** Play *Word race* (see page xvii) with the word cards.
- **Extension activity:** Show students pictures of a selection of road signs (from your country or the U.K.) that give warnings or express obligation. Alternatively, draw the signs on the board. Students work in pairs to write a sentence with *You should/shouldn't* for each sign, e.g., *You shouldn't drive more than 90 kilometers an hour.* If time, students can make their own sign, showing something they should/shouldn't do in class.

Unit 6 TB78

- **Reinforcement activity:** Play *One that doesn't belong* (see page xvi) with groups of word cards from Units 5 and 6, e.g., *wind energy, solar energy, glass, electricity* (*glass* is the one that doesn't belong – it's the only material).
- **Extension activity:** Play *Starting letters* (see page xvii) with the word *environment*, but tell students that they get 2 extra points for words that are connected with technology or the environment (if necessary, taking a class vote to agree on a word's relevance).
- **Home–school link:** Students ask their family about a time when there was a power cut. *Was it because of extreme weather? What did they do? How long did it last?* They make notes and compare their family experiences in the next class.

Unit 6 TB79

- **Reinforcement activity:** Students write questions for a partner looking at Student's Book Units 5 and 6, e.g., *Who invented the telephone? Where is Kenya?*
- **Extension activity:** Play *Test the teacher* (see page xvii). Students write questions for you using language and information from Units 5 and 6.

Unit 7 TB82

- **Reinforcement activity:** Play *Spelling game* (see page xvi).
- **Extension activity:** Play *Anagrams* (see page xiv).

Unit 7 TB83

- **Reinforcement activity:** Say *I'm going to do something tomorrow.* Draw or show pictures of things that you need for a particular hobby/activity, e.g., swimming goggles, and elicit *You're going to go swimming.*
  To increase the challenge, draw only part of an item for students to guess. If they're wrong, say *No, I'm not going to … Guess again!* and draw another part of the picture.

- **Extension activity:** Play *Find a partner* (see page xv) with students writing a sentence about what they're going to do on Saturday or Sunday. When they find a partner, they stand together and say *I'm going to … , and so is Nuria*. Students then sit down in their pairs and talk about the rest of their plans for the weekend.
- **Home–school link:** Students ask family members which activities they're planning to do on the weekend and write sentences with *going to*. Students compare their sentences in the next lesson.

Unit 7 TB84

- **Reinforcement activity:** Play *Guess the answers* (see page xv), using questions with *going to*, e.g., *How many students are going to watch soccer on Saturday? … clean their room on the weekend? … eat at a restaurant on Sunday? … use the Internet / do their homework on the weekend?*
- **Extension activity:** Students carry out a *Class survey* (see page xv) about their plans for the future. In the left-hand column, they write five things people could do in the future, e.g., *travel around the world, get married, have children, go to college, be famous*. They record their answers as usual, and the class results can be pooled on the board.
- **Home–school link:** Plan a class visit to a science museum with your class. Alternatively, students can find information about a real space camp: *Where is it? How long is it? What do people do on the space camp?* They share their research in the next lesson.

Unit 7 TB85

- **Reinforcement activity:** Copy the puzzle below and white out all the letters except the first in each word. Make copies for students to complete in pairs.

	S	P	A	C	E	S	U	I	T
			S	P	A	C	E		
			T						
	E	A	R	T	H				
L	A	B	O	R	A	T	O	R	Y
M	O	O	N						
	P	L	A	N	E	T			
			U						
		S	T	A	R				

- **Extension activity:** Students work in pairs to retell the story in their own words.

Unit 7 TB86

- **Reinforcement activity:** Play *Definitions* (see page xv) with words from the listening and the previous lesson, e.g., *simulator, aircraft, float, scuba diving*.
- **Extension activity:** Write more examples of words that are both verbs and nouns on the board, e.g., *answer, cook, drink, paint, snow*. Ask students to write two sentences for each word: one with the word as a verb and one with the word as a noun.
- **Home–school link:** Write these questions on the board: *What's space tourism? Who's Dennis Tito? How much does a flight to the International Space Station cost?* Students bring the answers for the next lesson. Find out which of the students would like to be a space tourist.

Unit 7 TB87

- **Reinforcement activity:** Play *Sentences in a bag* (see page xvi). Ask students to write true or false sentences about space travel and Mars.
- **Extension activity:** Play *Test the teacher* (see page xvii). Students write questions about the reading on Student's Book page 87 and the listening from the previous lesson.
- **Home–school link:** Students make a model of the space robot they designed.

Unit 7 TB88

- **Reinforcement activity:** Play *What's missing?* (see page xvii) with the homemade cards from the Warmer with the planet names or by writing them on the board.
- **Extension activity:** Students write questions for a partner to answer about the information from the lesson, e.g., *Which is the brightest planet?*

Unit 7 TB89

- **Reinforcement activity:** Play *Memory 1 through 10* (see page xvi) with the word cards.
- **Extension activity:** Students play *Guess what!* (see page xv) in pairs or small groups, describing planets or other space words from the unit.

Unit 8 TB92

- **Reinforcement activity:** Play *Find someone who* (see page xv) with statements about things from the lesson, e.g., *Find someone who doesn't like fireworks. … wore a costume to a party last year. … is a good dancer. … has a pirate costume. … is a musician. … doesn't like wearing masks.* Students figure out which question they need in each case.
- **Extension activity:** Play *Reading race* (see page xvi) with the celebrations vocabulary word cards and sentences defining the items.
- **Home–school link:** Students find photographs of themselves or family members at a celebration such as a carnival or a fancy dress party. They talk about the pictures in small groups in the next lesson, e.g., *This is my mom at carnival last year. She isn't wearing a costume. She's watching the parade.*

Unit 8 TB93

- **Reinforcement activity:** Write six things, places, or people on the board that your students will know, e.g., a landmark in town, the name of a beach, a famous singer, etc. Students write numbers 1 through 6 in their notebooks. Give a definition of each item, using a relative pronoun, e.g., *Number 1 is a man who plays basketball for the national team*. Students listen and write the correct item for each number.

- **Extension activity:** Play *Bluff* (see page xiv) with word cards or pictures that are places, things, or people. The three students at the front each make a sentence with a relative pronoun.
- **Home–school link:** Students play the guessing game from the Student's Book with their parents.

Unit 8 TB94

- **Reinforcement activity:** Students draw a famous thing, place, or person, keeping it a secret. They then work in pairs. They first establish what the drawing is by asking *Is it a thing, a place, or a person?* They then guess what their partner has drawn by asking questions with relative clauses, e.g., *Is it the place where we play sports?*
- **Extension activity:** Write a person's first name and a place, and a thing that are important to you on the board. Students ask questions with relative clauses to find out why each thing is important. You can make the game competitive by giving them ten "lives" to guess.

Unit 8 TB95

- **Reinforcement activity:** Prepare photocopies of these sentences (without the answers in parentheses) for students to put in order.
  Ruby's pen pal Sofia needs help finish a computer game for a competition. (*1*)
  They help an eagle and cross the mountains on a rope bridge. (*9*)
  They follow some footprints on the island and find a canoe. (*4*)
  It's a musical instrument that Jack needs to play. (*7*)
  The yeti gives them a present. (*6*)
  They say the password and behind the doors is a yeti city. (*11*)
  There's a storm with a lot of lightning. (*2*)
  Then the children go to the mountains and find a letter. It has an address on it. (*8*)
  Next the children need to find an egg. They meet a friendly yeti. (*5*)
  The children go to an island and find a map. (*3*)
  They find a big wheel. They need to find out the password. (*10*)
  Finally, they go home, and Sofia wins the computer game competition. (*12*)
- **Extension activity:** Ask students to look back through the story episodes and choose their favorite one. Put students into groups, making sure that they've all chosen a different episode. They take turns telling the story of their favorite episode and explaining why they like it.

Unit 8 TB96

- **Reinforcement activity:** Show a movie clip from a version of *Alice in Wonderland.* Ask students to remember as much as they can. Then ask questions.
- **Extension activity:** Students prepare and practice the story they decided to act out for Student's Book activity 16. They can make costumes and props. Groups perform their story for the class. Discuss the performances and invite supportive suggestions for improvement.
- **Home–school link:** Invite parents into school to watch a second performance of the stories in the Extension activity, with students making the suggested improvements.

Unit 8 TB97

- **Reinforcement activity:** Play *Word race* (see page xvii) with words from the unit.
- **Extension activity:** Display the float designs from the *Your turn!* activity, without adding students' names. Students vote in different categories, e.g., the most original float, the most beautiful float, the funniest float.

Unit 8 TB98

- **Reinforcement activity:** Play *Bingo* (see page xiv) with the new words from the lesson and the key words from Unit 8.
- **Extension activity:** Write these fill-in-the-blank firework safety rules on the board (without the answers in parentheses). Students work in pairs to guess the missing words:
  1 Only _____ should light fireworks. (*adults*)
  2 When you _____ fireworks, stand far back. (*watch*)
  3 Keep pets _____ your house. They can get scared. (*inside*)
  4 Never _____ to a firework when it is lit. (*return / go back*)
  5 Never _____ fireworks. (*throw*)
  6 Never _____ with fireworks. (*play*)

Unit 8 TB99

- **Reinforcement activity:** Play *Starting letters* (see page xvii) with the word *fireworks* or *celebration*.
- **Extension activity:** Write the following prompts on the board. Students have to complete them with relative clauses, using *who*, *where*, or *that*:

Fireworks are things …	*A fuse is a thing …*
An amusement park is a place …	*A musician is a person …*
A pirate is a person …	*A water park is a place …*

Unit 8 TB100

- **Reinforcement activity:** Play *Spelling game* (see page xvi) with words from Units 7 and 8.
- **Extension activity:** Students write a story about the character they invented for Student's Book activity 3, using their description from activity 4 for ideas. Make a class book of stories.

Unit 8 TB101

- **Reinforcement activity:** Play *Messages* (see page xvi). Students each write a question they would like their classmates to answer using any language from *Guess What!* 6 or you could suggest particular structures, e.g., *going to*, past tense, *want to (do)*, comparatives/superlatives.
- **Extension activity:** Students work in groups to write an end-of-course quiz for another group to answer. Encourage them to use different question types from all units of *Guess What!* 6.

Video scripts

Introduction

Before the video

- Use the opening question on the first CLIL page in the Student's Book, and activity 1 on the second page, to discuss what students already know about the topic and teach key new CLIL vocabulary.
- Ask students to guess what the videos are going to be about.

During the video

- Play the whole video in the first instance. Students watch to see if they've guessed correctly what some or all of the video is going to be about.
- Congratulate any students who guessed the content of the video correctly.
- Then play the video again, this time encouraging students to interact with the video more fully, using one of the following techniques:
  - Pause the video to ask questions or elicit new vocabulary.
  - Show the video with the sound off, pausing for students to guess what the presenter is saying.
  - Use homemade flashcards of the CLIL vocabulary shown in the audio and ask students to put them in order.
  - Write questions on the board for students to answer while they're watching.

After the video

- Check students' answers to any questions you've asked.
- Then use activity 3 in the Student's Book for students to reinforce understanding of the CLIL question. Use activity 4 to explore and discuss the CLIL topic more fully. The Project provides an opportunity for students to produce their ideas about the CLIL topic in words and pictures. Further practice is provided in the Workbook.

Seasons and weather

Unit topic: Seasons and weather

Topic: Art – shadows

Question: What do the shadows in a painting tell us?

Learning objective:

Students should:

- be able to describe different shadows and where their source of light is
- understand that shadows move and change depending on the time of day and the season

Video 00

Hi. Welcome to *Guess What!*
Today we're asking,
What do the shadows in a painting tell us?
First, let's look at some different shadows.

Look how this shadow is moving! It moves because the Sun is moving across the sky.

Now look at this moving shadow! Can you see how it gets shorter … then longer again?
Look at the shadow of this biker. It's very long.
Look at the shadow of this basketball player. It's very short.
Look at the Sun making shadows of the trees on the snow.
And look how these mountain shadows move as the Sun comes up.

Now listen to what the shadows in a painting tell us.
Artists use shadows to show different seasons and times of day.
To show summer, artists often paint short shadows. This is because the Sun is high in the sky in summer, and when the light comes from above, it makes short shadows.
In winter the Sun is lower in the sky. The light comes from the side and makes longer shadows.
Artists also paint long shadows to show the morning or the evening, and short shadows to show midday.
The shadows in paintings can also tell us where the Sun is in the sky. When the shadows are on the right of the objects, the Sun is on the left.
When the shadows are in front, the Sun is behind.

Let's learn about shadows made by light coming from different places.
The long shadows of these dancers come from the bright lights in front of them.
Look at these shadow puppets. The light comes from behind them.
The light making the shadows of these statues is coming from the side.
This skater's four shadows come from lights in front of him, behind him, and from both sides.
Look! The painter of these Egyptian paintings didn't paint any shadows. He didn't think about shadows or light.

What do you know?
What do the shadows in a painting tell us?
Each window has a … shadow.
The light comes from … the side.
The light comes from … above.

Good job!
See you next time on *Guess What!* Bye!

Unit 1

Unit topic: Camping

Topic: Math – measurement

Question: How do we estimate measurements?

Learning objective:

Students should:

- be able to identify units of measurement used for length, weight, width, and height
- understand that we use different measurements depending on what's being measured

Video 01

Hi again. Welcome back to *Guess What!*
Today we're asking,
How do we estimate measurements?
First, let's look at some things that we measure.

This nurse is measuring how tall the girl is. She measures her in meters and centimeters.
Look! This is a baseball bat factory. This worker is weighing baseball bats. He measures each one in grams.
This man is weighing a bag of rice. Look! It's too heavy, so he's taking some out.
This man is using a meter stick to measure how tall the plants are.
And this science student is measuring how much liquid she needs. She measures the liquid in liters and milliliters.
This woman is measuring lime juice with a teaspoon. One teaspoon is about 5 milliliters.

Now listen to how we estimate measurements.
How long is your sleeping bag?
How heavy is your backpack?
How much water is there in your water bottle?
When we don't know and we can't measure something, we have to guess, or estimate, measurements.
To help us estimate, we can think about other objects we know. For example, Alice knows her tent is 4 kg. Her backpack feels a bit heavier. Alice estimates that her backpack is about 5 kg.
When we're estimating, we use words like "it's about …" or "it's more than … but less than …"
For example: The tent is about 250 cm long.
Or: The tent is more than 2 m long but less than 3 m long.

Let's learn about estimating some different measurements.
This man is estimating how wide and how long the turtle is.
This golfer is estimating how far he needs to hit the ball. This helps him know how hard to hit the ball.
This woman is estimating how far it is from one place to another place in Paris. This helps her decide if she can walk to the places she wants to go to.
Before he weighs the onions, this man estimates how many will make one kilogram. There aren't enough onions, so he adds more.

What do you know?
How do we estimate measurements?
How heavy is it? It's about … 1 kilogram.
How much is it? It's about … 30 milliliters.
How long is it? It's longer than 10 cm but shorter than … 11 centimeters.

Good job!
See you next time on *Guess What!* Bye!

Unit 2

Unit topic: Talent show

Topic: P.E. – physical abilities

Question: What abilities do we need for physical activities?

Learning objective:

Students should:

- be able to identify speed, strength, balance, and stamina
- understand that different physical activities need different abilities

Video 02

Hi again. Welcome back to *Guess What!*
Today we're asking,
What abilities do we need for physical activities?
First, let's find out about the abilities that some animals need.

This cheetah needs to run very quickly to catch its food.
And this baby bear needs to run quickly through the water to catch fish.
These horses need to be strong to pull the very heavy wagons up the hill.
These Alaskan dogs need to run on snow and pull this sled for a long time.
This squirrel monkey needs to be able to sit on and move along these thin branches. Look! It doesn't fall out of the tree.
And this flamingo needs to stand on one leg for a long time. Look! It doesn't fall over, either.

Now listen to the abilities we need for physical activities.
Can you run, skate, or ride your bike fast? For these activities you need speed because you need to move your body very quickly.
Are you good at rock climbing? You need strength for this activity because you must have strong arms and legs to climb.
Can you stand on one leg without falling down? For this you need balance.
Street dancers need good balance when they move on one leg or one arm.

Do you think you can run in a marathon? It isn't easy, because we need to use our muscles for a long time. To run in a marathon we need stamina.

Let's learn about the abilities that some people need for other physical activities.
Look at the speed this racer and his dogs go around the corner. He needs speed to win the race.
This boy needs a lot of strength to lift the heavy weights above his head.
This surfer needs good balance to stay on his surfboard.
This man needs a lot of stamina to skip for a long time.
And this skier needs strength, good balance, and stamina to ski like this.

What do you know?
What abilities do we need for physical activities?
We need … balance.
We need … speed.
And we need … strength.

Good job!
See you next time on *Guess What!* Bye!

Unit 3

Unit topic: International food

Topic: Science – water

Question: Why is it important to drink water?

Learning objective:

Students should:

- be able to identify body parts that need water to function
- understand why it is important to drink water

Video 03

Hi again. Welcome back to *Guess What!*
Today we're asking,
Why is it important to drink water?
First, let's find out why we need to give plants, animals, and people water.

This soil is very dry, so the plants don't get enough water. They aren't healthy.
This soil is also dry, so the farmer is giving these plants water.
A farmer gave these horses a lot of water because it's hot. They're very thirsty.
These runners need a lot of water. They have water to drink, and these women are giving them wet sponges for their faces.
This woman is giving her dog water because it's hot and thirsty after running.
This mother is giving her children water. They need water to be healthy.

Now listen to why it's important to drink water.
All plants, animals, and humans need water to live.
That's because our bodies need water for nearly everything they do.
Our blood needs water to move around the body.
Our stomachs need water to digest food.
More than 70% of our brains are water, so drinking water helps us to think better.
When we do sports and when it's hot, we lose water through our skin. This body water is called perspiration.
We put water into our bodies when we drink and eat. When we lose more water than we put into our bodies, we feel tired and we sometimes have a headache.
That's why it's important to drink 6–8 glasses of water a day.

Let's learn what plants, animals, and people do when there isn't much water.
These desert plants keep water in their thick stems to use when it doesn't rain.
This gazelle is very special. It never needs to drink. It gets all the water it needs from food.
This desert turtle is special, too. It can live without water for one year!
This woman lives in a desert. She's looking for plant roots because she knows there's water in them.
These African people put red paste all over their bodies. It protects their skin from the hot sun.

What do you know?
Why is it important to drink water?
It helps our … brains.
It helps our … blood.
We lose water through our … skin.

Good job!
See you next time on *Guess What!* Bye!

Unit 4

Unit topic: Music

Topic: Music – high and low sounds

Question: How do string instruments make high and low sounds?

Learning objective:

Students should:

- be able to identify high and low sounds when played by string and other musical instruments
- understand that we can change the volume and pitch of string and other musical instruments

Video 04

Hi again. Welcome back to *Guess What!*
Today we're asking,
How do string instruments make high and low sounds?
First, let's find out about different kinds of sound.

Sounds move in wavy lines. We hear sounds when the waves reach our ears.

Look how these sound waves move the water in the glass.
Ambulances, fire trucks, and police cars make very high, loud sounds so that people can hear them.
Listen to the sound of this woman's voice. Can you hear the high notes and the low notes?
Look at the snake. It's moving to the sounds from this musical instrument.
Dogs can hear some high sounds that people can't hear.

Now listen to how string instruments make high and low sounds.
When we play a guitar or another string instrument, we make the strings vibrate.
When a string vibrates quickly, it makes a high sound. When it vibrates slowly, it makes a low sound.
The pitch is how high or low the sound is. How can we change the pitch? There are three ways.

- We can make the string tighter. Tight strings vibrate faster, so they make a higher pitch.
- We can make the string shorter because shorter strings vibrate faster, too.
- We can use thick and thin strings. Thick strings vibrate slowly and make a low sound. Thin strings vibrate quickly and make a high sound.

Let's learn how some other musical instruments make sounds.
When the drummer hits the top of the drum, it vibrates. High pitch sounds come from the edge of the drum. Low pitch sounds come from the center.
The piano player is pressing the piano keys down.
The keys make hammers hit strings inside the piano. The strings vibrate and make sounds.
Listen. This girl changes the pitch of the sound when she covers different holes.
These are bagpipes. The piper blows air down one pipe into a bag. He covers holes in another pipe to change the pitch.

What do you know?
How do string instruments make high and low sounds?
When strings move, they do this: … vibrate.
These strings make a high sound: … thin strings.
These strings make a low sound: … thick strings.

Good job!
See you next time on *Guess What!* Bye!

Unit 5

Unit topic: Now and then

Topic: History – primary sources

Question: What do primary sources tell us about life in the past?

Learning objective:

Students should:

- be able to give examples of primary sources
- understand that we use primary sources to be able to understand life in the past

Video 05

Hi again. Welcome back to *Guess What!*
Today we're asking,
What do primary sources tell us about life in the past?
First, let's find out about some old things in museums.

These old dolls are in a museum. They tell us about hats and clothes that people wore in the past.
This old wooden boat is in a museum, too. It shows us how boats were made in the past.
This old kitchen tells us about how people prepared food in the past.
This plane shows us how people flew in the air in the past.
And this old gramophone shows us how people listened to music in the past.

Now listen to what primary sources tell us about life in the past.

A primary source is something old that tells us about life in the past. It can be an old tool, a statue, some jewelry, or a board game that people had in the past.
History books that we read in school are not primary sources. This is because the writers of school books didn't live at the time they're writing about.
We can learn about the past by asking questions about primary sources. We can ask:
What did people use this tool for?
Who made this statue and why did they make it?
What's this jewelry made of?
How did people play this board game?
When we can answer these questions, we learn about life in the past.

Let's learn about what fossils tell us about life in the past.
A fossil is something from an animal or plant. It lived long ago in the past, and we can see it now in some rocks.
Look! This scientist is looking for fossils in a piece of rock.
These are fossils of slugs or snails that lived long ago when there were dinosaurs.
This fossil of a dinosaur bone tells us that dinosaurs were very big.

And this fossil of a bird tells us about its bones and size.

What do you know?
What do primary sources tell us about life in the past?
They tell us that people played … board games.
They tell us that people used metal … tools.
They tell us that artists made … statues.

Good job!
See you next time on *Guess What!* Bye!

Unit 6

Unit topic: The environment

Topic: Science – recycling

Question: What happens to our old glass bottles?

Learning objective:

Students should:
- be able to explain how glass bottles are recycled
- understand that we can use different materials again and again

Video 06

Hi again. Welcome back to *Guess What!*
Today we're asking,
What happens to our old glass bottles?
First, let's look at what we use glass bottles for.

We use a lot of glass bottles to keep grapefruit juice and other fruit juices.
Listen! This musician is using glass bottles to make music.
These glass bottles are used for science experiments.
And these small glass bottles are used to keep medicine fresh.
We use a lot of different shapes of glass bottles to keep liquids in, like olive oil.
Some glass bottles are reused. Look! There's a model ship in this one.

Now listen to what happens to our old glass bottles.
When we finish using our glass bottles, we put them in a recycling bin.
A big truck takes the bottles to a recycling center. The people at the recycling center sort the glass by color.
A big machine breaks the glass into small pieces. Another machine mixes the pieces of glass with sand.
They put the glass and sand in a special oven called a furnace. The furnace is very hot.
The mixed glass and sand melt and become liquid.
When the glass is liquid they can change its shape to make new bottles.
They send the new bottles to factories so they can use them again. Recycling glass uses less energy than making new glass, so it's better for the environment.

Let's learn about other materials that melt.
Look! This snow is melting. It's changing to water.
These candles are burning. The candle wax is melting and turning to liquid.
Look! A man is putting gold threads into a very small furnace. The gold melts and is now a liquid.
This man is making metal jewelry with a hot tool. When the metal melts he can add pieces to it.
Some materials, like wood, don't melt. Wood burns, turns black, and then changes to ash.

What do you know?
What happens to our old glass bottles?
A machine mixes the glass with special … sand.
The glass and sand mixture goes into a … furnace.
The glass … melts.
People make new … bottles.

Good job!
See you next time on *Guess What!* Bye!

Unit 7

Unit topic: Space

Topic: Science – planets

Question: How are the planets different?

Learning objective:

Students should:
- be able to describe some of the planets in our solar system and compare some of them
- understand that planets are part of our solar system

Video 07

Hi again. Welcome back to *Guess What!*
Today we're asking,
How are the planets different?
First, let's find out about our solar system.

Our solar system has eight planets and one star. The star is the Sun. The Sun is in the center of our solar system.
Our solar system also has asteroids. Look at this asteroid flying through space. It looks like a big rock.
We have comets in our solar system, too. They're very bright and also fly through space.
This is Pluto. It's a dwarf planet because it's much smaller than the other planets.

Now listen to how the planets are different.
The eight planets in our solar system all orbit the Sun, but they are not all the same.
The four planets closest to the Sun are made of rock and metal.
The other planets are made of gas.
The smallest planet is Mercury and the biggest planet is Jupiter. Jupiter is bigger than all of the other planets put together!
When we look at the night sky, Venus is brighter than the other planets.

This is because its thick clouds reflect the light from the Sun, and because it's the closest planet to Earth.
Some planets have a moon. Moons orbit their planet. Some planets have more than one moon. Jupiter has 63 moons! How many moons does Earth have?

Let's learn how we find out about space.
This is the International Space Station. It orbits Earth. Astronauts live on it and study space in it.
This is the Hubble Telescope Satellite going past Jupiter. Its telescope has a very big mirror about 2.5 meters wide.
Its photographs help us to understand space.
This is a satellite. Satellites don't give us information about space, but they help our daily lives on Earth. Without satellites our cell phones would not work.
This is a satellite dish. It communicates with satellites in space.
We can find out about planets, asteroids, and comets when we look through a big telescope at night.

What do you know?
How are the planets different?
Venus's clouds do this to the light of the Sun: … reflect.
The planets in our solar system do this around the Sun: … orbit.
There are eight planets in this: … our solar system.

Good job!
See you next time on *Guess What!* Bye

Unit 8

Unit topic: Celebrations

Topic: Science – fireworks

Question: How do fireworks work?

Learning objective:

Students should:

- be able to describe how fireworks work
- be able to identify the parts that make up a firework
- understand that different elements in a firework cause different effects

Video 08

Hi again. Welcome back to *Guess What!*

Today we're asking,
How do fireworks work?
First, let's look at different kinds of fireworks.

These are rocket fireworks. They each have a wooden stick.
They fly high in the air and make beautiful patterns in the sky, and loud sounds.
This girl is holding a small firework, called a sparkler. It makes a lot of bright lights.
We can also hold this firework. It's bigger than a sparkler. It's called a Roman Candle.
This firework is called a Catherine wheel because it turns around and around very quickly.
This long Chinese firework is called a cracker. It doesn't go in the air, but it makes very loud sounds.
We must be careful when we hold fireworks. Then we can have fun and be safe!

Now listen to how fireworks work.
Fireworks have gunpowder inside them and they also have a fuse.
When someone lights the fuse of a firework, gas from the gunpowder pushes the firework up into the air.
When the firework is in the air, the gunpowder explodes and usually makes a loud sound.
Fireworks have metal salts inside them too. The metal salts explode with the gunpowder.
Different kinds of metal salts make different colors when they burn. Lithium makes a red light, copper makes a green light and sodium makes a yellow light.
Some fireworks have many different metal salts, so they make lots of different colors when the gunpowder explodes.

Let's learn about some celebrations with fireworks.
Many countries celebrate the New Year with fireworks. Look at the fireworks at this Chinese New Year celebration!
These New Year fireworks are in Sydney, Australia. Listen to the people. They really like the fireworks.
Some countries celebrate their special days with fireworks. Look at the words these fireworks make in this North American celebration. What do they say?
This is a festival in Asia to celebrate fireworks. It's the International Fireworks Festival.

What do you know?
How do fireworks work?
They have a … fuse.
They have … gunpowder.
They … explode.

Good job!
Bye!

Note: Tell students that they should **never** hold a firework unless the fireworks manufacturer states on the box that it is safe to do so.

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O‘ZBEKISTON BARKAMOLLIK UCHUN TA’LIM DASTURI

Guess What!

Teacher’s Book 6

What makes our bodies move?

Why do whales jump out of water?

Guess What! has the answers. Through beautiful photography and engaging topics, young learners can explore the world as they learn English.

This book was adapted from its original English-language international version. Additional guidance has been added and select images and content have been changed to reflect life and education in Uzbekistan.

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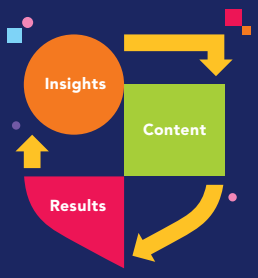

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