UPDATED EDITION

Guess What!

Teacher's Book 5

with Digital Pack

American English

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CAMBRIDGE

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Language summary

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Around the world			4
Vocabulary	Brazil, China, Colombia, France, Italy, Mexico, Russia, Spain, the United Kingdom, the United States		6
Grammar	Where are you from? I'm from (the United States). ● Is he from (France)? Yes, he is. / No, he isn't.		7
	1st, 2nd, 3rd … 10th. ● When were you born? I was born on (April 24th, 2006).	**Say it!** Syllables	8
Story value	Try new things		9
Skills	Listening and speaking: Festivals around the world.	**Talk time** Planning a tour	10
	Reading and writing: The Winter Festival.		11
CLIL: Art	What are mosaics made of?		12–13
1 Family and pets			14
Vocabulary	artistic, friendly, funny, hardworking, kind, naughty, shy, smart, sporty, talkative		16
Grammar	My (dog) is smarter than my (cat). ● My (brother) is more hardworking than my (sister).		17
	Who's older, you or your (brother)? My (brother) is.	**Say it!** Syllable stress	18
Story value	Learn about other cultures		19
Skills	Listening and speaking: Circus life.	**Talk time** Describing family	20
	Reading and writing: Talented children.		21
CLIL: Science	How do ant families work together?		22–23
2 On the playground			24
Vocabulary	cry, help others, hop, shout, skip, laugh, litter, text a friend, throw a ball, use a cell phone		26
Grammar	We should (be polite and help people). ● We shouldn't (shout) in class.		27
	Bring (me) (the phone), please. ● Tell (the class) about (your vacation), please.	**Say it!** Sentence stress	28
Story value	Be kind to animals		29
Skills	Listening and speaking: Learning to play a game.	**Talk time** Describing a game	30
	Reading and writing: Unusual schools.		31
CLIL: Geography	Where are the places on the map?		32–33
Review	Units 1 and 2		34–35
3 Under the ocean			36
Vocabulary	crab, dolphin, jellyfish, octopus, seal, shark, starfish, stingray, turtle, whale		38
Grammar	the strongest, the heaviest, the most dangerous	**Say it!** Syllable stress	39
	Which sea animal is the fastest? It's a (dolphin).		40
Story value	Keep our seas and oceans clean		41
Skills	Listening and speaking: A trip to the aquarium.	**Talk time** Planning a trip	42
	Reading and writing: The life of sea turtles.		43
CLIL: Science	What is an underwater food chain?		44–45
4 Gadgets			46
Vocabulary	digital camera, e-reader, games console, headphones, laptop, MP4 player, smartphone, tablet, television, video camera		48
Grammar	I studied (English). ● I listened to (music). ● We didn't listen to (music).		49
	What did you do (last weekend)? ● I visited (my grandparents).	**Say it!** Past tense endings	50
Story value	Use technology wisely		51

			Page
4 Gadgets (continued)			
Skills	Listening and speaking: The first gadgets.	**Talk time** Discussing inventions	52
	Reading and writing: Making movies.		53
CLIL: Math	How do we read a line chart?		54–55
Review	Units 3 and 4		56–57
5 The natural world			58
Vocabulary	cave, desert, forest, island, jungle, lake, mountain, river, volcano, waterfall		60
Grammar	ate, caught, drank, had, saw, swam, went	**Say it!** Sentence stress	61
	Did you see (statues)? ● Yes, I did. / No, I didn't.		62
Story value	Encourage your friends		63
Skills	Listening and speaking: Interesting animals.	**Talk time** Identifying animals and plants	64
	Reading and writing: A vacation with gorillas.		65
CLIL: Geography	What happens when a volcano erupts?		66–67
6 Helping at home			68
Vocabulary	clean my bedroom, clean the bathroom, cook dinner, dry the dishes, make my bed, set the table, sweep the floor, take the trash out, wash my clothes, water the plants		70
Grammar	I have to (make my bed). ● I don't have to (take the trash out).	**Say it!** Plural endings	71
	What do you have to do? I have to (collect the books). ● Who has to (feed the fish)? (Emma) does.		72
Story value	Help other people		73
Skills	Listening and speaking: Amazing homes.	**Talk time** Designing a home	74
	Reading and writing: Life on a farm.		75
CLIL: History	What were castle homes like?		76–77
Review	Units 5 and 6		78–79
7 Feelings			80
Vocabulary	angry, bored, excited, hungry, interested, scared, surprised, thirsty, tired, worried		82
Grammar	He's (scared) because he doesn't like (spiders).	**Say it!** Falling intonation in sentences	83
	Why is she (tired)? She's (tired) because she stayed up late.		84
Story value	Respect nature		85
Skills	Listening and speaking: Favorite books.	**Talk time** Discussing authors	86
	Reading and writing: Jack and the Beanstalk.		87
CLIL: Science	How do animals communicate?		88–89
8 Outdoor sports			90
Vocabulary	bodyboarding, canoeing, go-carting, hiking, rock climbing, rowing, scuba diving, snorkeling, trampolining, windsurfing		92
Grammar	They didn't go go-carting on (Saturday). ● What did she do last (weekend)? She went canoeing.		93
	When did you go skating? I went skating in (December).	**Say it!** Rising intonation in questions	94
Story value	Be safe		95
Skills	Listening and speaking: At the windsurfing club.	**Talk time** Planning to play sports	96
	Reading and writing: Interesting sports.		97
CLIL: Sports	What makes our bodies move?		98–99
Review	Units 7 and 8		100–101
Chants			102–103

Introduction

About *Guess What!*

Guess What! is an innovative six-level course for elementary-age students learning English who simultaneously want to learn about the world around them. *Guess What!* aims to motivate students and excite young minds, to feed their natural curiosity about the world, and fuel their imaginations.

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.

A creative 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 exciting stories to fuel students' imaginations. In *Guess What!* Level 5, students follow the exciting adventures of Ruby, Jack, and Sofia, as they are transported through time and space by a mystery tablet to complete a quiz.



The global classroom

With the use of stunning photographs, and an emphasis on real-life contexts, *Guess What!* brings the world into the English classroom. Students learn and are motivated to practice new language by following the examples of real children shown at home, in school, on vacation, on exciting trips, or in different leisure activities. By using photographs from around the world, students are encouraged to engage with each topic and make cross-cultural comparisons.

Competence-based learning

Cambridge Life Competencies

Guess What! develops students' learning and life skills in a broad sense, with opportunities for learning across the wider curriculum, and for exploring social skills and values. To support this, the course includes extensive coverage and evaluation of the competencies from the Cambridge Life Competencies Framework.

The Cambridge Life Competencies are a combination of knowledge, skills, and attitudes designed to help students develop tools that they can use both academically and in a wider social context. They are an aid to lifelong learning and are an essential part of a well-rounded curriculum that equips students with the skills they need to thrive now and in the future.

To find out more about the Cambridge Life Competencies Framework, please visit cambridge.org/clcf.

The Cambridge Life Competencies

CREATIVE THINKING	Learners actively participate in creative activities, generate new ideas, and use them to solve problems.
CRITICAL THINKING	Learners identify patterns and relationships, evaluate ideas, and use these skills to solve problems.
LEARNING TO LEARN	Learners develop practical skills to support and take control of their learning and reflect on their own progress.
COMMUNICATION	Learners choose the most appropriate language to use in different situations, manage conversations effectively, and express themselves clearly and confidently.
COLLABORATION	Learners work well together in groups through actively taking part in group activities, listening to others, sharing tasks, and finding solutions to problems.
SOCIAL RESPONSIBILITIES	Learners recognize and describe different roles and responsibilities in a variety of groups and understand cultural and global issues.
EMOTIONAL DEVELOPMENT	Learners describe and manage emotions and develop positive relationships with others.
DIGITAL LITERACY	Learners create content, share and interact with others online, and maintain their safety and wellbeing while using technology.

Communication – comprehension and production

Students need to be confident 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 is a specially formulated skills page in every unit. In *Guess What!* Level 5, the motivating skills topics include international festivals, using technology, the natural world, and students' favorite authors.

Production – interaction and mediation

Speaking and writing skills are further developed in functional language and pronunciation activities. In the *Talk time* feature, students learn and practice a simple and useful functional dialog, such as planning a tour of festivals, inventing the rules for a new game, or designing their ideal home. In the *Say it!* feature, students perfect their fluency with practice in stress and intonation, and some common word endings. The *Let's collaborate!* projects offer the perfect opportunity for mediation activities and for transmitting information through a variety of presentation types.



Social values and sustainability

An understanding of social values gives young learners the skills they need to be successful in life. They need to learn about how to behave with other people, as well as 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 can relate to. Each story in *Guess What!* illustrates a social value for students to discuss and apply to their own behavior. The social values covered in *Guess What!* Level 5 include understanding and respecting other cultures, using technology responsibly, and treating the environment in a sustainable way.

Keen thinkers

Guess What! aims to encourage students to become keen thinkers as well as good language learners. Activity types develop a range of thinking skills including: observation, concentration, prediction and guessing, using memory, sequencing and classifying, as well as thinking about and giving their personal response to topics. Thinking skills activities are clearly signposted in the material, using the *Think* icon. The inclusion of *Let's collaborate!* projects offers the opportunity to develop content research skills in a guided way, alongside the development of critical thinking skills. *Content and Language Integrated Learning* (CLIL) activities also encourage wider thinking and knowledge across the elementary curriculum.

The wider curriculum



The CLIL material in *Guess What!* has been selected from popular elementary school subjects across the curriculum, including "STEM." Teachers can thereby integrate development of learners' understanding of age-related concepts while developing their English language skills. *Guess What!* offers CLIL learning with the combination of materials in the Student's Book and Workbook, including the use of short dynamic videos. This motivating approach provides a language-rich experience and develops learners' listening skills while they process subject-specific content.

Digital literacy

Successful young learners need to be competent in *Information Technology* (IT) and digital skills. They need to be shown how to study and live within a safe digital environment with a critical and responsible use of technology. This can be done through online research for *Let's collaborate!* projects and during language practice with *Practice Extra* online and *Presentation Plus*.

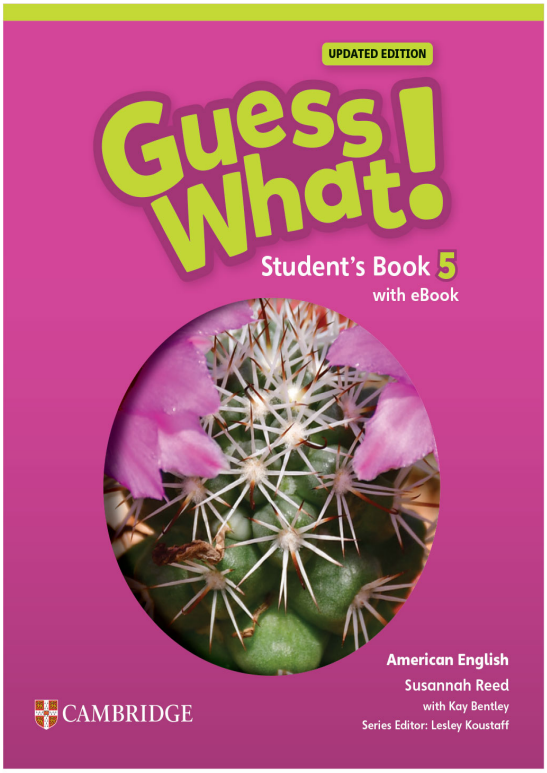
Evaluation

Guess What! offers a variety of evaluation tools, including summative and formative assessment, competencial assessment, plus self-assessment and group evaluation in the *Let's collaborate!* projects.

Guess What! supports students aiming to take **Cambridge English: Young Learners (YLE tests)**. *Guess What!* Level 5 covers part of the Movers syllabus. The Movers syllabus is covered in full by the end of *Guess What!* Level 6.

Guess What! Level 5 components

Student's Book with eBook



The 104-page full-color and highly photographic Student's Book contains:

- An "Around the world" welcome unit that introduces *Guess What!* characters and reviews key language from previous years of learning English, as well as introducing some new language.
- Eight further teaching units, each presenting new language within a topic of interest to students of this age.
- Four review spreads, designed to be used after every two main teaching units.

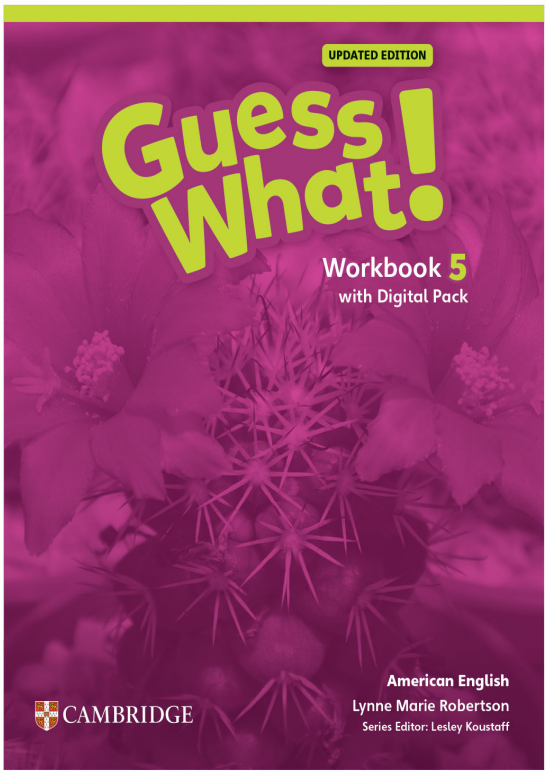
Each unit opens with an eye-catching photographic spread and engaging introductory *Look!* video, followed by eight easy-to-use, single-lesson pages, which contain:

- Engaging topics and presentation contexts.
- Progression from presentation to practice in each lesson.
- A wide variety of activities, including contextual dialogs, games, and communicative activities, discussion and personalization activities, grammar chants and pronunciation activities, listening activities and reading texts.
- Two *Grammar fun!* animated games.
- An exciting story adventure with value and practice activities.
- A Skills page that covers listening, speaking, reading, and writing.
- Two pages of CLIL activities with a captivating video.
- Regular activities to develop a range of thinking skills.
- *Let's collaborate!* projects to round out each unit.

eBook

Each Student's Book includes an activation code for the digital version of the book in Cambridge One, including all the embedded audio and video from the course.

Workbook with Digital Pack



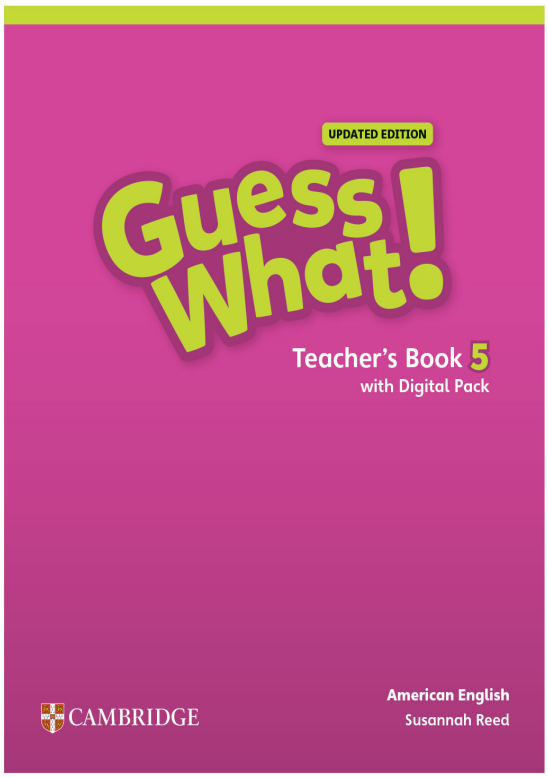
The 96-page full-color Workbook provides further consolidation of all the language and topics presented in the Student's Book. It can be used at home or in class and contains:

- Nine units and four reviews, following the same easy-to-use single-lesson format as the Student's Book.
- Varied task-based activities, as well as extensive further reading and writing practice.
- An extended writing feature for the skills spread, providing a model, a clearly identified writing tip, and space for students to plan their own writing using a graphic organizer.
- An end-of-unit evaluation providing a record of learning for each unit.
- A full-color picture dictionary.
- Regular thinking and personalization activities.

Digital Pack

Each Workbook includes an activation code for the learner's Digital Pack in Cambridge One including Practice Extra for online consolidation and extension activities and additional Learner Resources.

Teacher's Book with Digital Pack



The Teacher's Book is fully interleaved with the Student's Book. It has been written with the busy teacher in mind and provides:

- Step-by-step guidance for each lesson in the teaching notes. This includes a summary of lesson aims and materials needed, a simple warmer and end of lesson activity, clear instructions for using the Student's Book and Workbook, audio scripts, answer keys, and suggested classroom instructions for you to use with your class.
- Ideas and teaching notes for using the printable word cards provided in the online Teacher's Resources.
- Extra games and activities for every lesson, as well as a Games Bank that can be used as a dip-in resource.

The Teacher's Book also includes access to the Digital Pack in Cambridge One providing Presentation Plus, Class Audio, Practice Extra, the Test Generator, and Teacher's Resources. The pack also provides access to all the video and audio content plus access to the student's eBook.

Presentation Plus

Presentation Plus is a classroom presentation tool that displays a page faithful and interactive version of the Student's Book and Workbook in class or remotely. Presentation Plus includes embedded audio, video, and animations for every unit. Quick and easy access is given to the Teacher's Book notes. A fun classroom game is also included at the end of every unit.

Class Audio

The Class Audio contains all the recorded material for the Student's Book and Workbook, including the chants and stories. The audio script is included in each lesson in the teaching notes, when it is not seen on the Student's Book page.

Practice Extra

Teachers can set homework and track each student's progress in Practice Extra including how many online activities have been completed and how many attempts have been made. Practice Extra provides grammar, vocabulary, and skills practice in a way that rewards and motivates young learners. *Brain Break* activities are included to aid motivation and help recharge the brain.

Test Generator

- Each unit has a standard and extension test, which evaluate student's progress in each unit. These tests cover the core vocabulary and grammar structures of each unit, with listening and speaking activities on the first page, and reading and writing activities on the second page.
- Four two-page Review tests evaluate student's progress. These can be used after each review spread, and provide practice in listening, speaking, reading, and writing skills.
- In addition, there are Skills Tests and an End of Level test for each level.

Teacher's Resources

The Teacher's Resources contain around 200 pages of optional photocopiable material for you to use alongside *Guess What!* Levels 5 and 6. You can dip in and choose the material at different times, depending on the specific needs of your class. For *Guess What!* Level 5, the Teacher's Resources include:

- Printable Grammar and Vocabulary worksheets
- Additional Support worksheets
- *Let's collaborate!* project pages
- *Let's collaborate!* guide for teachers and evaluation sheets
- Printable word cards

Tour of a unit

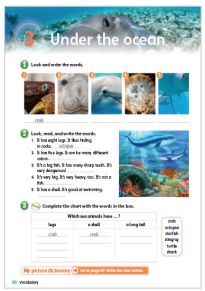
Guess What! Level 5 has nine teaching units, each divided into eight lessons along with an introduction to the topic. In addition, there are four review spreads of two lessons each. As well as offering further practice, the Workbook provides a Picture Dictionary and Evaluations. There are additional resources in the Teacher's Digital Pack including Presentation Plus, the Test Generator, and Teacher's Resources.

Unit introduction

The topic of the unit is introduced with a *Look!* video highlighting the key vocabulary plus a double-page photograph in the book. These both contain images that stimulate children's imagination and encourage them to relate the topic to the wider world. The teaching notes for each unit suggest ways of exploiting both resources. This introduction can be included as part of Lesson 1, or as a separate "warmer" lesson.

Lesson 1
Presentation and practice of vocabulary

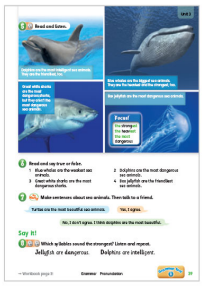


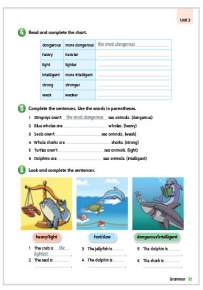


New vocabulary is presented in a colorful illustration. This is accompanied by a short and lively dialog on the Class Audio. Students will listen and repeat the vocabulary as well as reading the vocabulary labels on the page. Students then use the new vocabulary in guessing games and activities, which 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, definition, categorization, and classification activities. Students are also directed to the Picture dictionary at the end of this lesson.
- There is an additional vocabulary worksheet available in the Teacher's Resources.

Lesson 2
Presentation and practice of grammar 1

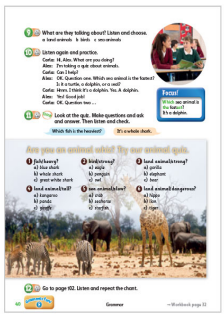


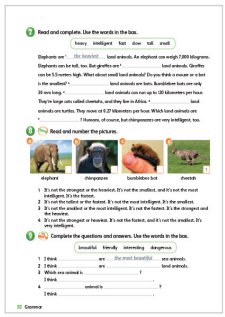


The first new grammar point of the unit is presented using varied real-life contexts such as an information piece about sea animals or a blog about a class trip to a technology show.

- The activities follow a clear and enjoyable path from presentation, through controled practice to active production and personalization. Students are supported through their learning with prompts and example speech bubbles and the new grammar point is summarized in the *Focus!* box alongside the link to a *Grammar fun!* animation.
- Students then either consolidate 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 consolidate the target grammar, while also providing additional practice in reading and writing.
- There is an additional grammar worksheet available in the Teacher's Resources.

Lesson 3
Presentation and practice of grammar 2





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

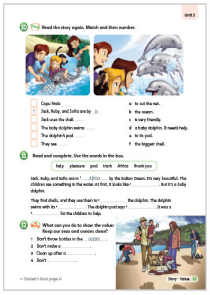
- Students then progress to active production with an activity that also has a thinking or personalization focus.
- Students then do either the grammar chant or the *Say it!* feature (depending on which of these was used in Lesson 2).
- The Workbook provides engaging activities to consolidate the target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

Lesson 4
Story and value

Students consolidate and extend their learning further by reading and listening to a dynamic cartoon-strip

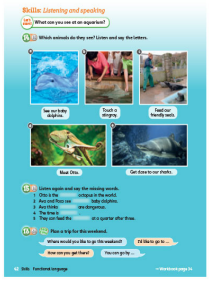
story featuring the *Guess What!* characters. Each story introduces a social value in a light-hearted way.

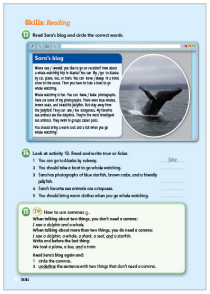




- The Workbook provides story comprehension activities, including sequencing, summarizing, and spotting mistakes. Students also consider how they can integrate the social value from the story into their own life.

Lesson 5
Listening and speaking

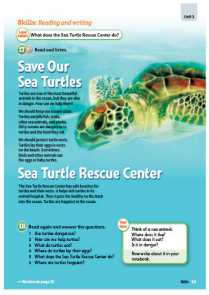


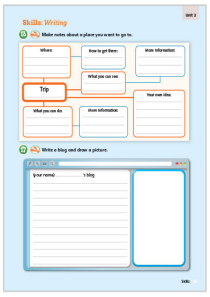


Students consolidate and extend the language of the unit with a task-based listening, based on a motivating theme linked to the unit topic.

- 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 consolidate 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 elementary 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 in Presentation Plus in the Digital Pack. Instructions for using the video and the video script are provided on pages TB112 to TB117.

- The Workbook provides further activities exploring the CLIL topic.

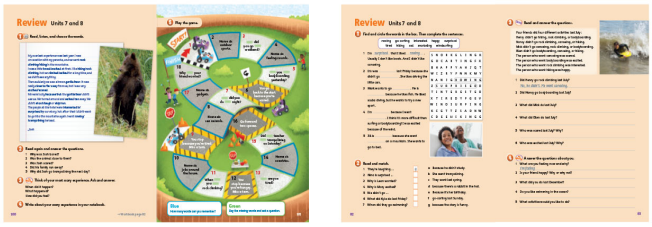
Lesson 8
Let's collaborate! project and unit evaluation



Students work together to complete a collaborative project linked to the unit topic. The project types vary from unit to unit and for this level include a visual encyclopedia, family album, signs, presentation, survey, quiz, home help plan, collage, and video.

Students then complete a whole unit evaluation in the Workbook reviewing the content of the unit.

Review lessons (after every second unit)



Language is consolidated through real-life topics such as a pen pal, a movie theater visit, a youth club visit, and a close encounter with a bear! Students practice listening, reading, speaking, and writing. There is also a full-page board game with clearly marked linguistic aims and rules.

Grammar fun! videos



There are two *Grammar fun!* videos in each unit, one for each of the grammar presentation lessons. The videos can be used to consolidate the new grammar after completing the presentation and practice activities in the Student's Book.



Each video begins with a language presentation section, in which the grammar focus of the unit is highlighted and reviewed in example sentences and illustrated with a photograph or picture. As students watch this section of the video, you can pause after each example sentence to check students' understanding and drill pronunciation.

For the practice stage of the "What's the question?" videos, students will need green and blue crayons. If students don't have crayons, they can use any other objects as long as they are in the suggested colors.

In each of the games, students listen to and read a series of questions or sentences, and choose from two answer options. The question or sentence is repeated and all students participate, either by holding up a colored crayon to vote on the correct option ("What's the question?" game) or by raising their hand to take part in the survey ("Class vote" game).

Monitor how well students perform in the practice stage of the video. If some of them are having difficulty, you can repeat the video at a later stage after further review of the language, such as after completing the exercises in the Workbook. You can also review the language by playing the game again as a warmer in a later lesson or as part of the end-of-unit review.

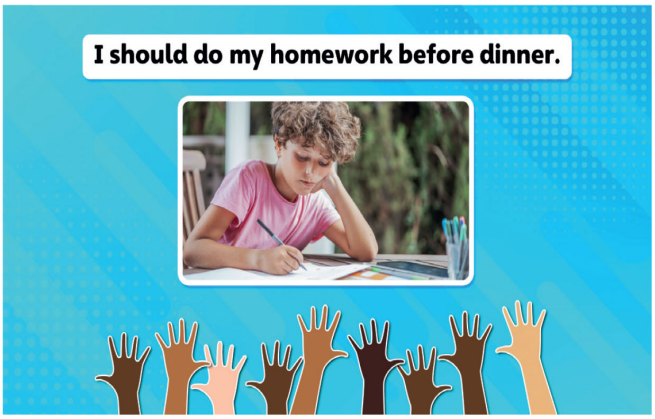
The two *Grammar fun!* games in Level 5 are:

The "What's the question?" game



Students will need a green crayon and a blue crayon. They will see a picture and they will hear and read the answer to a question. They will then hear and read two questions. Students must decide which is the correct question for the given answer. They hold up their green or blue crayon to vote.

The "Class survey" game

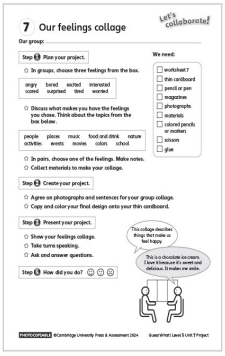


Colored crayons are *not* required for this activity. Students will see a picture and hear and read a statement. If the statement is true for them, they raise their hand. You can pause the video at the end of each round to count how many students raised their hand. At the end of the video, elicit a summary of the survey results from the class.

You may want to turn the "What's the question?" game into team games. Divide the class into groups to agree on answers and then nominate one person to hold up the corresponding crayon. Award points for the correct answers and keep a tally for both grammar points in the unit.

Let's collaborate! projects

The collaborative projects are meaningful and contextualized tasks linked to the end of each unit in which students can put into practice their knowledge, skills, and approaches to learning. All the worksheets and evaluation sheets for the projects can be found in the *Teacher's Resources*. The focus of each project is on collaboration by encouraging students to work together, brainstorm, negotiate, give opinions, mediate, and be inclusive. Each project is related to the unit topic and students are given a project sheet that follows the same stages each time: plan, create, present, and evaluate.


7 Our feelings collage

Let's collaborate!

Our group:

Step 1 Plan your project.

In groups, choose three feelings from the box.

angry bored excited interested scared surprised tired worried

Discuss what makes you have the feelings you chose. Think about the topics from the box below.

people places music food and drink nature activities events movies colors school

In pairs, choose one of the feelings. Make notes.

Collect materials to make your collage.

We need:

worksheet 7
thin cardboard
pencil or pen
magazines
photographs
materials
colored pencils or markers
scissors
glue

Step 2 Create your project.

Agree on photographs and sentences for your group collage.

Copy and color your final design onto your thin cardboard.

Step 3 Present your project.

Show your feelings collage.

Take turns speaking.

Ask and answer questions.

Step 4 How did you do?

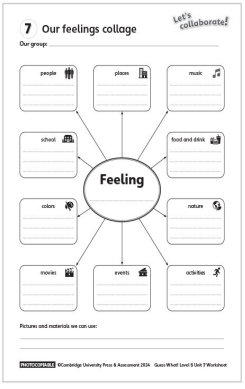
This collage describes things that make us feel happy.

This is a chocolate ice cream. I love it because it's sweet and delicious. It makes me smile.

PHOTOCOPIABLE ©Cambridge University Press & Assessment 2024 Guess What! Level 5 Unit 7 Project

Plan: At this stage, the students should work together and think about *how* they are going to do the project and *what* they need to do it. There are steps for how collaborative planning should take place and a materials list box is included on the project sheet.

Create: This is the stage in which the students actually *do* the project and follow guidelines about how to go about this in a collaborative way. Students are provided with a template or graphic organizer to make notes and are given a model to follow if necessary. Instead of printing a model sheet per student, it is more practical to display the model on the interactive whiteboard. Please note that this part of the project may require the use of the students' first language, although the final output will be in English. Students should be encouraged to use English whenever they can.


7 Our feelings collage

Let's collaborate!

Our group:

people places music school food and drink colors nature movies events activities

Feeling

Pictures and materials we can use:

PHOTOCOPIABLE ©Cambridge University Press & Assessment 2024 Guess What! Level 5 Unit 7 Worksheet


7 Our feelings collage

Let's collaborate!

Happy

Sunshine and vacations

Fall leaves

Playing with my pet dog

Family eating dinner

Chocolate ice cream!

Meeting with friends

Soft and warm

Angry

Broccoli for dinner

My little sister

Alarm clocks

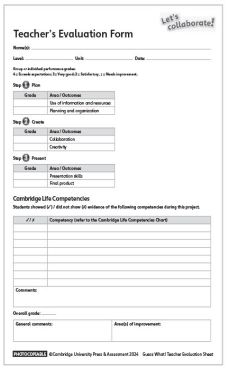
Pollution

Rainy days

PHOTOCOPIABLE ©Cambridge University Press & Assessment 2024 Guess What! Level 5 Unit 7 Model

Present: Each project gives guidelines about digital or physical variations of the presentation.

Evaluation: This stage (*How did we do?*) involves completing a separate *Group evaluation* sheet. There is also a *Teacher evaluation* sheet if you wish to grade student or group performance. See pages TB119 and TB120 or download from the *Teacher's Resources*.


Let's collaborate!

Teacher's Evaluation Form

Name(s):

Level: Unit: Date:

Group or individual performance grades:
4 = Exceeds expectations; 3 = Very good; 2 = Satisfactory; 1 = Needs improvement.

Step 1 Plan

Grade	Areas / Outcomes
	Use of information and resources
	Planning and organization

Step 2 Create

Grade	Areas / Outcomes
	Collaboration
	Creativity

Step 3 Present

Grade	Areas / Outcomes
	Presentation skills
	Final product

Cambridge Life Competencies

Students showed (✓) / did not show (✗) evidence of the following competencies during this project.

✓ / ✗	Competency (refer to the Cambridge Life Competencies Chart)

Comments:

Overall grade:

General comments:	Area(s) of improvement:

PHOTOCOPIABLE ©Cambridge University Press & Assessment 2024 Guess What! Teacher Evaluation Sheet

As well as being related to the unit topic, different stages of each project are also aligned to one or more of the competencies from the Cambridge Life Competencies Framework (see page TB118). These are Critical Thinking, Creative Thinking, Learning to Learn, Communication, Collaboration, Social Responsibilities, Emotional Development, and Digital Literacy. All stages of the projects are helpful in developing students' collaboration skills and cue cards are provided to support children to work together effectively throughout. Students will touch on topics such as children's roles, health, the environment, and helping others. There are some art and craft-style projects, and digital outputs are suggested wherever possible. You can decide whether to use digital or not, and projects will still be successful without digital means.

Duration

Projects will have different durations depending on what students are doing. As such, you can pick and choose which projects to do and tailor them to the amount of time you have in class. You may choose to do every project with your students, or you can do one or two per term or per year. It might be possible for students to work on their projects in cross-curricular lessons such as art or science.

Groups and roles

Projects can be completed in pairs or groups, although group work is suggested for most projects in Level 5. It is helpful to give students specific roles so that they feel they are making a meaningful contribution. We suggest giving students the responsibility of monitoring different stages of the project. This could mean one student monitoring the whole project, or different students monitoring different stages or tasks. Students can monitor the materials list, the order of presenters, the group assessment, and so on. If there is one monitor per pair or group for a whole project, ensure this is not the same person in the next project.

More information on how to exploit the *Let's collaborate!* projects can be found in the guide in the *Teacher's Resources*.

CLIL (Content and Language Integrated Learning)

Introduction

The two CLIL pages at the end of each unit in *Guess What!* are selected from elementary school subjects across the curriculum. The subjects chosen for Levels 5 and 6 are the popular CLIL subjects of art, geography, history, math, music, physical education, and science. With the CLIL pages, teachers can develop students' understanding of age-related subject concepts while also developing their English language skills. In Levels 5 and 6, a short text that answers the CLIL topic question is introduced.

In order to integrate content and language meaningfully, each CLIL subject is supported with a short, dynamic video. Students can therefore watch and listen to highly contextualized, supportive CLIL input chosen from the world outside the classroom. This innovative approach provides a language-rich experience and develops students' listening skills while they process subject content. The videos and book activities also develop students' thinking processes by helping them to:

- understand, recognize, and produce new subject-specific vocabulary (Activity 1)
- develop lower-order processing such as remembering, identifying, and comparing new subject-specific vocabulary presented in the Student's Book and then seen in the video (Activity 2)
- process new language as they read and listen to a short text that answers the CLIL topic question (Activity 3)
- analyze the text in order to respond to four questions about it (Activity 4)
- develop higher-order processing such as critical and creative thinking by responding to a personalized discussion question (Activity 5)

Students' knowledge of CLIL subject topics is built upon across all six levels of *Guess What!* Many of these subject concepts match what young students study in their L1 curriculum. An example is the subject of Art:

- Level 1: Students identify primary and secondary colors.
- Level 2: Students identify types of art such as drawing, painting, sculpture, and photography.
- Level 3: Students interpret what they can see in different landscape paintings.
- Level 4: Students make links between patterns they can see in art and in nature.
- Level 5: Students explain how mosaics are made.
- Level 6: Students analyze where shadows are in paintings.

The development of subject concepts across all levels of *Guess What!* therefore ensures students deepen their knowledge of both art content and English language. Apart from the Starter Unit art topics, all other CLIL topics relate to the theme of the unit in the Student's Book which is further developed in the *Let's collaborate!* projects.

Teachers can help learners to enjoy the CLIL sections in *Guess What!* by doing the following.

Activating students' prior knowledge of the subject

Use the stimulating one-page photograph on the first CLIL page and the learner-friendly video to find out what students already know about each CLIL topic. Ask students closed questions and then an open question to help develop thinking skills. For example, in Level 6 Unit 7 *How are the planets different?* ask:

1 *What is different about the planets in this picture?* (revisiting adjectives for size and color)
2 *Which planets are near the sun?* (recognizing and identifying vocabulary presented in previous levels – sun)
3 *What other parts of our solar system would you like to find out about?* (establishing if students know this concept)

Finding out what students already know about subject-specific vocabulary at the beginning of a CLIL lesson is a stage when many students want to use their first language (L1).
If students use L1 to say some words related to the CLIL topic, translate. If not, thank students for the words and move on.

Word-level support

New vocabulary presented in the CLIL sections needs to be revisited because it is important students can produce new language clearly and with confidence. You can do this by playing the videos more than once and by doing the following:

- Turning off the sound, pausing the video, and asking students to repeat new vocabulary slowly, quickly, quietly, loudly
- Pausing the video, eliciting new words through mime or questioning
- Making flashcards to show the new CLIL vocabulary in a different order from that presented in the book or video.

You could compare some new CLIL vocabulary with words in their L1, e.g.,

- Level 5 Unit 6: *tower*, *candle*, and *fire*
- Level 6 Unit 1: *long* and *heavy*

Ask students *Do they sound the same? Do they look the same?* If there are students from other countries, take a few minutes to find out the words in their languages, in order to focus on culture as well as language.

Sentence-level support

Encourage students to communicate new CLIL vocabulary in sentences, using grammar presented in the Student's Book. Provide sentence starters, sentence gap fills (using *is/isn't*, *are/aren't*) or substitution charts, for speaking activities.

Text-level support

Making diagrams with key stages in a process, such as an underwater food chain, helps students to see and understand concepts such as cause and effect.

Schedule fit

There are 80 lesson plans provided in the teaching notes of *Guess What!* Level 5. These consist of eight lessons in each of the nine teaching units, and eight review lessons. Each teaching unit has one vocabulary lesson, two grammar lessons, one story lesson, one skills lesson, one functional language and pronunciation lesson, one CLIL lesson, and one additional optional lesson for the *Let's collaborate!* project and evaluation.

The course is aimed at teachers with classes of between two and four lessons per week (75 to 150 lessons per year). Extra materials provided in the Teacher's Digital Pack (Teacher's Resources, Test Generator, and Presentation Plus) can therefore be used to adapt the material to cater to these different needs, along with the many ideas for Extra activities in each unit (pages TB102 to TB111) and in the Games bank (pages xvi to xix).

Use these ideas to help you tailor the course to your own teaching situation. Each additional lesson type provides nine lessons (one per unit) unless otherwise stated.

Additional lesson type	Description	Three lessons per week (127 per year)	Four lessons per week (163 per year)
Introduction	Use the opening photographic spread for each unit, along with the word cards, to pre-teach the new vocabulary. Use ideas from the Games bank (pages xvi to xix) for preparatory vocabulary work.		✓
Evaluation	Use the Evaluation at the end of the unit in the Workbook. Use ideas from the Extra activities (pages TB102 to TB111) or the Games bank or extra worksheets from the Teacher's Resources and Test Generator in the Digital Pack.		✓
Test and consolidation	Use the End of unit test in the Teacher's Resources and Test Generator in the Digital Pack. Reward students with activities from the Games bank when they have completed the test. Extra vocabulary and grammar worksheets from the Teacher's Resources and Test Generator in the Digital Pack can also be used.	✓	✓
Portfolio	A portfolio is a large folder or box in which students store work they produce throughout the year. Use ideas from the Extra activities or the Games bank to review work and then encourage students to add any worksheets, posters, or other materials to their portfolio.	✓	✓
Progress to fun	Use ideas from the Extra activities and the Games bank, including the more time-consuming ideas, such as craft activities, research projects, or class trips. Students can also repeat their favorite activities.	✓	✓
Picture dictionary	Use the Picture dictionary in the Workbook, the flashcards and word cards, and ideas from the Extra activities or the Games bank. The extra vocabulary worksheet from the Teacher's Resources and Test Generator in the Digital Pack can also be used.		✓
Creativity	Base this around one of the craft activities suggestions in the Extra activities.		✓
IT	These lessons should be conducted in an area where you have access to computers. Use the Teacher's Resources in the Digital Pack, or base this on a research project from those suggested in the Extra activities.	✓	✓
End of term test (four lessons)	Use the test from the Teacher's Resources and Test Generator in the Digital Pack after each Review.	✓	✓
Let's collaborate! Projects (spread across the year)	Use the Project worksheets for students to complete pair or group projects on the unit topic. Allow time for research and give groups the opportunity to present their projects to the class. Hold a feedback session and encourage students to complete their evaluation forms.	✓	✓

Games bank

The games bank provides the instructions for games and communication activities that are referred to in the lesson 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: *Use a cell phone. Text a friend*, etc. Hide these around the classroom. Students take turns finding a slip of paper and doing or miming the action on it for the rest of the class to guess.

Act it out

Students write a word or sentence on a slip of paper and put the slips of paper into a box or bag, e.g., *You're tired because you went to bed late*. Students or pairs of students take turns drawing out a slip of paper, reading the word or sentence (silently), and acting it out for the class to guess. They guess by asking a question, e.g., *Are you (tired)?* Then the student answers and asks them to guess why: *Yes, I am. Why am I tired?* (*Because you went to bed late*.)

Adjective game

Ask one or two students to stand outside the classroom briefly. While they are outside the classroom, the rest of the class chooses an adjective they are 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.

Anagrams

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

Bingo

Use this game to review any vocabulary set. Students choose and write down four words in the set. Make a sentence using each word, e.g., for sea animals, *Dolphins are beautiful sea animals.* Students who have written the word *dolphin* 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 picture and ask them to keep them secret from the class. The three students decide (without telling the rest of the class) who is 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 picture they are holding. Students guess who is bluffing. Students say *Bluff* and the name of the student they think is the bluffer. Check by showing the pictures, and then repeat the activity with other groups of students. Students can also play this as a team game.

Categories

Use word cards from different vocabulary sets. Write the category headings for each vocabulary set on the board. Distribute the word cards to different students in the class. Students with a card take turns reading the word(s). 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. When the piles are completed, invite other students to come and take two cards from one pile and one from another. They read them aloud in a jumbled order. The rest of the class listens and says which word doesn't belong.

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 *river* in Unit 5 page 60, ask *How many rivers can you name?* Students answer with as many river names as they know, e.g., *The Amazon, the Nile, the Zambezi*. This can also be played as a team game, with the team naming the most getting a point each time.

Class survey

Class surveys can be used to compare a range of students' experiences, e.g., in Around the world finding out which countries most students want to visit. Divide the students into groups of five. Students draw a chart with six columns and five rows on a piece of paper. They write the names of the other students in their group along the top of the chart, and the countries down the side of the chart. Students then ask and answer in their groups, e.g., *Do you*

want to visit (China)? They record each person's answers with check marks or Xs. Students then look at the completed chart to see which country has the most check marks and therefore is the most popular choice. They then compare this country with the most popular choice in the other groups in order to find the most popular choice in the class.

Copycat

Ask a pair of students to the front of the class and give them a series of instructions to perform or mime: *Give me a pencil. Pass Max a book. Bring me a pen.* (Keep a 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 them if they make mistakes. Repeat the activity with a new sequence and different "copycats."

Correct my mistakes

Make false sentences for students to correct, e.g., about the story in Unit 2, say *The children are in South America.* Nominate individual students to correct the sentences.

Definitions

This is a vocabulary review game. Give definitions of words for students to guess, e.g., for Unit 1 page 20, give definitions of adjectives: *This type of person always does their homework.* (*Hardworking.*) You can just give the definitions, or you can write anagrams or letter blanks on the board to help students guess.

Describe and guess

Play this game with pictures or small objects. Display them on the board or elsewhere in the classroom. Ask two students to come to the front of the class. Then describe one of the pictures, e.g., for postcards in Around the world page 12: *This is a beautiful sculpture. It's a woman and her child. It's made of marble.* Students try to find and point to the correct postcard 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 have 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 6 with jobs at home: *In the morning, I don't have to take the trash out, and I don't have to cook dinner. I don't have to wash my clothes, and I don't have to clean my room. What do I have to do?* (*You have to make your bed.*)

Find a partner

Students draw or write down something they would like to do, can do, or like doing, e.g., for Around the world page 9, something new they would like to try. Then they have to find someone who wants to try the same thing. They do this by asking *Would you like to (learn a new instrument)?*

Find someone who ...

This is a matching activity that also reviews questions. In advance, write some instructions on slips of paper, e.g., for Unit 1: *Find someone who is good at art. Find someone who plays basketball on the weekend.* You will need to base these instructions on the actual talents or interests of students in your class. Prepare enough slips of paper, one for each student in the class. Students read the instruction on their slip of paper, and write down the question they need to ask to find it out. Students then have to find someone in the class who answers the question as requested on their instruction slip (e.g., *Yes, I am*). This game can be played with students mingling as a class, or just allow one or two students at a time to stand up and ask other students at their desks.

Find the owner

Ask some students to give you one or two of their possessions to put into a bag, e.g., an eraser or two pens. Before putting them into the bag, students make sentences about their possessions, e.g., *These pens are mine.* Students then take turns taking an object out of the bag and trying to remember who it belongs to, e.g., *This eraser is his/hers/Ana's.* The other students then give them an instruction: *Give it back to (Ana).* This can also be played as a team game.

Guess the answers

Write five questions on the board, e.g., for Unit 4 page 49: *How many students watched television on Saturday?* Students guess the answers and note them down. Then ask the questions. Students put their hands up. Count the numbers for students to see if they guessed correctly.

Guess What! / Guess Who!

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

Guess Where!

Ask students to close their eyes while you hide a word card or small item somewhere in the classroom. Students then open their eyes. Ask *Where's the (smartphone)?* Students look around and answer, e.g., *It's in the bookcase.*

I can see

Play this observation game with pictures in the Student's Book or the classroom. Students make sentences about what they can see, e.g., *I can see a snake.* Students find and point to the correct items.

Is this your (mom)?

Use this game with students' drawings. Collect them in and put them in a pile at the front of the class. Ask a student to come to the front and select a drawing. The class asks *Who's that?* or *What's that?* The student choosing the picture tries to guess who it belongs to. They take the drawing to their chosen student and ask *Is this/that your (mom)? Is she (sporty)?* The student either says *Yes, it is* and takes the drawing back or *No, it isn't* and the questioner has to guess again.

Jigsaw activity
Find pictures from the Internet or magazines and cut these up into five or six pieces to make a simple jigsaw. Distribute the pieces of the pictures to students so each student has one. Students have to guess what their picture is of. They then have to find other students in the class with the same picture, by asking questions, e.g., *Is your picture a face?* (*Yes, it is. / No, it isn't.*) Students then match all the pieces of their jigsaw together to form the picture and say what it is.

Last one standing
Start the game with all students standing. Make a sentence, practicing a target structure, e.g., for Around the world page 9, *I was born in June*. Students for whom the same information applies continue to stand up. Those for whom it doesn't apply sit down. Ask a standing student *Were you born in June?* (*Yes, I was.*) Then ask a sitting student to elicit *No, I wasn't.* Repeat with different 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 to 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 he/she hopping?* Turn the chosen word card over. If it has the word *hop*, answer *Yes, he is* and the guessing team keeps the card. If it doesn't, say *No, he/she 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 down on a slip of paper and put the slips of paper into a box or bag. The message can be an instruction, a request, or an invitation. Students then take turns drawing a message, and passing on the message to another student by reading the instruction. The chosen student responds or performs the instruction, and then chooses the next message.

Mirror game
Students sit facing each other in pairs. They take turns miming something, e.g., a feeling. Their partner has to mime the same feeling in exactly the same way and at exactly the same time, as if they are looking in their mirror. They can both then say the feeling: *We're bored.*

Pass the ball
Students pass a soft ball or another object carefully around the class. Say *Stop!* The student holding the ball has to answer a question posed by you or another student.

Pass the prize
Wrap a classroom object or small toy in layers of wrapping paper. Ask students to *Pass the prize*. Students pass the present carefully around the class. Then say *Stop!* Ask the student holding the parcel a question, e.g., *Did you watch TV last night?* The student answers and can then unwrap one layer of the present. Continue until one student opens and names the final object inside the present.

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.

Questions in a bag
Students write a question on a slip of paper and put the slips of paper into a box or bag. Students then take turns drawing out a question, and asking it to the student on their left. The student answers.

Quiz game
Divide the class into two or more teams. Each team has to come up with a short quiz to test the other teams. Set a limit of between five and eight questions per team. Students in the team each think of one question they know the answer to. They then choose the best questions and write them down into a questionnaire. When teams have their questions ready, they swap quiz papers for another team to answer. If a team answers a question correctly, they get a point. The team with the most points at the end of the game is the winner.

Reading race
Use any set of word cards. Write sentences on pieces of paper, each using one of the words from the cards you have 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, e.g., for Unit 2 page 27, as if you're describing class rules: *In our classroom, we should listen to the teacher.* Ask a student to continue, repeating your sentence and adding one of their own: *In our classroom, we should listen to the teacher, and we should work hard.* The game continues until someone forgets a rule or can't think of one to add.

Sentences in a bag
Students write a sentence on a slip of paper and put the slips of paper into a box or bag. This can be a true or false sentence, a definition, or a sentence with a missing word, e.g., for Unit 3 page 39, *The great white shark is the most dangerous sea animal. / This is the most dangerous sea animal. / The box … is the most dangerous sea animal.* 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 instructions, but only if you say *Simon says*, e.g., if you say *Give me a book*, students should do nothing, but if you say *Simon says "Give me a book,"* students find a book and give it to you. Students can also give the instructions.

So did I
Students write a list of three things they did yesterday evening (using regular verbs only), e.g., *I watched … on TV. I listened to music. I played a computer game.* Students 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*. Students see which of their sentences get the most "*So did I*'s."

Spelling game
Divide the class into two teams. Call out words for students to spell. One student from each team writes the spelling down 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 them to come to the front. Say the words in a random order. Students with the cards have to arrange themselves in the correct order.

Stand up and sit down
This is an agreement game. Make sentences about something relating to students, e.g., *My favorite game is soccer.* Students for whom this is true stand up; the others remain seated. Repeat with different sentences.

Starting letters
Divide the class into teams or groups. Write a word on the board, e.g., *Invention*. Students have to think of an English word that begins with each letter in the word, e.g., *ice cream, nose, visit, e-reader, now*. 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., *playground*. Write ten letter blanks on the board (one for each letter in *playground*). 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 first 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 one that doesn't belong
Write down sets of four words: three from the same category, and one that is different. You can make this very simple. Students have to look at the word and say which is the one that doesn't belong.

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 turns selecting a card and turning it over. They have to read the word on the card, or 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 the O. The first team to get three Xs or Os in a row is the winner.

Times semaphore
Say times for students to make using their arms, e.g., one pointing down and one to the left for *It's three thirty.* Then ask students to the front of the class. Whisper or show them a slip of paper with a time written on it, e.g., *It's eight thirty,* for them to show in "semaphore" for the rest of the class to guess.

True or false?
Make sentences about a picture, a text, students in the class, or factual statements. Use a variety of true-and-false statements. Students listen and say *True* or *False*.

What's behind my back?
Without students seeing, put an object, picture, or word card behind your back and ask *What's behind my back?* Students must guess by asking *Is it a (ruler)?* (*Yes, it is. / No, it isn't.*)

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?*

Who am I?
Play this game using characters from the book or students in the class. Ask *Who am I?* and then describe yourself as a student or a character, e.g., *I'm very sporty. I'm good at playing soccer and tennis. My favorite sport is tennis. I play soccer after school and I play tennis on the weekend.*

Yes/No game
Think of an item students know the English word for. Students have to guess what you are thinking of by asking *yes* or *no* questions only, e.g., for sea animals in Unit 3: *Is it a fish?* (*No, it isn't.*) *Is it big?* (*Yes, it is.*) *Is it gray?* (*Yes, it is.*) *Is it a (dolphin)? Yes, it is.* Allow them a maximum number of questions to ask, e.g., five.

Around the world





Unit aims Students will review talking about themselves and learn about countries around the world. This includes:

- learning names of countries and their flags
- saying where and when they and other people are from
- finding out about festivals around the world

They will also learn what mosaics are made of.

Background information The photograph shows children celebrating Holi in a village just outside Puttaparthi in India.

Introduction to the unit

- Greet the class and introduce any new students: *Hello. My name's (Miss Kelly). What's your name? This is (Alfredo).* Students can also make a name tag or sticker to wear. Make sure each child has a Student's Book.
- Read the title of the unit and say *Welcome to* Guess What! *Level 5.* Ask students to guess what the unit is about. Accept and help with any ideas and make suggestions yourself, e.g., *Our world, making friends, traveling.*
- Ask *Who can you see in the photograph?* (*Children.*) *How many children can you see?* (*Seven.*) Then ask students to guess *What country are they from?* Tell students they're from India, and if you have a world map or globe, show them where India is.
- Ask students *What are the children doing?* Tell them they are celebrating Holi, which is a Hindu festival of color. As part of the celebrations, people throw colored powders over each other. Ask students *What colors can you see?* You can also ask students if they know anyone who celebrates Holi or if they have any festivals in their country that are similar to Holi.

Look!

- Show students the video to introduce the topic. Pause the video at different intervals and ask what flags and countries they can see. Ask them if they know the places.
- Play the video again. Ask *Do you like traveling? (Yes/No.) Where would you like to go?* Students name any countries they know in English and would like to visit and encourage them to say why *(I like … You can see … there).*

1 0.01 Listen and look.

2 0.02 Listen and repeat. Then match.

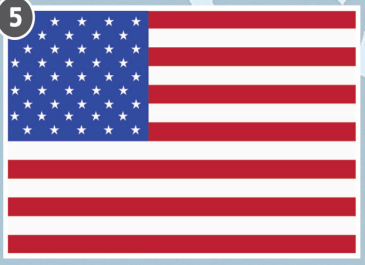
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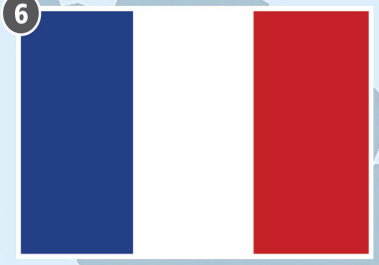
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7 

8 

9 

10 

a Brazil **b** China **c** Colombia **d** France **e** Italy **f** Mexico
g Russia **h** Spain **i** the United Kingdom **j** the United States

3 0.03 Think **Listen and answer the questions. Then practice with a friend.**

Which country has a yellow, blue, and red flag?

Colombia!

4 My World **Which countries do you want to visit? Ask and answer.**

→ Workbook page 4

Lesson aims Students learn the names of and talk about countries around the world.

New language *the United Kingdom, Mexico, Colombia, Brazil, the United States, France, Italy, Spain, Russia, China*

Recycled language *Would you like to visit / go to (China)? Yes, I would. | I'd love to visit (Brazil). | My cousins live in (France). | I (sometimes) go to (Italy) on vacation.*

Materials A world map

Warmer

- Use a world map to pre-teach the countries of the lesson and also the students' own country.

Student's Book page 6

1 Listen and look.

- Use the flags to introduce the countries, asking *What country is this?* (*Russia.*) Students repeat the words.
- Write the names *Emma*, *Pedro*, *Alex*, and *Carla* on the board. Ask *Do these children like traveling? Listen and look.* Play the recording. Students point to the flags of the countries in the order they hear them.
- Play the recording again, pausing to ask more questions.

0.01

Pedro: Do you like traveling, Emma?
Emma: I love it!
Pedro: Which of these countries would you like to visit? Would you like to visit the United Kingdom?
Emma: Yes, I would. And Mexico. I'd love to visit Mexico. My aunt lives there. Would you like to go to Mexico, Pedro?
Pedro: I would. Or what about Colombia? It's beautiful. What about you, Carla?
Carla: I'd love to visit Brazil.
Emma: So would I. What about you, Alex?
Alex: I'd like to go to the United States. My cousins live there.
Carla: Cool. My cousins live in France. We go and visit them sometimes.
Pedro: I sometimes go to Italy on vacation.
Emma: So do I. And Spain.
Alex: Is it nice?
Emma: Yes, it's great.
Pedro: I'd love to go to Russia, too.
Carla: Me, too. Or China. What about you, Alex? Would you like to go to China?
Alex: Yes, of course.
Pedro: Someday.
Emma: Come on! We're late for school.

2 Listen and repeat. Then match.

- Play the recording. Students repeat and point to the flags.
- Play the recording again. Students match the words.
- Point out capital letters are used for countries.

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

0.02

1 the United Kingdom 2 Mexico 3 Colombia 4 Brazil 5 the United States 6 France 7 Italy 8 Spain 9 Russia 10 China

3 Listen and answer the questions. Then practice with a friend.

- Say *Listen and answer the questions.* Play the recording, pausing for students to answer.
- Students then ask and answer in pairs, using the example speech bubbles to help.

Key: 2 China 3 Spain 4 Brazil 5 Mexico and Italy 6 Mexico 7 the United Kingdom, the United States, France, Russia 8 the United States

0.03

1 Which country has a yellow, blue, and red flag?
2 Which country has a red flag with yellow stars?
3 Which other country has a red and yellow flag?
4 Which country has a green and yellow flag with a blue circle?
5 Which two countries have a green, white, and red flag?
6 Which country has a flag with an eagle and a snake on it?
7 Which four countries have a red, white, and blue flag?
8 Which country has a flag with 50 stars on it?

4 Which countries do you want to visit? Ask and answer.

- Students ask each other in pairs or groups. This could be done as a *Class survey* (see pages xvi to xvii).

Workbook page 4

1 Look and write the words on the map.

- Students solve the anagrams and label the countries on the map.

Key: China, Brazil, the United States, Russia, Colombia, Mexico, Italy, France, Spain

2 Look at activity 1. Answer the questions.

- Students answer the questions, using the flags in activity 1.

Key: 1 Brazil 2 Italy and Mexico 3 Spain and China 4 Russia, France, the United States, the United Kingdom

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

- Students label the countries.

Key: Brazil, China, Colombia, France, Italy, Mexico, Russia, Spain, the United Kingdom, the United States

Ending the lesson

- Play *True or false?* (see page xix), with sentences about countries, e.g., *We live in Spain.*

Extra activities: see page TB102 (if time)

Lesson aims Students talk about where they and other people are from.

New language *parents, grandparents* | *Where are you/they from? I'm/We're/They're from (Russia).* | *Where's he/she from? He's/She's from (Spain).* | *Are you/they from (France)? Yes, I am / they are. / No, I'm not. / No, they aren't.* | *Is he/she from (China)? Yes, he/she is. / No, he/she isn't.*

Recycled language countries, family

Materials A world map or globe | Word cards (optional): see Digital Pack (Teacher's Resources)

Warmer

- Review the countries using the world map or globe. Then describe a country's flag using its colors and other features, e.g., *This country's flag is red and yellow. It has stars on it.* Students listen and guess the country: *It's China.*

Presentation

- Using the map or globe, point to the country you are from and say to students *I'm from (the United Kingdom).* Ask a student *Where are you from?* Elicit *I'm from* and the country. Students repeat in chorus and individually.
- Then ask about different students: *Where is he/she from? Is he/she from (Mexico)?* Help students answer as necessary, using different forms of *I'm/He's/She's from (country)* and *Yes, I am / he is / she is* and *No, I'm not / he isn't / she isn't.*

Student's Book page 7

5 Read and listen.

- Talk about the children in the photographs: *What are their names?* Then say *Where are they from? Listen and find out.*
- Play the recording. Students read and follow the text. Then say *Now listen and repeat.* Play the recording again, pausing for students to listen and repeat.

0.04: see Student's Book page 7

6 Match the questions and answers. Then ask and answer.

- Students read the questions about the children in activity 5 and match them to the correct answers.
- Students then ask and answer about the children in pairs, using the questions on the page and other questions they can think of. They use the example speech bubbles and the Focus! box to help.

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

7 Answer the questions. Then ask a friend.

- Say *What about you?* Read the questions aloud and nominate students to answer them. Students then ask and answer in pairs.
- Students can then report back to the class, comparing their heritage with that of their friends, e.g., *My parents are from Spain, but Ana's parents are from Mexico. Her grandmother is from Mexico, too.*

8 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 grammar chant, following the text on page 102. Repeat, with students changing roles, until they are chanting confidently.
- If time, students can then substitute the country words in the chant to make and chant their own version of it.

0.05: see Student's Book page 102

Grammar fun!

- Play the *Grammar fun!* (*What's the question?* game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote. Then play the rest of the video (see Introduction page xii).

Workbook page 5

3 Complete the questions and answers. Use the words in parentheses.

- Students complete the question and answer about the child/children in each photograph.

Key: **2** Where's she from? She's from Italy. **3** Where are they from? They're from China. **4** Where's Oliver's father from? He's from Colombia.

4 Look at activity 3. Write the questions and answers.

- Students complete the questions and write the answers, referring back to the photographs in activity 3.

Key: **2** Are Bo and Hai from China? Yes, they are. **3** Is Juan from Mexico? Yes, he is. **4** Is Maria from Colombia? No, she isn't. **5** Is Oliver's father from Colombia? Yes, he is.

5 Write the questions and answers.

- Students complete the questions and answer about where their English teacher, their favorite singer, and their favorite food are from. Point out, if necessary, the use of *It's* for the answer about their favorite food.

Key: Answers will vary, for example: **3** Where is your favorite singer from? He's from Brazil. **4** Where is your favorite food from? It's from China.

Ending the lesson

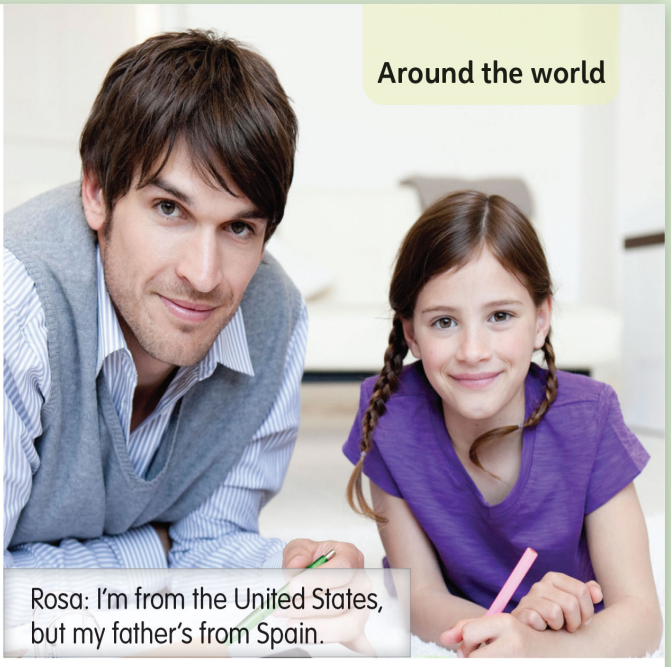
- Play a memory game, using the information about students' families from activity 7 in the Student's Book. Ask, e.g., *Whose grandmother is from (Mexico)?* (*Ana's.*) Alternatively, you can play this game using the children from Student's Book activity 5, rather than students in the class.

Extra activities: see page TB102 (if time)

5 0.04 Read and listen.



Jules and Denis: We're from France.



Rosa: I'm from the United States, but my father's from Spain.



Maria: I'm from Brazil.



Anton: I'm from Russia.

Focus!

Where are you from?
I'm from the United States.
Is he from France?
Yes, he is.
No, he isn't.

6 Match the questions and answers. Then ask and answer.

1	Where is Rosa from?	a	He's from Spain.
2	Where are Jules and Denis from?	b	No, he isn't. He's from Russia.
3	Is Maria from Brazil?	c	They're from France.
4	Is Anton from Italy?	d	She's from the United States.
5	Where is Rosa's father from?	e	Yes, she is.

7 My World Answer the questions. Then ask a friend.

Where are you from?
Where are your friends from?
Where are your parents from?
Where are your grandparents from?

8 0.05 Go to page 102. Listen and repeat the chant.

→ Workbook page 5



9 0.06 **When is Carla's birthday? Listen and choose.**

a in February **b** in April **c** in August

10 0.06 **Listen again and practice.**

Alex: When's your birthday, Carla?
Carla: On April 24th.
Alex: So is mine! When were you born?
Carla: I was born in 2006. On April 24th, 2006.
Alex: Oh! I was born in 2006, too!
Carla: Where were you born?
Alex: I was born in the United Kingdom. What about you?
Carla: I was born in Spain.

Focus!

1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th
When **were** you **born**?
I **was born** on April 24th, 2006.

11 **Read about the children. Then ask and answer.**



Emma
Date of birth:
June 2nd, 2005
Place of birth:
the United States



Alex
Date of birth:
April 24th, 2006
Place of birth:
the United Kingdom



Carla
Date of birth:
April 24th, 2006
Place of birth:
Spain



Pedro
Date of birth:
January 31st, 2005
Place of birth:
Brazil

When was Alex born? On April 24th, 2006.

Where was he born? He was born in the United Kingdom.

Say it!

12 0.07 0.08 **How many syllables are there in each word? Listen, count, and repeat.**

Spain **birth**-day Oc-**to**-ber

Lesson aims Students ask and answer about when and where they were born. They also practice counting syllables.

New language *When were you born? I was born in (2008). / (April 24th)* | *Where were you born? I was born in (Spain).*

Recycled language months, countries, *first, second, third* | *When's your birthday? It's in (June).*

Materials Word cards: see Digital Pack (Teacher's Resources) | Students' photographs of celebrities (optional) | Students' photographs of themselves as babies or photographs of teachers (optional)

Warmer

- Play *Reading race* (see page xviii). At the end of the activity ask *Who was first/second/third?* Introduce *fourth* and *fifth*.

Presentation

- Ask a student *When's your birthday?* (*It's in June.*) Ask *What day in June?* Elicit and practice *It's on June 15th.* Repeat with other dates.
- Say, e.g., *My birthday is on September 14th. I was born on September 14th, 1980. When were you born?* Help students with the correct dates.

Student's Book page 8

9 When is Carla's birthday? Listen and choose.

- Introduce the two children in the photograph: *Alex and Carla*. Ask *What are they talking about?* Students guess.
- Then say *When is Carla's birthday?* Play the recording.

Key: b

0.06: see Student's Book page 8

10 Listen again and practice.

- Say *Now listen again. When was Carla born?* Play the recording again, pausing for students to say *She was born on April 24th, 2008.* Then ask *Where was Alex born?* Continue the recording, pausing for students to answer *He was born in the United Kingdom.*
- Then play the recording again, pausing for students to listen and repeat the dialog.
- Point out the use of capital letters for months of the year.

11 Read about the children. Then ask and answer.

- Say *Look at the children. Who can you see?*
- Ask questions for students to answer using the fact files: *When was Alex born?* (*On April 24th, 2008.*) *Where was he born?* (*In the United Kingdom*). Students then ask and answer in pairs.

12 How many syllables are there in each word? Listen, count, and repeat.

- Say a one-syllable word and knock on the table once as you say it, e.g., *Listen. Born. One syllable. Born.* Repeat with a two-syllable word, e.g., *Hello*, and a three-syllable word, e.g., *United*.
- Play the presentation section of the activity on the recording. Students listen to the words, knock and say the number of syllables, and then repeat the words without knocking.

0.07

A: Spain
B: Spain (one knock)
One – Spain
A: Birthday
B: Birthday (two knocks)
Two – Birthday
A: October
B: October (three knocks)
Three – October

- Play the practice section of the activity. Students listen, count, and repeat.

Key: **1** three **2** one **3** two **4** one **5** two **6** three **7** two **8** one **9** three **10** one **11** two **12** three

0.08

1 Mexico **2** France **3** Russia **4** friends **5** parents **6** grandparents **7** second **8** first **9** twentieth **10** March **11** April **12** November

Grammar fun!

- Play the *Grammar fun!* (Class survey game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Play each statement and have students raise their hand if it is true for them (see Introduction page xii).

Workbook page 6

6 Put the words in order. Then match.

- Students reorder the words to write questions. They then choose the correct answer and write the letter.

Key: **2** Where were you born? d **3** When was Hana born? f **4** Where was she born? c **5** When were Alex and Ani born? e **6** Where were they born? a

7 Read and complete the questions and answers.

- Students complete the questions and answers.

Key: **2** Where was Megan born? She was born in Colombia. **3** Where was Tom born? He was born in the United Kingdom. **4** Where was Juan born? He was born in France. **5** When was Megan born? She was born on April 1st, 2005. **6** When was Juan born? He was born on December 7th, 2005.

8 Answer the questions.

- Students answer the questions about themselves.

Ending the lesson

- Play *Anagrams* (see page xvi) with month words.

Extra activities: see page TB102 (if time)

Lesson aims Students reinforce language with a story. They also discuss the value of trying new things.

New language *tablet* | *What's happening?*

Recycled language *quiz* | *It sounds fun.* | *Let's (take the quiz together).* | *What's the first question?* | *Which (city in Colombia) has a (flower festival)?* | *My pen pal's from (Colombia).* | *What should we do?*

Warmer

- Say *Let's listen to a story! It's a story about two children, Jack and Ruby*. Write their names on the board. Then ask students to guess about the characters: *What do they look like? How old are they? Where are they from?* Accept any guesses. Then say *Let's find out!*

Student's Book page 9

13 Read and listen.

- Ask *Who can you see?* Introduce the characters, Jack and Ruby, and congratulate students who correctly guessed what they look like. Then encourage students to guess what happens from looking at the story frames. Ask *Where are the children?* (*In the library.*) *What do they have?* (*A tablet.*) *What are they doing with the tablet?* 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 they understand the gist of it by asking *What do the children want to do together?* (*Take a quiz.*)
- Then play the recording again, pausing at the end of each frame to ask more questions: Frame 1: *What's the quiz about?* (*The world.*) *Do Jack and Ruby want to do it?* (*Yes, they do.*) Frame 2: *What's the first question?* (*Which city in Colombia has a flower festival?*) *Who can they ask?* (*Ruby's pen pal, Sofia.*) Frame 4: *What's the matter with the reading room?* (*It's empty.*) Frame 5: *How can they win the quiz?* (*They play a game.*) Frame 6: *Do they want to play the game?* (*Yes, they do.*) Frames 7 and 8: *What's happening? Where are the children now?* Accept students' guesses. Then tell students that Ruby and Jack are now playing a magic quiz game and that we'll find out in the next lesson where they're going. Ask students to guess where they're going and accept any guesses. (Give them a clue that it's another country in the world.)
- Students can listen to the story again for pleasure, or 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 two groups. Each group repeats the lines for one character (Jack or Ruby).

0.09 : see Student's Book page 9

Value *Try new things*

- Read the value with the class: *Try new things*. Then ask *What's the new thing the children in the story are trying?* (*The quiz.*) Ask *Do the children want to take the quiz?* (*Yes, they do.*)
- Encourage students to think why it's important to try new things: *It's fun. It's interesting. It's important to learn things. You can find new things you love doing.*
- Then ask *What new thing are you doing right now? What new things would you like to do?* Students think of one thing they have taken up recently and are trying now and one thing they would like to try. They then tell the class about them. This can also be organized as a *Find a partner* activity (see page xvii), with students noting down something they want to try and finding someone else who would like to try it with them.

Workbook page 7

9 Read the story again and number.

- Students read the summary sentences about the story. They then number them in the correct order, referring back to the story in the Student's Book if necessary.

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

10 Read and write true *or* false.

- Students read the sentences about the story and decide whether they are true or false. They then write *true* next to the true sentences and *false* next to the false ones.

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

11 What can you do to show the value: Try new things?

- Remind students of the value from the story: Try new things.
- Students think of new things they can try. They write four ideas and then compare their ideas with the class.

Key: Answers will vary, for example: You can try a new sport. You can try a new hobby. You can play a new instrument. You can go to a new club.

Ending the lesson

- Ask *What kind of quiz are the characters in the story doing?* (*A world quiz.*) Then say *Let's see what you know!* Ask questions that you think students will know the answers to, e.g., *Is London in the United Kingdom or in the United States? In which country can you see the Statue of Liberty?* Congratulate students who know the answers.

Extra activities: see page TB102 (if time)

13 0.09 Read and listen.



→ Workbook page 7

Value: Try new things

Skills: *Listening and speaking*

Let's start! **What do people do at festivals?**

14 0.10 **Where are these festivals? Listen and match.**

a Brazil **b** China **c** Spain **d** the United Kingdom **e** the United States

1 

Bonfire Night, Lewes

2 

Feria, Seville

3 

New Year, Shanghai

4 

Carnival, Rio de Janeiro

5 

Independence Day, New York

15 0.10 **Listen again and say the missing words.**

1 Bonfire Night is on _____ 5th.
2 Feria is always in _____ .
3 Chinese New Year is in _____ or _____ .
4 The Carnival in Rio de Janeiro starts on a _____ .
5 Independence Day is on _____ 4th.

16 0.11 Talk Time **Plan a tour of some festivals.**

Which festivals would you like to go to?

I'd like to go to …

Where are they?

The … is in …

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

New language *Bonfire Night, Feria, New Year, Carnival, parade, Independence Day*

Recycled language *What do people do at festivals? | I live in / I'm from (Lewes). | (Bonfire Night) is on the (November 5th). | Which festivals would you like to go to? | Where are they?*

Materials Students' objects and pictures from other countries (optional)

Warmer

- Remind students of the story. Ask *Which festival do the children want to find out about?* (*The flower festival.*) Then ask *Do you go to festivals?* Students who answer *yes* can name the festivals they go to and their favorite festival.

Student's Book page 10

What do people do at festivals?

- Ask *What do people do at festivals?* Students think of different activities, e.g., *We/They eat special food, dance and sing, play instruments, dress up, watch fireworks.*

14 Where are these festivals? Listen and match.

- Say *Look at the photographs. Which festivals are they? Which countries are they from?* Students guess the answers. Use the photographs to preteach the new words *bonfire, carnival, parade,* and *New Year.*
- Then say *Now listen and match.* Play the recording. Students listen and match each festival to the correct country. Check by asking, e.g., *Where is Bonfire Night from?* (*It's from the United Kingdom.*)

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

0.10

1 **British boy:** I live in Lewes. This is Bonfire Night in my town. Bonfire Night's on November 5th. It's my favorite festival in the United Kingdom. There are fireworks, and we have a big bonfire.

2 **Spanish girl:** This is me at the Feria in Seville in Spain. It's always in April. Can you see me? I'm wearing a red and white dress, and I'm dancing!

3 **Chinese girl:** I'm from Shanghai in China. We have a big parade at New Year. It can be in January or February. We eat cakes and dance. This is New Year last February.

4 **Brazilian girl:** I live in Rio de Janeiro, in Brazil. My favorite festival is the Carnival. It's very famous. There are lots of parades with costumes and dancing. The Carnival's in February or March. It starts on a Friday and ends on a Wednesday.

5 **American boy:** I'm from New York, in the United States. My favorite day's the Fourth of July. That's Independence Day! We have a picnic, and we play lots of games. At night, we watch fireworks.

15 Listen again and say the missing words.

- Students read the sentences about the festivals and guess the missing words. Then say *Now listen again and say the missing words.* Play the recording again, pausing as necessary for students to say each missing word.
- Check the activity by asking individual students to read the completed sentences.

Key: 1 November 2 April 3 January or February 4 Friday 5 July

16 Plan a tour of some festivals.

- Say *Would you like to go to some new festivals?* (*Yes, I/we would.*) Then ask *Which festivals around the world would you like to go to?* Students can name festivals from activity 14 or other international festivals they know.
- Then say *Let's plan a tour of some festivals! Listen and look.* Play the recording. Students read the conversation prompts and listen to the example dialog. Then divide the students into pairs or small groups. They plan their own tour of some festivals, using the sentence prompts in the speech bubbles and their own ideas.
- Students can then write their conversations down in their notebooks or act them out for the class.

0.11

A: Which festivals would you like to go to?
B: I'd like to go to Independence Day and the Carnival.
A: Where are they?
B: The Carnival is in Brazil. Independence Day is in the United States.

Workbook page 8

12 Read Tim's email and circle the correct answers.

- Students read the email and circle the correct answers.

Key: 2 a 3 b 4 b

13 How to use capital letters.

- Students read the tip box about using capital letters. Students then read Tim's email again and mark the people, towns and countries, festivals, and days and months.

Key: 1 Luis, Tim, Tim 2 United Kingdom, Spain, Cambridge, Spain, San Sebastian, Spain, Spain
3 Strawberry Fair, Cambridge Folk Festival, Tamborrada
3 May, June, Saturday, July

Ending the lesson

- Make sentences about the festivals in the Student's Book, e.g., *This festival is always in April. This festival is in the United Kingdom.* Students name the festival from memory.

Extra activities: see page TB102 (if time)

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

New language *dancer, Russian Winter Festival, takes place, troika ride, traditional*

Recycled language *What does Kiara want to be? She wants to be a dancer. | She's from (Moscow). | The festival takes place in (December and January). | (Moscow) is very cold in (the winter). | There is/are (a lot of snow / lots of fun activities). | You can (go on a troika ride).*

Warmer

- Ask students to think again about the festivals they discussed in the previous lesson. Then ask *What people do you see at festivals? What jobs do they do?* Elicit English words for different jobs that people involved in festivals do and write them on the board, e.g., *dancer, singer, musician, artist, actor.*
- Ask individual students *Would you like to work at a festival? (Yes, I would. / No, I wouldn't.) Do you want to be a dancer or a singer? (Yes, I do. / No, I don't.) What would you like to be? (I'd like to be an actor.)*

Student's Book page 11

What does Kiara want to be?

- Ask students to look at the photograph of Kiara and ask *What does Kiara want to be?* Students guess from her photograph (*A dancer*). You can also ask more prediction questions for students to guess about Kiara, e.g., *Which country is she from? Which city does she live in?*

17 Read and listen.

- Say *Let's find out! Read and listen.* Play the recording. Students read and listen to the magazine article about Kiara. Then ask the prediction questions again for students to answer and see if their guesses were right. (*She wants to be a dancer. She's from Russia. She lives in Moscow.*)
- Then ask more questions: *Which festival does Kiara want to dance at? (The Russian Winter Festival.) What can you do at the festival? (You can go on a troika ride, you can go ice-skating, you can see snow sculptures, you can watch fireworks, and you can see a show with traditional singers and dancers.)* Explain *troika ride* (a sled ride) and the word *traditional* as necessary.

0.12 : see Student's Book page 11

18 Read again and correct the sentences.

- Say *Now read again and correct the sentences.* Students read the sentences and note the incorrect detail each time, referring back to the text in activity 17.
- Check the activity by asking pairs of students to read each sentence and then asking other pairs of students to correct it, using the example speech bubbles.
- If you have time, students can continue the activity in pairs, making more sentences about the text for their partner to correct.

Key: **1** Moscow isn't in China. It's in Russia. **2** Kiara doesn't want to be an artist. She wants to be a dancer. **3** The Winter Festival isn't in November and January. It's in December and January. **4** It isn't hot in the winter in Russia. It's cold. **5** You can't go swimming in the city. You can go ice-skating. **6** You can't watch fireworks in the morning. You can watch fireworks at night.

Think of a festival you enjoy.

- Say *Now it's your turn. Think of a festival you enjoy.* Ask different students to name a festival they enjoy. If possible, divide the class into groups of children that all enjoy the same festival.
- Students can ask and answer the questions about their festival and note these down in their notebooks. They can then write about the festival they have chosen. They can use the information about the Winter Festival in the reading text as a model.

Workbook page 9

14 Make notes about you and your town.

- Remind students of the email from Tim to Luis on Workbook page 8. Tell students they are going to write a similar email to a pen pal. First they need to make notes about themselves and their town.
- Students can work in pairs to fill in the form, sharing ideas about interesting events and facts about their town and a question they'd like to ask a pen pal to answer in their reply.

15 Write an email about your town to a pen pal.

- Students then write their email to a pen pal. They use the information from their form in activity 14. They can also use the email from Tim to Luis on the previous page as a model.
- Students can then swap books and read each other's emails, commenting on ideas and correcting any mistakes that they notice.

Ending the lesson

- Ask students *Who wants to be a dancer, like Kiara?* Students raise their hands. Count the hands and write the number on the board. Then elicit other jobs students want to do and conduct a quick show-of-hands survey to find out which is the most popular choice.

Extra activities: see page TB102 (if time)

Skills: *Reading and writing*

Look below! **What does Kiara want to be?**

17 0.12 **Read and listen.**



Kiara is eleven years old, and she's from Moscow in Russia. Kiara wants to be a dancer. She goes to dance classes every week. She wants to dance at the Russian Winter Festival.

The Russian Winter Festival takes place every year in Moscow, in December and January.

Moscow is very cold in the winter, and there's a lot of snow. There are a lot of fun activities at the festival. You can go on a troika ride through the snow. Or you can go ice-skating in the city. There are also lots of beautiful snow sculptures.

At night, you can watch the fireworks. Or you can go and see a show with traditional singers and dancers. Look out for Kiara!

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

1 Moscow is in China.
2 Kiara wants to be an artist.
3 The Winter Festival is in November and January.
4 It's hot in the winter in Russia.
5 You can go swimming in the city.
6 You can watch fireworks in the morning.

Moscow isn't in China. It's in Russia.

Your turn!

Think of a festival you enjoy.
When is it?
Which country is it in?
What can you see there?
What can you do there?

Now write about it in your notebook.

→ Workbook page 9

What are mosaics made of?



1 0.13 Listen and repeat.



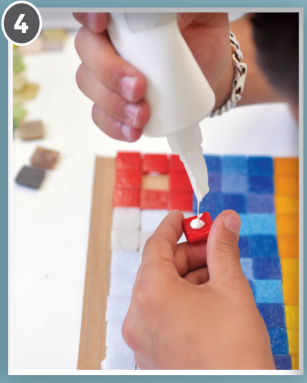
tiles



marble



ceramic



glue

2 CLIL Watch the video.

3 0.14 Read and listen.

There are lots of different mosaics in countries around the world. Mosaics are made of many small tiles. These tiles are different shapes and colors, and are made of ceramic, glass, paper, or stones, like marble.

Artists put glue on mosaic tiles and then make pictures or patterns with them. Sometimes artists glue the tiles onto cardboard first, then stick the cardboard with the mosaics onto walls, floors, and roofs.

In the past, mosaics in Roman gardens and baths were made of round stones or shells. Today, artists make mosaics for places like train stations and shopping malls to make them look beautiful.

Guess What!

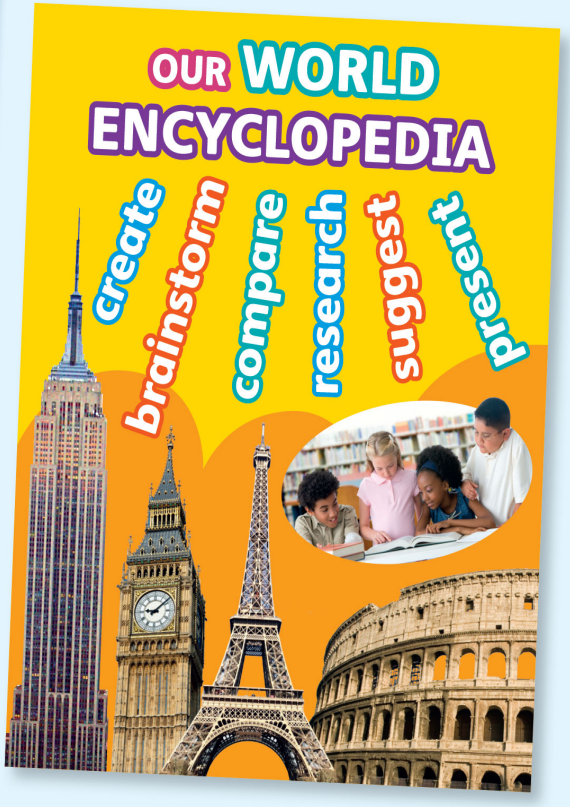
In Spain, some artists used spoons, forks, and knives in mosaics.

4 Answer the questions.

1 What kind of art has many small tiles?
2 What can the tiles be made of?
3 Where were there very old mosaic floors?
4 Why do artists make mosaics today?

5 Where would you put a mosaic in your school?

Let's collaborate!



→ Workbook page 10

CLIL: Art

Lesson aims Students learn about mosaics and what they are made of.

New language *tiles, marble, ceramic, glue*

Recycled language *What are mosaics made of?* | *There are …*

Materials Art postcards or pictures from the Internet (optional), including a postcard of a mosaic | Pictures of mosaics downloaded from the Internet and cut into pieces for the jigsaw activity (optional) | art materials for making a collage (optional)

Warmer

- If you have postcards or pictures, use them to introduce the topic of art. Ask *What different kinds of art do you know?* Show the pictures and elicit, e.g., *drawings, paintings, sculpture, collage, models*. Include *mosaic*.

Student's Book page 12

What are mosaics made of?

- Say *Look at page 12*. Ask *What's this?* (*It's a mosaic.*) *What can you see in the mosaic?* (*The world.*) *What countries/continents can you see?* (Students name and point to any they remember.) Then ask *What are mosaics made of?* Elicit any words students may know already, using the photograph to help, e.g., glass, stone, plastic (for modern mosaics).

Student's Book page 13

1 Listen and repeat.

- Say *Now look at page 13, please*. Use the photographs to elicit the new words *tiles, marble, ceramic*, and *glue*.
- Play the recording. Students listen and repeat.
- Ask *Which of these materials is the mosaic on page 12 made of?* (It's made of tiles.)

0.13

1 tiles **2** marble **3** ceramic **4** glue

2 Watch the video.

- Play the video.
- If you don't have the video, use your pieces of mosaic picture to do a *Jigsaw activity* (see page xviii). At the end of the activity, ask students to look at their completed jigsaws and ask questions about them: *What's your mosaic of? Where is it from? What's it made of?*

CLIL 00: see page TB112

3 Read and listen.

- Ask *Where can you see mosaics?* Students think of mosaics they know. Then ask *Were the mosaics old or new?*
- Say *Let's find out about mosaics! Read and listen*. Play the recording. Students listen while following the text in their books. Then ask *Do artists make mosaics today?*

0.14: see Student's Book page 13

4 Answer the questions.

- Say *Now 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** Mosaics. **2** Ceramic, glass, paper, stones (e.g., marble). **3** In Roman gardens and baths. **4** To make train stations and shopping malls look beautiful.

5 Where would you put a mosaic in your school?

- Students think of where they can see old mosaics (in museums, in old buildings) and where they can see new mosaics (in public places in their town).
- Students can then think of a good place for a mosaic in their school (in the cafeteria, in the reception, in the library, etc.). Students can also think about what they would include in a mosaic picture that represents their school, e.g., a child with a book or the school's symbol, if it has one. Note that students can design this mosaic as an extension activity (see page TB103).
- Students can then read the Guess What! on page 13. Teach the new words *spoons, forks*, and *knives*. You can then tell students that some of the mosaics by Antoni Gaudí in Park Güell in Barcelona were made using broken cups and plates.

Workbook page 10

1 Read and match the questions and answers.

- Students read and match the questions and answers about mosaics.

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

2 Read and match. Then complete the sentences.

- Students read and match each numbered description with the correct mosaic. They then complete each description with the missing word.

Key: **a** 2 **b** 3 **2** bird **3** triangles

3 Draw a mosaic for your home. Write three sentences about it.

- In the box provided, students draw their own design for a mosaic for their home. They can use the mosaics in activity 2 for inspiration. They then write three sentences about their mosaic, e.g., what it's made of, what it shows, and where it is.

Ending the lesson

- Play a version of the *Drawing game* (see page xvii), with pictures made of shapes so that they look like a mosaic.

Extra activities: see pages TB102 to TB103 (if time)

Lesson aims Students will make a world encyclopedia. | They can also complete the unit evaluation in the Workbook.

Recycled language countries, cities, languages, climate, places, animals | Students review all the unit vocabulary and grammar in the unit evaluation.

Materials Around the world Model sheet, Around the world Project sheets, Around the world Worksheets, Group and Teacher evaluation sheets, cue cards (optional), poster paper or a big piece of thin cardboard, pencils or pens, colored pencils, photographs of places and people, scissors, glue, computer or tablet for research; word cards for reinforcement activity: see Digital Pack (Teacher's Resources)

Warmer

- Divide students into teams of four. Tell them to write the alphabet vertically down the side of a sheet of paper. Tell teams to write the names of as many countries as possible that begin with each letter. Set a time limit. Check with the class and award points for each correct answer.

Student's Book page 13 – Let's collaborate!

Introduce the project.

- Students look at the project flyer on page 13. Ask *What places can you see? Where are they?* Ask students if they have visited these places or if they would like to. Find out what else they know about them. Ask *What famous landmarks are in our country?* Make a list on the board. Say *Now it's your turn. Let's collaborate.* Tell them they are going to make an encyclopedia page about another country.

Step 1 Plan your project.

- Divide students into groups of four and distribute the project sheets. Groups complete the information about their own country by searching online.
- Ask groups what other information they could include in an encyclopedia entry. If students are struggling, suggest that they think about cultural aspects of the country, such as festivals, vacations, music, food, etc. Explain that they are going to learn about other cultures in this project.
- Have groups divide into pairs. Each pair will choose a country to research. Give pairs time to discuss different countries and choose which one to focus on. To keep the presentation stage interesting, make sure each pair in the class chooses a different country and that there are countries from every continent. Hand out worksheets to each pair for them to complete with information about the country they have chosen. Show the class the model sheet.
- Encourage students to research information online and find photographs that relate to the information they research. They can do this step at home, but allow them time to share ideas with their partner.

Step 2 Create your project.

- Have students work in their original project group of four. Pairs exchange their worksheets and check each other's information. Groups discuss and agree on what photographs or illustrations to use.
- Hand out a large piece of poster paper or thin cardboard to each pair. Students work together, copying the information from their worksheet and sticking the photographs they have chosen to design their encylopedia page. Show students the model sheet again if necessary.
- Have pairs get back together in their group to check each other's work and make final suggestions for improvement.
- Pairs can practice presenting their encyclopedia entries to the other pair in their group. This will give students a chance to memorize some of the facts in their entry. While they practice, students can also decide which sections they are going to present to the class.

Step 3 Present your project.

- Pairs present their encyclopedia entries to the class. Point to and read aloud the examples in the speech bubbles on the model sheet. If you have a large class or are running out of time, pair groups so that they present their entries to each other. Encourage students to look at their audience and not read directly from their pages.
- After the presentations, have the class put their pages together to make a class encyclopedia. Leave it on display in the classroom.

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB119 or *Teacher's Resources*) to each pair or group for them to complete.
- If you wish, complete a Teacher evaluation sheet (see page TB120 or *Teacher's Resources*) for each pair or group and award students an overall grade.

Workbook page 11 – Evaluation

1 Complete the questions and answers.

- Students complete the questions and answers with correct words.

Key: **4** was **5** born **6** on **7** birthday **8** Is **9** from **10** isn't **11** from **12** was **13** born **15** from **16** from **17** from **18** When **19** born **21** born **22** on

2 Complete the sentences about this unit.

- Students read the list of learning points that have been covered in Around the world. They check the box next to each thing they can now do and put an ✗ in the box next to anything they are still unsure about. Make a note of any areas students have found difficult, for farther review work.
- Students then choose their favorite part of the unit.

Extra activities: see page TB103 (if time)


1
Family and pets
Look!



Unit aims Students will talk about their family members and pets. This includes:

- saying what their personalities are like
- comparing themselves and other members of their family with each other
- identifying and discussing their own and other people's talents

They will also learn how ant families work together.

Background information The photograph shows two young captive meerkats in Germany.

Introduction to the unit

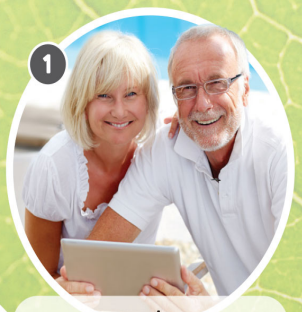
- Read the title of the unit and ask students to look at the photograph. Then ask *What's Unit 1 about?* Students guess (*Family*). Congratulate students who guess correctly.
- Ask *What can you see in the photograph?* Teach the new word *meerkat* and ask students to think of ways the photograph shows the concept of the family. Accept any ideas, e.g., *The meerkats love each other. They are showing affection to each other.*
- Point out that meerkats are known for living together in big community groups, which include several families. Ask students to think of the advantages of families living together in a community. (*They can help/protect each other. They like seeing each other and being together.*)

Look!

- Show students the video to introduce the topic. Pause to ask questions about the families and pets. *How many people are in the family? Where are they from? What activities are they doing? How do they feel? What pets can you see?*, etc.
- Elicit vocabulary for extended family members (*parents, grandparents, aunts, uncles, cousins*, etc.). Then ask students about their own extended families: *Where do they live? How often do you see them? What do you all like doing together?* Elicit different activities, e.g., *celebrate together, have a barbecue, have a family picnic, have a party, eat together, give presents.*

1 1.01 **Listen and look.**

2 1.02 **Listen and repeat. Then match.**


1 my grandparents


2 my aunt


3 my parents


4 my uncle


5 my sister


6 my brother


7 my cousin


8 my best friend


9 my kitten


10 my puppy

a artistic **b** smart **c** friendly **d** funny **e** hardworking
f kind **g** naughty **h** shy **i** sporty **j** talkative

3 1.03 Think **Listen and guess who. Then practice with a friend.**

They're friendly.

They're Alex's grandparents!

4 My World **What is your family like? Ask and answer.**

→ Workbook page 12

Lesson aims Students learn and talk about what their family members and pets are like.

New language *friendly, kind, sporty, artistic, talkative, hardworking, smart, funny, shy, naughty | What's (your family) like?*

Recycled language *Is this (your family)? | Are these (your parents)? | This is / That's my (aunt). | He's/She's/They're (sporty). | They like/love (playing tennis). | He/She's good at (volleyball).*

Warmer

- Introduce the topic of families. Say, e.g., *I have two sisters. My sisters live in the United Kingdom with my parents. I have lots of cousins, too. Some of my cousins live in the United States.* Then ask students, e.g., *Do you have brothers and sisters? How many (sisters) do you have? Do you have any cousins? Do you have any pets? Who has a puppy or a kitten?*
- Ask individual students *What's your (sister/puppy) like?*

Student's Book page 16

1 Listen and look.

- Say *This is Alex's family. What's Alex's family like? Listen and point.* Play the recording. Students listen and point to the different members of Alex's family.
- Highlight the meaning of the new adjectives.
- Then play the recording again, pausing as necessary to ask *What's Alex's (aunt) like?* (*She's (kind).*)

1.01

Pedro: Is this your family, Alex?
Alex: Yes, it is.
Pedro: Where were you?
Alex: We were at a family party. These are my grandparents. They're very friendly.
Pedro: And who's this?
Alex: That's my aunt. She's very kind. She always gives me presents.
Pedro: And are these your parents?
Alex: Yes. They're very sporty. They love playing tennis.
Pedro: And who's this?
Alex: That's my uncle. He's very artistic. He paints a lot.
Pedro: And I know this is your sister.
Alex: Yes – talking again! She's very talkative. She's always on the phone. And here's my brother. He's very hardworking. He's always doing his homework.
Pedro: And who's this?
Alex: My cousin. She's a scientist, and she's very smart. And this is my best friend. He's very funny. We laugh a lot together.
Pedro: Is this your kitten?
Alex: Yes. It's very shy. It doesn't like being in photographs.
Pedro: And look! Your new puppy! It looks naughty.
Alex: Well, it's a little naughty. But it's only a baby.
Pedro: It's so cute!

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 and then read it aloud.

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

1.02

1 friendly 2 kind 3 sporty 4 artistic 5 talkative
6 hardworking 7 smart 8 funny 9 shy 10 naughty

3 Listen and guess who. Then practice with a friend.

- Say *Now listen and guess who.* Play the recording, pausing after each sentence for students to say the family member or pet. Check by asking, e.g., *Who's friendly?*
- Students can then play the same guessing game in pairs. They use the photographs and the speech bubbles to help.

Key: 2 his cousin 3 his puppy 4 his parents 5 his brother 6 his sister 7 his kitten 8 his best friend 9 his uncle 10 his aunt

1.03

1 They're friendly. 2 She's smart. 3 It's naughty. 4 They're very sporty. 5 He's hardworking. 6 She's very talkative. 7 It's shy. 8 He's very funny. 9 He's artistic. 10 She's very kind.

4 What is your family like? Ask and answer.

- Students ask and answer about their own families.

Workbook page 12

1 Read and circle the correct words.

- Students read each description and circle the correct adjective that matches it.

Key: 2 c 3 a 4 a 5 c 6 b 7 a

2 Read and complete the sentences. Then write the names.

- Students read the descriptions and then write a sentence with an adjective that describes each person. They then label the photographs with the correct name.

Key: 2 He's sporty. 1 3 He's hardworking. 2 4 She's kind. 4

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

- Students label the pictures.

Key: artistic, smart, friendly, funny, hardworking, kind, naughty, shy, sporty, talkative

Ending the lesson

- Play a game of *Guess who!* (see page xvii), describing students in the class.

Extra activities: see page TB103 (if time)

Lesson aims Students compare themselves with other members of their family.

New language *more (talkative)*

Recycled language family, adjectives | *I'm/He's/She's (shyer) than (my brother).* | *Are you / Is he/she (friendlier) than (your friend)? Yes, I am. / No, I'm not. Yes, he/she is. / No, he/she isn't.*

Materials Word cards: see Digital Pack (Teacher's Resources) | A family photograph of yours (optional)

Warmer

- Use the word cards to play *What's missing?* (see page xix).

Presentation

- If you have a family photograph, use this to tell the class how the family member shown compares with you, e.g., *This is my little sister. She's younger than me. She's funnier and more talkative than me. But I'm more hardworking than her. And I think I'm a little smarter!*

Student's Book page 17

5 Read and listen.

- Ask *Who can you see? (A boy and a girl.) Are they cousins? Are they brother and sister?* Students guess. Then ask *What's the boy like? What's the girl like? Who's talkative/shy/kind?* Students guess their personalities from the photograph.
- Say *Let's find out! Read and listen to the poem.* Play the recording. Students listen and follow the poem text in their books. They can also guess which of the children in the photograph is the writer of the poem (the boy).
- Check understanding by asking *Who's talkative? (The boy.) Who's shy? (The girl / his cousin.) Who's friendly? (The boy.) Who's kind? (The girl / his cousin.)*
- Then say *Now listen and repeat.* Play the recording again, pausing for students to repeat.

1.04: see Student's Book page 17

6 Listen and choose the words.

- Say *Let's listen to a poem about these two children! Listen and choose the words.* Play the recording. Students listen and point to the correct words each time. Then ask students to read aloud the correct version of the poem.
- Repeat some lines of the poem, but this time making deliberate mistakes about the brother and sister for students to correct, e.g., *The brother's more artistic than the sister. No! The sister's more artistic than the brother.*

Key: more artistic, sportier, more hardworking, smarter

1.05

I'm more artistic than my brother,
He's sportier than me.
And I'm more hardworking than my brother,
But he's smarter than me.

7 Make questions. Then ask a friend.

- Demonstrate the activity first, by choosing an expression from each box and asking a student, e.g., *Are you friendlier than your sister?* Elicit *Yes, I am. / No, I'm not.* Then check with the class: *Is he/she friendlier than his/her sister? (Yes, he/she is. / No, he/she isn't.)*
- Students can then ask and answer in pairs, using the prompts and the example speech bubbles to help them.

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

- Students listen and repeat the grammar chant, following the text on page 102. Repeat, with students changing roles, until they are chanting confidently.
- Students can also make their own chant verse, substituting the family words and adjectives with their own choices.

1.06: see Student's Book page 102

Grammar fun!

- Play the *Grammar fun!* (Class survey game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Play each statement and have students raise their hands if it is true for them (see Introduction page xii).

Workbook page 13

3 Look at Lee's graph. Then circle the correct words.

- Students look at the graph, which shows the number of times a brother and a sister show different kinds of behavior. The behavior of the brother, Lee, is shown in the blue bars in the graph. The behavior of the sister, Jen, is shown in the red bars in the graph.
- Students read and circle the words to make true sentences about Lee, using the information in the chart.

Key: **2** more hardworking **3** more talkative **4** kinder **5** naughtier **6** shyer

4 Look at activity 3. Complete the questions and answers.

- Students complete the questions and answers about the children in activity 3, using the chart to help.

Key: **2** shyer than Yes, I am. **3** more talkative than No, I'm not. **4** kinder than Yes, he is. **5** friendlier than Yes, I am. **6** more hardworking than Yes, he is.

5 Complete the questions and answers. Use the words in the box and your own ideas.

- Students complete the questions comparing themselves with a friend. They then answer the questions.

Ending the lesson

- Students can ask you questions similar to those in Student's Book activity 7.

Extra activities: see page TB103 (if time)

5 1.04 Read and listen.



Focus!

My dog is **smarter than** my cat.
My brother is **more hardworking than** my sister.

I'm more talkative than my cousin,
She's shyer than me.
And I'm friendlier than my cousin,
But she's kinder than me.

6 1.05 Listen and choose the words.



I'm **more artistic/more hardworking** than my brother,
He's **funnier/sportier** than me.
And I'm **more hardworking/more talkative** than my brother,
But he's **smarter/kinder** than me.

7 My World Make questions. Then ask a friend.

Are you	more talkative	than your sister?
Is your brother	friendlier	than you?
Is your sister	more hardworking	than your brother?
Is your cousin	smarter	than your cousin?
Is your friend	more artistic	than your friend?

Are you friendlier than your sister?

Yes, I am!

8 1.06 Go to page 102. Listen and repeat the chant.

→ Workbook page 13

9 1.07 **What are they talking about? Listen and choose.**

a friends **b** height **c** age



10 1.07 **Listen again and practice.**

Teacher: Who's taller, Carla – you or Emma?
Emma: I am!
Carla: Hmm. Let's see … I am!
Teacher: Wow! You're taller than Emma now!
Emma: But I'm still older than you, Carla!
Teacher: And who's smarter?
Carla: Oh, I don't know. We're both smart!

Focus!

Who's older, you or your brother?
My brother is.

11 **Read about Emma and Alex. Then ask and answer.**



Name: Emma
Born: June 2nd, 2005
Height: 1 m, 60 cm
Personality: quiet, but friendly
Likes: sports and homework



Name: Alex
Born: April 24th, 2006
Height: 1 m, 52 cm
Personality: loud and funny
Likes: art and talking to my friends

artistic funny hardworking old quiet
short sporty talkative tall young

Who is older?

Emma is!

Say it!

12 1.08 1.09 **Which syllables sound the strongest? Listen and repeat.**

pup-py re-**peat** **talk**-a-tive hard-**work**-ing

Lesson aims Students ask questions to compare themselves and other people with each other. They also practice repeating words with stress on the strongest syllable.

New language height | *Who's taller, you or (Emma)? I am. / Emma is.* | *Who's more talkative?*

Recycled language *I'm/You're (taller) than (you/me/Emma).*

Materials Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Use the word cards to play *Act and guess* (see page xvi).

Presentation

- Ask different students *How old are you?* and *When's your birthday?* Then ask one of these same students *Who's older, you or (Hana)?* Elicit *I am*. Then ask the class *Who's older, (Luis) or (Hana)?* Elicit the answer *(Luis) is*. Repeat the procedure comparing height, by asking two students to stand back to back. Ask *Who's taller/shorter?*

Student's Book page 18

9 What are they talking about? Listen and choose.

- Introduce Carla and Emma in the photograph.
- Say *Listen and choose*. Play the recording.

Key: **b** height

1.07: see Student's Book page 18

10 Listen again and practice.

- Play the recording, pausing for students to answer: *Carla*.
- Continue the recording, pausing to ask *Who's older?* (*Emma*) and *Who's smarter?* (*They're both smart.*)
- Then play the recording again. Students repeat.

11 Read about Emma and Alex. Then ask and answer.

- Point to the two social networking profiles and ask *Who can you see?* (*Emma and Alex.*) Students then read the information in the profiles.
- Ask *Who's older, Emma or Alex?* (*Emma is.*) *Who's more talkative?* (*Alex is.*) Students then ask and answer in pairs.

12 Which syllables sound the strongest? Listen and repeat.

- Say *Which syllable sounds the strongest? Listen and repeat*. Play the presentation section of the activity. Students listen to the words and repeat them while knocking under the strongest syllable. Students then say the number of the strong syllable and repeat the word again, this time without knocking.

1.08

A: Puppy
B: Puppy (knock under the first syllable)
Syllable 1 – puppy
A: Repeat
B: Repeat (knock under the second syllable)
Syllable 2 – repeat
A: Talkative
B: Talkative (knock under the first syllable)
Syllable 1 – talkative
A: Hardworking
B: Hardworking (knock under the second syllable)
Syllable 2 – hardworking

- Then say *Now listen to these words. Which syllables sound the strongest? Listen and repeat.* Play the practice section of the activity. Students repeat each word, knocking under the strongest syllable. They then say the number of the strongest syllable and repeat the word.

Key: **1** syllable 2, **2** syllable 1, **3** syllable 1, **4** syllable 1, **5** syllable 2, **6** syllable 2, **7** syllable 2, **8** syllable 2, **9** syllable 1, **10** syllable 2

1.09

1 artistic **2** sporty **3** friendlier **4** kinder **5** describe **6** November **7** about **8** Colombia **9** puppy **10** around

Grammar fun!

- Play the *Grammar fun!* (*What's the question?* game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote. Then play the rest of the video (see Introduction page xii).

Workbook page 14

6 Complete the questions and answers.

- Students complete the questions and answers, using the adjectives in parentheses.

Key: **2** Who's older … ? My parrot is older. **3** Who's quieter … ? My cat is quieter. **4** Who's noisier … ? My parrot is noisier. **5** Who's taller … ? I'm taller. **6** Who's shorter … ? My sister is shorter.

7 Write the questions and complete the answers. Then complete the chart.

- Students complete the questions and answers and write the family members in the chart.

Key: **2** Who's more talkative, your brother or your sister? My brother is. **3** Who's funnier, your dog or your brother? My dog is. **4** Who's quieter, your dog or your cat? My cat is. **5** Who's taller, your father or your mother? My father is. Students complete the chart as follows: artistic: me, quiet: my cat, tall: my father, talkative: my brother, funny: my dog

Ending the lesson

- Play a game of *Questions in a bag* (see page xviii).

Extra activities: see page TB103 (if time)

Lesson aims Students reinforce language with a story. They also discuss the value of learning about other cultures.

Recycled language *quiz | I think we're (at the flower festival). | She's very (smart). | She isn't (taller) than us. | Can you help us? Of course. | We're moving again. | Come with us.*

Warmer

- Test students' memories of the characters from the story in the previous unit: *What are their names?* (*Jack and Ruby.*) *Who's taller, Jack or Ruby?* (*Jack is.*) *Who's shorter?* (*Ruby is.*) *Who do you think is older, Ruby or Jack?* (*Jack is.*)
- Remind students of the story episode from the previous unit: *What do Jack and Ruby want to do?* (*A world quiz.*) *Whose pen pal lives in Colombia?* (*Ruby's.*) *What's her name?* (*Sofia.*) Remind students that in the last episode Ruby and Jack were in a mystery game. Ask students to guess what happens in this episode. Accept any guesses.

Student's Book page 19

13 Read and listen.

- Read the question in frame 1: *Which city in Colombia has a flower festival?* Remind students that this was the first question in the world quiz. Ask if any students know the answer to the question.
- 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 *Where is the flower festival?* (*In Medellín.*)
- Then play the recording again, pausing at the end of each frame to ask more questions: Frame 1: *Where are Jack and Ruby?* (*At the flower festival.*) Frame 2: *Who's the message from?* (*Sofia.*) Frame 3: *Who does Ruby see?* (*Sofia.*) Frame 4: *Can Sofia help them?* (*Yes, she can.*) Frame 6: *What's the answer to the first question?* (*Medellín.*) Frame 7: *Does Sofia want to go with them?* (*Yes, she does.*)
- Ask *Where are the children going now?* Students guess what's going to happen next in the story.
- 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 (Jack, Ruby, and Sofia).

1.10: see Student's Book page 19

Value ***Learn about other cultures***

- Read the value with the class: *Learn about other cultures.* Then ask *How do the children learn about another culture?* (*They go to another country. They visit a festival.*) Ask *Do the children like the festival?* (*Yes, they do.*)
- Ask students why they think it's important to learn about other cultures: *It's interesting. It's important to meet people from around the world. It's important to respect other people. People in the world need to work together.*
- Encourage students to say different ways they can learn about other cultures. Accept any ideas, e.g., visit other countries, learn a language, watch TV programs about other countries, read books and magazines, try international food, talk to people from other countries, and ask them questions. Students can then choose one of these activities they would like to do over the next term. They can then report back to the class, e.g., *I'm reading a book about China. I'm going on vacation to Europe. I have a movie about Russia.*

Workbook page 15

8 Read the story again. Match and then number.

- Students match the two halves of each sentence about the story. They then number the sentences in the correct order. Students can refer back to the story in the Student's Book if necessary.

Key: **2** b Jack and Ruby read a message on a flower. **3** c They see Sofia. She is taller than both of them today. **4** a Sofia helps them answer the question. **5** e Sofia goes with them.

9 Read and circle the correct words.

- Students read, choose, and circle the correct ending to each sentence, based on the story episode. Students can refer back to the story in the Student's Book if necessary.

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

10 What can you do to show the value: Learn about other cultures?

- Students think of other things they can do to learn about other cultures. They write their ideas and then compare them with the class.

Key: Answers will vary, for example: You can learn a language. You can read books about other countries. You can watch TV programs about other countries. You can try international foods.

Ending the lesson

- Make up a riddle describing a student in the class, e.g., *I'm taller than George, but I'm shorter than Zoe. I'm older than Zoe, but I'm younger than Max. I'm friendly, but I'm shyer than Luis. Who am I?* Students guess. If you have time, students can make up their own riddles, but check carefully that students only write nice things about each other. Alternatively, make up more riddles yourself for students to guess.

Extra activities: see page TB103 (if time)

13 1.10 Read and listen.



→ Workbook page 15

Value: Learn about other cultures

Skills: *Listening and speaking*

Let's start! What can you see at a circus?

14 1.11 What's life like in a circus family? Listen and say the letters.

a



Show time in the circus.

b



Sonia at home.

c



The circus at night.

d



Circus life is hard work!

15 1.11 Listen again and say *true* or *false*.

1 Sonia's twelve years old.
2 Sonia's older than her brothers and sisters.
3 Sonia's family is hardworking.
4 Sonia's grandparents are clowns.
5 Sonia doesn't go to school.

16 1.12 Talk Time Ask about a friend's family.

What's your cousin like? — He's/She's ...

What are your parents like? — They're ...

→ Workbook page 16

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

New language *circus, trailer, clown*

Recycled language family, adjectives | *What can you see (at the circus)?* | *We (travel) a lot, and we (live) in a (trailer).* | *My family is (hardworking).* | *These are my (sisters and brothers).* | *They're (older than me).* | *What are (your grandparents) like? They're friendly.*

Warmer

- Play a game of *Definitions* (see page xvii).

Student's Book page 20

What can you see at a circus?

- Ask *What can you see at a circus?* Make sure students understand the word *circus*. If they have visited the circus, they can say what they saw there. Use the photograph to teach the word *clown*.
- Then say *What do you think life is like in a circus?* Elicit different ideas: *It's fun. It's hard work. You travel a lot*, etc.

14 What's life like in a circus family? Listen and say the letters.

- Ask *What can you see in the photographs?* Elicit/teach any key words, e.g., *trailer, clown, circus tent*. Tell students they will hear a girl, Sonia, talking about life in a circus family. Ask students to guess who Sonia is (she's in photograph b).
- Say *Listen and say the letters*. Play the recording. Point out that the photographs are out of order. Students listen and say the letter of each photograph as they hear it described.
- Check students' understanding by asking, e.g., *Where does Sonia live?* (*In a trailer.*)

Key: 1 b 2 d 3 a 4 c

1.11

1 **Interviewer:** Meet Sonia!
Sonia: Hello!
Interviewer: Sonia's twelve years old, and she lives with her family. Tell us about your family, Sonia.
Sonia: My family is a circus family. We travel a lot, and we live in a trailer. This is me outside the trailer.

2 **Interviewer:** What is the circus like?
Sonia: It's hard work, but my family is very hardworking. These are my sisters and brothers, with some of my friends. They're older than me, and they work in the circus. They're practicing for the show.
Interviewer: How many sisters and brothers do you have?
Sonia: I have two sisters and a brother.

3 **Sonia:** And these are my grandparents.
Interviewer: What are they like?
Sonia: Well, they aren't shy! They're very friendly. They work in the circus, too. They're clowns.

4 **Interviewer:** Do you work in the circus?
Sonia: No, I'm too young! I go to school or I have school at home. My parents or my grandparents teach me. But sometimes I sell tickets in the evening. This is our circus tent at night.
Interviewer: It looks fun.
Sonia: Why don't you come?

15 Listen again and say true *or* false.

- Students read the sentences about Sonia's family and guess if they are true or false. Then play the recording again for them to listen and check.
- Pause the recording after each sentence for students to say *true* or *false*. They can also correct the false sentences.

Key: 1 true 2 false 3 true 4 true 5 false

16 Ask about a friend's family.

- Say *What about your family? What are they like? Let's talk about them!* Play the example dialog while students read the sentence prompts in the speech bubbles. Then divide the students into pairs or small groups. They talk about their own families, using the speech bubbles to help them.
- Students can then report back on their conversations to the class, e.g., *Pablo's parents are smart and hardworking.*

1.12

A: What's your cousin like?
B: He's smart and sporty.
A: What are your parents like?
B: They're friendly and artistic.

Workbook page 16

11 Read and complete Camilla's report with the words in the box. Then write the names under the pictures.

- Students complete Camilla's report using the correct words from the word box. Then they label the photographs.

Key: 2 naughty 3 older 4 talkative 5 funnier 6 quieter 7 naughtier
Paula, Cob, Hugo

12 Look at activity 11. Answer the questions.

- Students look again at the report in activity 11. They write the answers to the questions.

Key: 2 Paula is thirty-five years old. 3 Paula is funnier. 4 Hugo is quieter. 5 Camilla's brother is naughtier.

13 How to use he, she, *and* it *for pets.*

- Students read the rules about using *he, she*, or *it* when describing pets. They then circle the examples used in Camilla's report.

Ending the lesson

- Students play a game of *True or false?* (see page xix), making sentences about their own family or pets.

Extra activities: see page TB103 (if time)

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

New language *talented, twins, bright*

Recycled language family, adjectives | *(Brad and Casey) are from (the United States).* | *They're both (sporty / good at basketball).* | *(The other players) are (taller) than (them).* | *They (practice basketball) every day.* | *They like (painting).*

Materials Slips of paper for the *Find someone who …* game (optional)

Warmer

- Play a game of *Who am I?* (see page xix), describing a student in the class and what they're good at.

Student's Book page 21

What are these children good at?

- Ask students to look at the photographs of the children and ask *What are these children good at?* Students guess from the photographs (*Basketball and art*). You can also ask more prediction questions for students to guess about the children, e.g., *Are these children friends? How old are they? Where are they from?*

17 Read and listen.

- Say *Let's find out! Read and listen.* Play the recording. Students read and listen to the magazine article about the children. Then ask the prediction questions again for students to answer and see if their guesses were right. (*They're good at basketball and art. They are brother and sister / twins. Brad is eleven, Casey is thirteen, and Abby and Bianca are twelve. Brad and Casey are from the United States. Abby and Bianca are from the United Kingdom.*) Explain the new words *twins* and *bright (colors)* as necessary.
- Then ask more questions: *How often do Brad and Casey play basketball?* (*Every day.*) *Are they younger than the other players in their team?* (*Yes, they are.*) *What kind of art are Abby and Bianca good at?* (*Painting with bright colors.*)

1.13: see Student's Book page 21

18 Read again and answer the questions.

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

Key: **1** They're from the United States. **2** Casey is (older). **3** Yes, they are. **4** No, they aren't. They're from the United Kingdom. **5** No, she isn't. **6** They sell their paintings in stores and art galleries.

Think of someone you know.

- Say *Now it's your turn. Think of someone you know.* Students think of someone they know who's very good at something. It can be a friend, a member of their family, or someone they admire. Then ask a couple of students about their chosen person, using the questions in the box.
- Students can then work in pairs, asking and answering about the person they have chosen. They write about their chosen person in their notebooks. They can use the magazine article about the children in activity 17 as a model.

Workbook page 17

14 Make notes about two pets or animals you know.

- Students think of two pets or animals they know. They write their names and make notes about them in the diagram. They note each characteristic that the animals share in the middle section of the diagram. They then write the differing characteristics in the right- or left-hand part of the diagram that only applies to one animal.

Key: Answers will vary

15 Write a report about the two animals. Draw a picture.

- Students use the information about their two animals to write a report comparing them. They use the notes in the diagram in activity 14 and Camilla's report in activity 11 on Workbook page 16 to help them.
- In particular, make sure that students are using *he, she,* and *it* correctly to describe the animals and using the comparative correctly. Students can then read each other's reports.

Ending the lesson

- Students can play *Find someone who …* (see page xvii). Alternatively, they can play the *Who am I?* game again in pairs.

Extra activities: see pages TB103 to TB104 (if time)

Skills: *Reading and writing*

Look below! What are these children good at?

17 1.13 Read and listen.



Hot shots

Brad Miller and his older sister, Casey, are from the United States. Brad is eleven, and Casey is thirteen. They're both sporty, and they're both very good at playing basketball.

Brad and Casey play on basketball teams. The other players on their teams are older and taller than them, but Brad and Casey are the star players. They practice basketball every day. Someday they want to play for the Los Angeles Lakers.

Smart artists

Abby and Bianca Watson are twins. They're twelve years old, and they're from the United Kingdom. They're very good at art, and they like painting with bright colors. The twins sell their paintings in stores and art galleries.





This painting is by Abby. It's called "Nature."

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

1 Where are Brad and Casey from?
2 Who is older, Brad or Casey?
3 Are Brad and Casey hardworking?
4 Are Abby and Bianca from France?
5 Is Bianca older than Abby?
6 Where do they sell their paintings?

Your turn!

Think of someone you know.
How old are they?
What are they good at?
What do they work hard at?

Now write about it in your notebook.

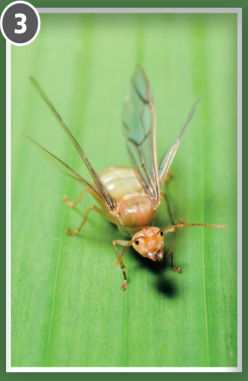
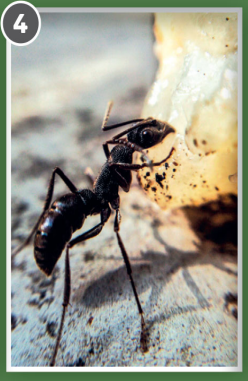
→ Workbook page 17



How do ant families work together?

1 Listen and repeat. 1.14




worker ant | colony | queen ant | drone | nest

2 CLIL Watch the video.

3 Read and listen. 1.15

Ants live in families called colonies. In each colony, ants work together in groups and help one another. Most colonies of ants live in nests, and every colony has one queen ant. The queen's job is to make lots and lots of eggs for the colony.

There are also drone ants and worker ants in colonies. The drones help the queen ant to make eggs, and the worker ants do all of the other jobs. There are always lots of worker ants. Some of them make the nest and keep it neat and clean. Other worker ants find food, like leaves, and bring it back to the nest.

4 Answer the questions.

1 What are ant families called?
2 What does the queen ant do?
3 What do the drone ants do?
4 What do the worker ants do?

5 What do you like about working in a group?

Guess What!

Some ants can live for up to 30 years!

Let's collaborate!



→ Workbook page 18

CLIL: Science

Lesson aims Students learn about how ant families work together.

New language *colony, queen, drone, nest, are called, most | How do ant families work together?*

Recycled language *ant, work together, make (eggs / the nest), find food, help, keep neat and clean, take care of*

Warmer

- Play a version of the *Drawing game* (see page xvii), reviewing bugs or insects students know (e.g., *snail, caterpillar, butterfly, ant*). You can also teach *bee*.

Student's Book page 22

How do ant families work together?

- Ask *What animals/insects can you see?* (*Ants.*) *What are they doing?* (*They're collecting food/pollen from a flower.*) Then ask *How do ant families work together?* Use the photograph to point out how the family of ants are working together to reach the flower. They climb and balance on each other (like acrobats in a circus) so that the top ant can reach the flower.
- Students can also say if they have seen ants working together at other times, e.g., a line of ants carrying leaves to a nest or eggs from a nest. Students can also think of when they help at home in the same way (e.g., carrying shopping bags, helping with chores around the house).

Student's Book page 23

1 Listen and repeat.

- Use the photographs to elicit the new words: *worker ant, colony, queen ant, drone*, and *nest*.
- Say *Listen and repeat.* Play the recording, pausing for students to listen and repeat.
- Check comprehension by asking *What do you call an ant family?* (*A colony.*) *Where do ants live?* (*In a nest.*) *What do worker ants, queen ants, and drone ants do?* Accept any guesses. Tell students they will find out in this lesson.

1.14: see Student's Book page 23

2 Watch the video.

- Play the video.
- If you wish, ask students if they have ever seen an ants' nest or a line of ants walking together. Students can raise their hands and say where (in their yard, in the park, in the street, etc.). Ask *What can you see ants carrying?* Students may answer *leaves* or *eggs*. If students have seen ants carrying eggs, ask them to guess why (they are moving and carrying the babies to a new nest).

CLIL 01: see page TB113

3 Read and listen.

- Say *Let's find out more about ants! Read and listen.* Play the recording. Ask *How many queens are there in the nest?* (*One.*) *Who work harder, the worker ants or the drones?* (*The worker ants.*)

1.15: see Student's Book page 23

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** They're called colonies. **2** She makes lots of eggs for the colony. **3** They help the queen make eggs. **4** They do all of the other jobs. (They make the nest. They keep the nest clean and neat. They find and bring back food.)

5 What do you like about working in a group?

- Ask students to think of times when they work together in a group in school, e.g., helping with classroom tasks, playing games, practicing for a show or class assembly. Then ask *Do you like working in a group? What do you like about working in a group?* Encourage positive answers, e.g., *Work is easier. I like hearing other people's ideas.*
- Students guess how many years ants live. They then read the Guess What! fact to check their answers (30 years). Congratulate any students who guessed correctly.

Workbook page 18

1 Read and write true *or* false.

- Students read the sentences and write if they are true or false. For the false sentences, they can cross out the incorrect words and correct the sentences.

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

2 How are the animals working together?

- Students look at the photographs and decide how the animals are helping each other by working together.

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

3 Imagine that you are a worker ant. Write about your day and draw a picture.

- Students imagine they are a worker ant and write a few sentences about their day. Students then draw a picture of a worker ant doing an activity they have written about.

Ending the lesson

- Ask *Which other animals work together?* Help with vocabulary as necessary, e.g., *honey bees, wasps, termites, wolves, gorillas, chimpanzees, lions, orca whales*.

Extra activities: see page TB104 (if time)

Lesson aims Students will make a families album. | They can also complete the unit evaluation in the Workbook.

Recycled language family members, skills and abilities, personality adjectives | Students review all unit vocabulary and grammar in the unit evaluation.

Materials Model sheet 1, Project sheets 1, Worksheets 1, Group and Teacher evaluation sheets, cue cards (optional), thin cardboard, pencils or pens, colored pencils, photographs of interviewees/their hobbies/things that are important to them, etc., scissors, glue, computer for photograph research (optional)

Warmer

- Ask *Who are your family members?* Have students discuss in groups. Encourage them to list the people they live with as well as extended family members.

Student's Book page 23 – Let's collaborate!

Introduce your project.

- Divide the class into pairs. Have students choose one family member and give their partner more information about them, such as where they are from, where they live, what they do, what they like, and so on.
- Students look at the flyer on page 23. Ask *What family members can you see?* Say *Now it's your turn. Let's collaborate.* Tell them they are going to make an album about their family.

Step 1 Plan your project.

- Divide students into project groups of four and distribute project sheets. Have students work together to match the questions and categories (1c, 2a, 3b).
- Read the questions to the class again and explain that they are going to interview a family member. Ask *What else can you ask a family member?* Hand out the worksheets for groups to write more questions.
- Give students time to decide who they want to interview. Explain that this can be anyone who is close to them – young or old, living at home or elsewhere, blood relative or not, etc. Then have them share their question ideas with their group to guess what the answers of the family members may be. Encourage students to give reasons for their ideas.
- Give students time to conduct their interviews outside of class and make notes on the worksheet.
- Students can write their personality descriptions at home if necessary. Then have them share their descriptions with their project group in class.
- Students compare the answers in their groups and discuss if their guesses were correct. Ask them to think about what information they will include in their album, including photographs that they could use. Encourage students to use photographs of their family member, and to bring the photographs in to class for their album.

Step 2 Create your project.

- Divide project groups into pairs. Show the class the model sheet and ask pairs to think about how they will design their page. Then have them help each other write a first draft. Encourage them to follow the model sheet: personal information, skills, likes, personality.
- Hand out large pieces of thin cardboard to each student. Students make final decisions about what photographs to use and then rejoin their project group to check each other's work. Students discuss their albums and make suggestions for improvements.
- Students then design and decorate their album pages. Once they are finished, they put their pages together to make a group album.
- If there is time, have students practice presenting their albums in their groups.

Step 3 Present your project.

- Put different groups together to present their family albums. Make sure each student takes turns presenting their page.
- Have groups display their albums around the classroom. Encourage students to read each other's work.

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB119 or *Teacher's Resources*) to each group for them to complete.
- If you wish, complete a Teacher evaluation sheet (see page TB120 or *Teacher's Resources*) for each group and award students an overall grade.

Workbook page 19 – Evaluation

1 Put the words in order. Then match.

- Students put the words in order to make questions and answers, and then match them together correctly.

Key: **2** d Sam, is Olga taller than you? Yes, she is. **3** c Sam, who is quieter, you or Gina? Gina is. **4** a Who is younger, Robert or Sam? Sam is.

2 Look at activity 1 and complete the sentences. Use the words in the box.

- Students complete the sentences about the people in activity 1, using the comparative form of the words in the box. They look at the pictures to figure out the answers.

Key: **2** more artistic **3** sportier **4** shorter

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 ✗ in the box next to anything they are still unsure about. Make a note of any areas students have found difficult, for farther review work.
- Students then compare two elements of the unit, choosing one thing that they found more interesting than another. They can then compare this choice with those made by other students.

Extra activities: see page TB104 (if time)

2 On the playground

Look!





Unit aims Students will talk about their school. This includes:

- learning some new action verb phrases
- talking about school rules
- giving and following instructions, including for games
- learning about some unusual schools

They will also learn how to read a map.

Background information The photograph shows children's jackets and coats hanging on a playground fence.

Introduction to the unit

- Read the title of the unit and ask students to look at the photograph. Then ask *What's Unit 2 about?* Students guess (*School*). Congratulate students who guess correctly.
- Ask *What can you see in the photograph?* (*Some jackets and coats.*) *How many jackets and coats can you see?* (*Fifteen.*) Then ask *Who do the jackets and coats belong to?* Students guess: *They belong to some children.* Then ask *Where are the children? What are they doing?* Students guess where the children are as well as what they're doing, choosing games that require a large number of players. Accept students' ideas: *They're in a playground / sports center / park. They're playing a game / soccer / basketball / baseball.*

Look!

- Show students the video to introduce the topic. Pause the video at different intervals and ask questions. *Where are the children? What are they doing? Do we have a similar playground to this?* Then play the video again.
- Ask *What games do you enjoy playing on the playground?* Elicit different games and ask *Who enjoys (playing soccer)?* Students put their hands up. Ask these students *When do you like (playing soccer)? Who do you like (playing soccer) with? How many children do you usually play with?*
- Encourage students to think about why it's important to play sports (*It's healthy, It's good exercise*) and why it's important to play outside (*It's good to have fresh air*). If you have time, students can do a brainstorming and categorizing activity, thinking of sports they can do inside and outside. They can then also have a class vote for which activities are the most healthy.

1 2.01 Listen and look.

2 2.02 Listen and repeat. Then match.







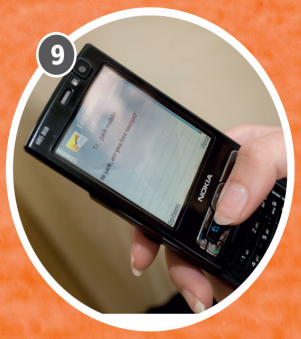














a cry **b** litter **c** help others **d** hop **e** shout
f skip **g** laugh **h** text a friend **i** throw a ball **j** use a cell phone

3 2.03 Listen and say the numbers. Then practice with a friend.

They're skipping. Number 2!

4 My World What do you do in school? Ask and answer.

→ Workbook page 20

Lesson aims Students learn and talk about some action verb phrases.

New language *hop, skip, shout, laugh, throw a ball, cry, help others, use a cell phone, text a friend, litter*

Recycled language *That (boy/girl) is (shouting).* | *Those (children) are (playing a game).* | *Do you use a (cell phones) in school? No, I don't.*

Materials Slips of paper for the *Action treasure hunt* (optional) | Word cards: see Digital Pack (Teacher's Resources) (optional)

Warmer

- Introduce the topic of school by asking: *What classes do you have today? What time is lunch? What would you like to eat today? What time is break? What would you like to do at break today?*

Student's Book page 26

1 Listen and look.

- Point to the photographs and ask *Where are these children?* (*On the playground.*) Then ask *What are they doing?* Teach/elicit the new actions from the photographs. Students repeat the words in chorus and individually.
- Tell students that Carla and Emma are playing a game of *I can see*. Say *Listen and point.* Play the recording. Students listen and point to the children that Carla and Emma describe. Then play it again, pausing to ask more questions: *Are they hopping?* (*Yes, they are.*) *Can Emma skip?* (*Yes, she can.*)

2.01

Carla: What can we see on the playground today, Emma?
Emma: Those girls are playing a game. They're hopping and taking turns.
Carla: Those girls are skipping. It's fun. Can you skip, Emma?
Emma: Yes, I can. That boy is shouting. He's playing soccer, and he wants the ball.
Carla: That boy is laughing. Something's funny.
Emma: Those children are playing baseball. That boy is throwing the ball.
Carla: Oh, dear! What's the matter with that girl? She's crying!
Emma: That woman can help her. Look – she's helping someone now. It's nice to help others.
Carla: That boy is using his cell phone.
Emma: Yes. He's texting his friends. Do you use cell phones in school?
Carla: No, I don't. I don't have a cell phone, and we can't bring them to school.
Emma: Oh, dear. That girl is littering.
Carla: Let's go and pick it up. I hate litter.
Emma: OK. Good idea.

2 Listen and repeat. Then match.

- Say *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, and then read the label aloud.

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

2.02

1 hop 2 skip 3 shout 4 laugh 5 throw a ball 6 cry 7 help others 8 use a cell phone 9 text a friend 10 litter

3 Listen and say the numbers. Then practice with a friend.

- Say *Now listen and say the numbers.* Play the recording, pausing after each sentence for students to say the correct photograph number. Check by asking, e.g., *Who's skipping?* (*The children in photograph 2.*)
- Students can then play the same guessing game in pairs. They use the example speech bubbles to help.

Key: 2, 8, 6, 1, 5, 10, 9, 4, 7, 3

2.03

1 They're skipping.
2 He's using a cell phone.
3 She's crying.
4 They're hopping.
5 He's throwing a ball.
6 She's littering on the ground.
7 He's texting his friends.
8 He's laughing.
9 She's helping someone.
10 He's shouting.

4 What do you do in school? Ask and answer.

- Students ask and answer questions about what they do on the playground in school, e.g., *How often do you use a cell phone in school?* (*Never.*)

Workbook page 20

1 Read and number the correct pictures. Then write.

- Students read the clues and number the photographs. They then write the verb or verb phrase on the line provided.

Key: a 3 b 2 c 6 e 5 f 4 2 text a friend 3 throw a ball 4 shouting 5 laugh 6 skip

2 Read and circle the ones that don't belong.

- Students circle the verb or verb phrase that isn't appropriate in each situation mentioned.

Key: 2 a 3 d 4 b

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

- Students label the pictures.

Key: cry, litter, help others, hop, laugh, shout, skip, text a friend, throw a ball, use a cell phone

Ending the lesson

- Students describe what other students are doing in the classroom, for a partner to guess, e.g., *This boy is writing in his book.* (*Luis.*)

Extra activities: see page TB104 (if time)

Lesson aims Students talk about school rules.

New language *We should (be hardworking). We shouldn't (shout in class).*

Recycled language adjectives, places in school

Materials Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Use the word cards to play a game of *Memory 1 through 10* (see page xviii).

Presentation

- Ask *Which are good activities in school?* Choose a positive activity, e.g., helping others, and ask *Is helping others a good activity?* (*Yes, it is.*) Confirm by saying *Yes – we should help others in school.* Students can repeat in chorus and individually.
- Then ask *Is littering a good activity?* (*No, it isn't.*) Confirm by saying *No – we shouldn't litter in school.*
- Then ask *Can you think of some school rules?* Accept students' ideas, encouraging them to use *should* and *shouldn't*.

Student's Book page 27

5 Read and listen.

- Say *Look at the school bulletin board. Read and listen to the school rules.* Play the recording. Students read and listen, checking as they do so if any of their ideas for school rules are mentioned.
- Ask students to say any of the rules that they guessed and congratulate them accordingly.
- Then say *Now listen and repeat.* Play the recording again, pausing for students to repeat.

2.04: see Student's Book page 27

6 Read and say should *or* shouldn't.

- Say *Now what about these rules? Read and say* should *or* shouldn't.
- Students read the rules, adding *should* or *shouldn't* correctly. Check by asking students to read the completed rules aloud.

Key: **1** should **2** shouldn't **3** shouldn't **4** should **5** shouldn't **6** should

7 Make school rules with a friend.

- Ask *Which school rules do we have?* Students first name the rules from activities 5 and 6 that apply to their own school.
- Then say *Let's make some more rules!* Read the example speech bubbles. Students can work in pairs or groups, making up their own school rules. They can use the speech bubbles and the Focus! box to help them.
- Students can then read their rules to the class. They can vote on the best rules to add to their school.

8 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 grammar chant, following the text on page 102. Repeat, with students changing roles, until they are chanting confidently.
- Students can make up their own verse of the chant, substituting the questions and answers with their own ideas.

2.05: see Student's Book page 102

Workbook page 21

3 Complete the sentences with should *or* shouldn't.

- Students complete the sentences using *should* or *shouldn't*.

Key: **2** shouldn't **3** should **4** shouldn't **5** shouldn't **6** should

4 Read and write sentences with should *or* shouldn't.

- Students read the sentences describing a situation. They then decide how to act in that situation, completing the sentences with *should* or *shouldn't*.

Key: **2** should **3** shouldn't **4** shouldn't **5** should

5 Write sentences using should *or* shouldn't *and the phrases in the boxes.*

- Students make up and write one rule for each place mentioned in the box. Students can then compare their rules and see if others in the class agree.

Key: Answers will vary, for example: **2** We should help people at home. **3** We should work hard in the classroom. **4** We shouldn't hop or skip in a restaurant.

Ending the lesson

- Play the *Sentence chain game* (see page xviii), using the theme of rules in our classroom: *In our classroom, we should listen to the teacher, and we should work hard.*

Extra activities: see page TB104 (if time)

5 2.04 **Read and listen.**



6 My World **Read and say *should* or *shouldn't*.**

1 We _____ do our homework.
2 We _____ eat and drink in the classroom.
3 We _____ use cell phones in school.
4 We _____ wash our hands before lunch.
5 We _____ listen to music in the classroom.
6 We _____ be quiet in the library.

Focus!

We **should** be polite and help people.
We **shouldn't** shout in class.

7 My World **Make school rules with a friend.**

We should play nicely with our friends.

We shouldn't run in the classroom.

8 2.06 **Go to page 102. Listen and repeat the chant.**

→ Workbook page 21

9 2.06 **What does Alex have in school? Listen and choose.**

a a computer game **b** a cell phone **c** a pencil case



10 2.06 **Listen again and practice.**

Teacher: OK, Pedro. Read us the story, please.
Alex: Uh-oh!
Teacher: Alex! Do you have a cell phone?
Alex: Yes, I do.
Teacher: You shouldn't use cell phones in school. Bring me the phone, please.
Alex: Here you are. I'm sorry.
Teacher: OK, now …
Pedro: Uh-oh!

Focus!

Bring me the phone, please.
Tell the class about your vacation, please.

11 Think **Read and match. Then give instructions to your friend.**

1 Give Anna your book, please.
2 Bring me the ball, please.
3 Tell the class about your vacation, please.
4 Pass Max a ruler, please.



Say it!

12 2.07 2.08 **Which words sound the strongest? Listen and repeat.**

Give Anna your **book**. **Pass Max** a **ruler**.

Lesson aims Students give and follow instructions using indirect objects. They also practice putting stress on the strongest words in a sentence.

New language *bring, pass* | *Bring me the phone, please. Tell the class about your vacation.*

Recycled language *read, give, tell, use, computer game, cell phone, book, ball, ruler, vacation* | *Here you are. Thank you.*

Materials Classroom objects | A bag and blank slips of paper for the *Messages* game (optional)

Warmer

- Collect some classroom objects belonging to different students, saying, e.g., *Bring me a pencil case, please, Zara.* Ask for and review different objects and put these into a pile at the front of the class.

Presentation

- Hold up one of the objects and ask *Whose (pencil case is this)?* Students guess: *It's (Zara's).* Check with the student: *Is this your pencil case, Zara?* (*Yes, it is.*) Then instruct a student: *Give Zara the pencil case, please.* Ask the class to repeat the instruction in chorus before the student carries it out.
- Repeat the procedure with the other objects, asking students to *Give* and *Pass* students their possessions back.

Student's Book page 28

9 What does Alex have in school? Listen and choose.

- Introduce Alex and Pedro in the photograph. Ask *What are they talking about?* Students guess, e.g., *Their possessions.*
- Then say *What does Alex have in school? Listen and choose.* Play the recording. Students listen and choose the correct answer.

Key: **b** a cell phone

2.06: see Student's Book page 28

10 Listen again and practice.

- Say *Now listen again.* Play the recording, pausing after the two instructions from the teacher: *Read us the story, please* and *Bring me the phone, please.* Each time ask *What does the teacher say?* Students repeat the instructions from the dialog.
- Then play the recording again, pausing for students to listen and repeat the dialog. Students can also practice it in pairs.

11 Read and match. Then give instructions to your friend.

- Students read and match the instructions to the correct photograph. They can then choose instructions to give to a friend or make up their own instructions. They use the speech bubbles and the Focus! box to help.

Key: 1 c 2 a 3 b 4 d

12 Which words sound the strongest? Listen and repeat.

- Play the presentation section of the activity. Students listen and repeat the strongest words in the sentence.

2.07

A: Give Anna your book.
B: Give / An(na) / book
Give Anna your book.

A: Pass Max a ruler.
B: Pass / Max / ru(ler)
Pass Max a ruler.

- Play the practice section of the activity. Students listen and repeat the strongest words. They then repeat the sentence, emphasizing the strongest words.

2.08

1 Bring me the ball.
2 Read us a story.
3 Bring me the cell phone.
4 Tell us about your vacation.
5 Put your pen in your bag.
6 Put your books on the table.

Grammar fun!

- Play the *Grammar fun!* (*What's the question?* game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote. Then play the rest of the video (see Introduction page xii).

Workbook page 22

6 Put the words in order.

- Students put the words in the correct order and write sentences.

Key: **2** Give me the cookies, please. **3** Pass Anna the glue, please. **4** Bring me the cell phone, please. **5** Show the class your photograph, please. **6** Read me the story, please.

7 Read and write the numbers from activity 6.

- Students read the mini-dialogs and decide which instruction from activity 6 is missing in each one.

Key: 1 6 2 3 3 4 4 2 5 5 6 1

8 Use the words to write instructions.

- Students use the word prompts to write instructions. Make sure they include indirect objects. In the fourth sentence, students write their own instruction without any prompt.

Key Answers will vary, for example: **2** Show me your photographs, please. **3** Give me the cell phone, please. **4** Pass me a ruler, please.

Ending the lesson

- Ask students to help you clean up the classroom, by giving instructions, e.g., *Ana, bring me the pens, please. Put your books away, please. Put your trash in the can.*

Extra activities: see page TB104 (if time)

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

New language *capuchin monkey*

Recycled language *Where are (capuchin monkeys) from? | Where are we? It's London in 1850. | Let's (give him some fruit). | You shouldn't (feed my monkey). | He's from (South America).*

Materials A world map or globe | A photograph of a capuchin monkey downloaded from the Internet or cut out from a magazine (optional)

Warmer

- If you have a world map or globe, use this to review countries students know in English and also review continents: *Africa, Antarctica, Asia, Australia, Europe, North America, South America.*
- Remind students of the story episode from the previous unit: *Where does Sofia live?* (*In Medellín, in Colombia.*) *Can she help Jack and Ruby?* (*Yes, she can.*) *Is she playing the game now?* (*Yes, she is.*) Ask students to guess where the children are in this episode. Accept any guesses, including the country or continent.

Student's Book page 29

13 Read and listen.

- Read the question in frame 1: *Where are capuchin monkeys from?* Use the monkey in the story frames to teach this word (or a photograph of a capuchin monkey). Ask if any students know the answer to the question.
- 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's the monkey's name?* (*Capu.*) *Where is he from?* (*He's from South America.*)
- Then play the recording again, pausing at the end of each frame to ask more questions: Frame 1: *Where are the children?* (*In London.*) *What year is it?* (*1850.*) Frame 2: *What's the monkey's name?* (*Capu.*) *What do the children want to give him?* (*Some fruit.*) Frame 3: *What does the man say?* (*You shouldn't feed my monkey.*) Frame 4: *Where do they hide?* (*In a school.*) Frame 6: *Who follows them into the classroom?* (*The monkey.*) Frame 7: *Where is Capu from?* (*South America.*) Frames 7 and 8: *Where do the children want to take Capu?* (*Home to South America.*)
- Ask *Where are the children going now?* Students guess.
- 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 four groups. Each group repeats the lines for one character (Jack, Ruby, Sofia, and the monkey's owner). Another student can act the nonspeaking part of Capu if you wish.

2.09: see Student's Book page 29

Value *Be kind to animals*

- Read the value with the class: *Be kind to animals.* Then ask *How do we see the children being kind to animals in this story?* (*They want to feed Capu. They want to take him home to South America.*)
- You can also point out the ways that Capu's owner is shown not being kind to him (*He's tied up, He's hungry, It's not good to keep wild animals as pets*). You may also want to point out that the story takes place in 1850. Attitudes toward keeping wild animals as pets have changed in modern times. In Victorian London, it was common for capuchin monkeys to be kept as organ grinders' pets. (This is pictured in frames 1 and 3 of the story.)
- Encourage students to say different ways they can be kind to animals. Accept any ideas, e.g., *We should take care of our pets. We should feed them and give them water. We can take dogs for walks. We can stroke our pets. We shouldn't keep wild animals as pets. We can feed wild birds. We can give money to wildlife charities.*

Workbook page 23

9 Read the story again. Then put the words in order and number.

- Students order the words to write four sentences about the story. They then number the sentences in the correct order.

Key: **2** a The children shouldn't feed the monkey.
3 d They hide in a school. **4** c Capu is in the school, too.

10 Read and complete. Use the words in the box.

- Students complete the summary of the story using the words in the box.

Key: **2** shouldn't **3** classroom **4** monkey
5 South America **6** can take

11 What can you do to show the value: Be kind to animals?

- Students think of other things they can do to be kind to animals. They write their ideas down and then compare them with the class.

Key: Answers will vary, for example: You can feed your pets. You can stroke your pets. You can feed wild birds. You can give money to wildlife charities.

Ending the lesson

- Play a game of *Correct my mistakes* (see page xvii), using sentences about the story: *The children are in South America.* (*No, they're in London.*)

Extra activities: see page TB104 (if time)

13 2.09 Read and listen.



→ Workbook page 23

Value: Be kind to animals

Skills: *Listening and speaking*

Let's start! What games do you like playing on your playground?

14 2.10 How do you play *Queenie, Queenie*? Listen and say the letters.

a



b



c



d



15 2.10 **Put the rules in order. Listen again and check.**

a You need more than two players.
b The Queenie throws the ball behind her. She doesn't look.
c The Queenie guesses who has the ball.
d One player is the Queenie. She takes the ball and turns around.
e Another player catches the ball.

16 2.11 Talk Time **Invent or describe a game.**

You need ... players.
You should ...
One player ...
Another player ...

→ Workbook page 24

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

New language *How do you play?*

Recycled language *throw a ball, catch a ball, put your hands behind your back, turn around, look, guess, use, kick, stand in front of, net | Let's play (a game). | You need (more than two players). | One person is (the Queenie). The others (are behind her). | (The Queenie) should/shouldn't (look).*

Materials Classroom objects

Warmer

- Say *Let's play a game!* Play *What's behind my back?* (see page xix), using classroom objects.

Student's Book page 30

What games do you like playing on your playground?

- Ask the opening question: *What games do you like playing in your playground?* Elicit the names of different games and ask students more questions about them: *How do you play? How many players do you need?*
- Ask *Do you know how to play Queenie, Queenie, who has the ball?* Elicit *Yes/No*. Then say *Let's find out!*

14 How do you play Queenie, Queenie? *Listen and say the letters.*

- Use the photographs to introduce the concept of the *Queenie, Queenie* game. Ask *What are these children doing? (They're playing* Queenie, Queenie, who has the ball?) *How do you play the game? Let's guess! How many players do you need? (About four.) Do you throw or kick a ball in the game? (Throw it.) Who's catching the ball? (The tall boy.) What are the children doing in this photograph? (They're hiding the ball.)*
- Say *Now listen and say the letters*. Play the recording. Students listen and say the letters in order.

Key: 1 d 2 c 3 b 4 a

2.10

1 **A:** Let's play *Queenie, Queenie, who has the ball.*
B: OK. How do you play?
A: It's easy. You need more than two players. One person is Queenie. Queenie holds the ball and turns around. The other players are now behind her. Queenie doesn't look at the other players.
2 **C:** Queenie throws the ball over her head. Players try to catch the ball. Queenie can't look!
3 **A:** Someone catches the ball. All players put their hands behind their backs. Then Queenie turns around. She's now looking at the players.
4 **C:** The players say, "Queenie, Queenie, who has the ball?" Queenie guesses. Then the player with the ball is the new Queenie.
B: OK. It sounds fun. Let's ask Tom and Ella to play, too.
A: OK.

15 Put the rules in order. Listen again and check.

- Say *Read and put the rules in order.* Read the list of rules aloud first. Then allow students some time to put them into the correct order. They can work individually or in pairs.
- Then say *Now listen and check*. Play the recording. Students check the order they have agreed on.
- Check by asking students to read the rules in order.

Key: a d b e c

16 Invent or describe a game.

- Say *Now it's your turn. What's your favorite game? Do you have an idea for a new game? Invent or describe a game*. Play the example dialog while students read the sentence prompts in the speech bubbles. Ask *What game is it? (Soccer.)*
- Then divide the students into pairs or small groups. They choose or invent a game and figure out the rules, using the speech bubbles to help them. Students can note down their rules in their notebook.
- Students can then read their rules to the class. If they're describing a game everyone knows, students can guess it. If they've invented a new game, students decide if they would like to learn it.

2.11

A: You need 11 players.
B: You should kick a ball into a net.
B: One player should stand in front of the net.
A: Another player uses her foot and kicks the ball.

Workbook page 24

12 Read and complete the help letter with should *or* shouldn't.

- Students read and complete the letter using *should* or *shouldn't*.

Key: 2 shouldn't 3 shouldn't 4 should 5 should 6 should

13 Look at activity 12. Read and match.

- Students match Marina's problems to the advice.

Key: 2 c 3 a 4 d

14 How to use say/says.

- Students read the rules, then circle the things in Marina's letter that the teacher says.

Key: I'm too quiet. I should talk more.

Ending the lesson

- Ask students *What's your favorite English language game?* Then have a vote and allow students to play, e.g., *Simon says, Stand up and sit down*, or *Last one standing* (see pages xviii to xix).

Extra activities: see page TB104 (if time)

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

New language *Bangladesh, Bengali*

Recycled language *school, boat, classroom, library, computers, study, math, English, reading, writing, bus, playground, floor, before, after, parents*

Materials A world map (optional) | Instructions and a bag for the *Using the library* activity (optional)

Warmer

- Review places in a school by asking questions: *Where do we have classes?* (*In our classrooms.*) *Where do we eat lunch?* (*In the cafeteria.*) *Where can we borrow or read books?* (*In the library.*) *Where can we use computers?* (*In the computer room.*)

Student's Book page 31

Where are these schools?

- Students look at the photographs of the children and their schools. Ask *Where are these schools?* Students can guess the continents from the photographs. (*Asia and Europe.*) Teach the new country name *Bangladesh* and show students where it is on a world map if you have one.
- Ask *What's unusual about these schools?* Students guess. (*One's on a boat, and one's in a bus.*) Accept any answers and then say *Let's find out!*

17 Read and listen. Then match.

- Say *Read and listen. Then match to the correct photograph.* Play the recording while students read along with the text. Pause after each paragraph to ask *Which school is it?* Students answer with the letter of the correct photograph.
- Check comprehension of the text with a few questions: *What's the weather sometimes like in Bangladesh?* (*It's rainy.*) *How does Kanta go to school in rainy weather?* (*On a boat.*) *Does Kanta go to school every day?* (*Yes, she does.*) *What's unusual about Alfie's library?* (*It's in a bus.*) *Does he like reading?* (*Yes, he does.*) *Does he like going to the library?* (*Yes, he does.*)

Key: **1** b **2** a

2.12 : see Student's Book page 31

18 Read again and say true, false, *or* don't know.

- Say *Now read again and say* true, false, *or* don't know. Students read the sentences, referring back to the text in activity 17 to check if they are true or false or if the text doesn't have the needed information.
- Check the activity. Then students can continue in pairs, making more sentences about the text for their partner to decide if they're true or false or if the text doesn't have the needed information.

Key: **1** true **2** don't know **3** false **4** true **5** don't know **6** true

Design an unusual school.

- Say *Now it's your turn. Design an unusual school.* Students invent an unusual school, using the questions in the box to inspire them. They choose an unusual place for their school, decide what students study there, and invent some rules they should follow.
- Students can then work in pairs, draw their school, and write about it in their notebooks. They can use the text in activity 17 as a model.
- Students can then present their schools to the class and answer questions about them. Students decide which unusual schools they would like to go to.

Workbook page 25

15 Read and check three problems you want to help with.

- Tell students they're going to write their own letter in an advice column. First they complete the letter in activity 15 as if it's from a boy named Jim writing to them with a problem. Students write their own name on the line provided at the top of the letter.
- They choose and check three problems Jim may have when trying to achieve his ambition.

Key: Answers will vary

16 Write the three problems you checked in activity 15. Then make notes about help you can give.

- Students write the three problems they chose in activity 15 into the chart. They note down possible advice they can give, e.g., with the problem *I can't catch a ball*: *You should learn to catch a ball. / You should practice catching a ball.*

17 Write a help letter to Jim.

- Students write their letter to Jim in the space provided. They use their notes from activities 15 and 16 and the letter from Jill to Marina on Workbook page 24 to help them.
- Students can then read each other's letters and see whose is the most helpful.

Ending the lesson

- Students can play *Test the teacher* (see page xix), asking you questions about the reading texts in the Student's Book. You have to answer without looking at the book.

Extra activities: see page TB104 (if time)

Skills: *Reading and writing*

Look below! **Where are these schools?**

17 2.12 **Read and listen. Then match.**

1



Kanta is from Bangladesh. Sometimes it is very rainy, and the children can't go to school. So a school boat comes to Kanta's village. The boat has a classroom and a small library with computers. Students study hard. Kanta studies for three hours every day. She learns math, reading, writing, English, and Bengali.

2



Alfie is from the United Kingdom. He loves reading, and he often goes to the library at his school. The library is in a bus on the playground! The bus has two floors, and there are lots of books. Students can also go to the library before and after school with their parents.

a



b



18 **Read again and say *true*, *false*, or *don't know*.**

1 Kanta goes to school on a boat.
2 Alfie studies for three hours a day.
3 There isn't a library in Kanta's school boat.
4 Alfie loves reading.
5 There are computers in Alfie's library.
6 Kanta studies every day.

Your turn!

Design an unusual school.
Where is it: on a boat, in a plane, in a treehouse?
What subjects do the students study?
What rules should they follow?

Now write about it in your notebook.

→ Workbook page 25


Where are
the places
on the map?
Central Park East School
Hudson River
Metropolitan Museum
N
W
E
S
Central Park Zoo
Time Warner Center

1 Listen and repeat. 2.13



2 CLIL Watch the video.

3 Read and listen. 2.14

A compass helps us find places on a map. This map of New York Central Park shows what is in and close to the park.

To the southwest of the park, we can see a big shopping mall, and we can see a zoo in the southeast. To the west of the park, there is the Hudson River. It runs from the north to the south of New York State. In the east of the park, we can see a famous museum with art from around the world. To the northeast of the park, there's a school.

This map has a compass. It shows N, E, S, and W. It's easy to find places you want to visit.

4 Answer the questions.

1 What's to the southwest of the park?
2 Where's the Hudson River on the map?
3 Where's the school on the map?
4 What do N, E, S and W mean?

5 When do you use a map with a compass?

Guess What!

The very first maps showed the stars, not our world!

Let's collaborate!



→ Workbook page 26

CLIL: Geography

Lesson aims Students learn about how to read a map.

New language *north, south, east, west, compass*

Recycled language places in a town, *pond, zoo, park, river, famous, museum, art, school* | *What places can we see on a map?*

Materials A compass (optional) | Clues written on slips of paper for the treasure trail (optional)

Warmer

- Review places in a town with a game of *Definitions* (see page xvii), e.g., *This is a big store. You can buy food here. You can buy other things, too.* (*It's a supermarket.*)

Student's Book page 32

Where are the places on the map?

- Ask *What's this?* (*It's a map.*) Ask *Which city is it?* Allow students to guess and then tell them the map shows Central Park in New York City. Then say *Where are these places on the map? Look and find. Can you find a river?* Repeat with *museum, zoo,* and *school.* Students find and point to each feature. Check by asking *What's the (river) called?* (*The Hudson.*)

Student's Book page 33

1 Listen and repeat.

- Use the compass to elicit the new words: *north, east, south,* and *west.* Then play the recording, pausing for students to listen and repeat.
- Ask students to find the compass on the map on page 32. Ask *Where is (north)?* Students point. Then check farther, by asking *Is (the Metropolitan Museum) in the north of the park?* (*No, it's in the east.*)

2.13

1 north **2** east **3** south **4** west **5** compass

2 Watch the video.

- Play the video.
- If you wish, use a compass. Show students how to set the compass to find north. Then ask students to point to the different directions in the classroom, e.g., *South!* You can also ask some students to move in the direction you call out. The other students watch and say if the students are moving in the right direction.

CLIL 02: see pages TB113 to TB114

3 Read and listen.

- Say *Now read and listen.* Play the recording. Students read the text while listening to the recording. Then play the recording again, pausing for students to find and point to the places on the map on page 32.
- Make sure students understand the in-between coordinates, e.g., *southwest,* and ask *Is the (zoo) in the (southwest) of the park?* (*No, it's in the (southeast).*) Point out how we use *in* to describe places in the park (*we can see a zoo in the southeast*), but *to* when we are describing places outside the park (*To the west of the park, there is the Hudson River*).

2.14: 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** A big shopping mall. **2** To the west of the park. **3** To the northeast of the park. **4** North, east, south, and west.

5 When do you use a map with a compass?

- Students raise their hands if they use a compass and say when (e.g., when going for a walk or doing an orienteering course).
- Students can then read the Guess What! for the page. Ask students if they have ever seen a map showing the position of the stars.

Workbook page 26

1 Look and complete the sentences.

- Students look at the map of London and complete the sentences.

Key: **2** Westminster Abbey **3** east **4** Cavendish **5** west

2 Read and write the places in activity 1. Use the words in the box.

- Students read about each of the places in the box. They then find and label the places on the map, using the compass rose to help them.

Key: **a** Monmouth Street **c** The Mall **d** Westminster Bridge

Ending the lesson

- Use a compass if you have one and play or repeat the compass movement game from stage 2 of the lesson.

Extra activities: see page TB105 (if time)

Lesson aims Students will make signs for a sustainable school. | They can also complete the unit evaluation in the Workbook.

New language *recycling bins, public transportion, taps, turn off lights*

Recycled language *should/shouldn't* | Students review all unit vocabulary and grammar in the unit evaluation.

Materials Model sheet 2, Project sheets 2, Worksheets 2, Group and Teacher evaluation sheets, cue cards (optional), large pieces of colored thin cardboard, pencils or pens, colored pencils or markers, photographs of sustainable or unsustainable things, scissors, glue, computer for photograph research (optional)

Warmer

- Ask students to think of different rooms and places inside school. Make a list on the board.

Student's Book page 33 – Let's collaborate!

Introduce the project.

- Students look at the project flyer on page 33. Have students look at the photographs and ask *What can you see?* Students think about what sustainable activities are in the photographs (recycling trash, turning off taps, turning off lights, using public transportion). Tell students that a sustainable school is a school that helps the environment by practicing things like recycling, planting trees, using public transportion, etc. Say *Now it's your turn. Let's collaborate.* Tell them they are going to make signs for a sustainable school.

Step 1 Plan your project.

- Divide students into project groups of six and distribute project sheets. When students have checked the correct phrases (recycling bins and kids getting on a bus), ask why the ideas make schools more sustainable. Point to the ideas in the project flyer that don't show sustainability (a running tap and the empty classroom with the light on). Ask *What can people do to be more sustainable in these cases? (Turn off taps to save water and turn off lights to save energy.)* You may need to pre-teach *tap* by showing a photograph.
- Allow groups a few minutes to think of and discuss more ideas about sustainability in the school. Monitor to make sure they are giving reasons.
- Show the class the model sheet. Then hand out a worksheet to each student. Have them work together with their group to write sentences for each sign.
- Have groups split into pairs and have each pair sketch two signs (one sign per worksheet). Show the class the model sheet again and have pairs discuss ideas for what photographs to use on their signs. Suggest that they research and print out photographs online. Alternatively, students can draw pictures.

Step 2 Create your project.

- Have students work together in their groups to check each other's ideas and make suggestions for improvements.
- Hand out large pieces of colored thin cardboard (one for each sign) for students to copy their signs and decorate them. Make sure students include the photographs they have chosen. Have group members check each other's work for clarity. For example, students can hold up their signs at a distance to see if their group can read them.
- Draw students' attention to the speech bubbles on the project sheet. Then have groups think of places in the school to put their signs. Have the class share ideas about the best places.

Step 3 Present your project.

- Students put up their signs around the school. Then have a class tour! It is likely that several signs will be in the same place, so students from different groups can present their work at the same time and compare ideas.
- As students present their signs, ask *Why is this sign important?* Elicit reasons.

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB119 or *Teacher's Resources*) to each group for them to complete.
- If you wish, complete a Teacher evaluation sheet (see page TB120 or *Teacher's Resources*) for each group and award students an overall grade.

Workbook page 27 – Evaluation

1 Read and correct the sentences.

- Students read the sentences and find the word that's incorrect in each one. They cross this out and write the correct word on the line provided.

Key: **2** ~~shouldn't~~ should **3** ~~Tell~~ Give (or Pass) **4** ~~Read~~ Pass (or Give) **5** ~~shouldn't~~ should **6** ~~Pass~~ Tell (or Read)

2 Write sentences about you.

- Students write six sentences. They write about one thing they should do in school, one thing they shouldn't do in school, and then one instruction using an indirect object.

Key Answers will vary, for example: **1** We should listen to the teacher. **2** We shouldn't shout in the classroom. **3** Read me a story, please.

3 Complete the sentences about this unit.

- Students read the list of learning points 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 are still unsure about. Make a note of any areas students have found difficult, for further review work.
- Students then choose one part of the unit they should practice more and write it down. They can then compare this choice with those made by other students.

Extra activities: see page TB105 (if time)

Review Units 1 and 2

1 2.15 Read, listen, and choose the words.

This is my pen pal, Lola. She's from **Brazil/Mexico**. We're both **eleven/twelve**, but she's **older/younger** than me. She was born on October **2nd/4th**, and I was born on October **22nd/24th**.

Lola and I are both **sporty/artistic**, and we love **painting/soccer**. I think she's a little **smarter/kinder** than me, though.

Lola writes to me every month, and she sends me photographs – like this one. Sometimes we **phone/text** each other. Lola is very **funny/shy**, and her letters always make me **laugh/smile**.

Lola says I **should/shouldn't** visit her one day. I'd love to!

Nadia



2 Read again and correct the sentences.

1 Nadia is eleven years old.
2 Lola was born on November fourth.
3 Nadia is older than Lola.
4 Lola sends Nadia paintings.
5 Lola isn't very funny.

3 My World Think of a friend or pen pal. Ask and answer.

Where's he/she from?
When was he/she born?
What's he/she like?

4 Write about your friend or pen pal in your notebook.

→ Workbook page 28

Lesson aims Students reinforce the language of Around the world through Unit 2 by exploring the theme of pen pals.

New language *make me laugh*

Recycled language countries, adjectives, activities | *This is my (pen pal).* | *She's from (Brazil).* | *She's (older) than (me).* | *She was born on (October 4th).* | *We're both (sporty).* | *We (call) each other.*

Materials Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Ask *What can you remember from Around the world, Unit 1, and Unit 2? Let's find out!* Allow students time to look at the units and at any work displayed in class. Ask *What's 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.

- Ask *Who has a pen pal?* If any students have a pen pal or a friend or family member they write or email regularly, they can raise their hands. Ask these students *What's his/her name? Where's he/she from? How often do you write/email?*
- Tell students they are going to read a description of a girl's (Nadia's) pen pal. Look at the photograph first and encourage students to guess about her: *What's her name? How old is she? Where's she from? What's she like? What does she like doing?* Elicit some ideas and write them on the board.
- Say *Let's find out! Read and listen.* Play the recording. Students find out which 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 in their notebooks, or just point to the correct words.
- Check by asking different students to read the text aloud.

Key: Mexico, twelve, older, 4th, 22nd, sporty, soccer, smarter, text, funny, laugh, should

2.15

Nadia: This is my pen pal, Lola. She's from Mexico. We're both 12, but she's older than me. She was born on October 4th, and I was born on October 22nd.

Lola and I are both sporty, and we love soccer. I think she's a little smarter than me, though.

Lola writes to me every month, and she sends me photographs – like this one. Sometimes we text each other. Lola is very funny, and her letters always make me laugh.

Lola says I should visit her one day. I'd love to!

Nadia

2 Read again and correct the sentences.

- Students read the sentences and note the incorrect detail each time, referring back to the text in activity 1.
- Check the activity by asking students to read the corrected sentences aloud.
- If you have time, students can continue the activity in pairs, making more sentences about the text for their partner to correct.

Key: **1** Nadia's twelve years old. **2** Lola was born on October fourth. **3** Nadia's younger than Lola. **4** Lola sends Nadia photographs. **5** Lola's very funny.

3 Think of a friend or pen pal. Ask and answer.

- Students think of a friend or pen pal (or family member) of their own who lives in a different town or country from them. They can then ask and answer in pairs, using the example questions to help.

4 Write about your friend or pen pal in your notebook.

- Students write about their friend or pen pal in their notebook. They can use the text in activity 1 as a model.

Workbook page 28

1 Read and complete the sentences. Use the words in the box.

- Students read and complete the sentences, using the words in the box.

Key: **1** laugh **2** shout, cry **3** birthday, December **4** sporty, throw **5** Brazil, born **6** artistic, smart

2 Look and complete the sentences.

- Students look at the photographs and complete the sentences and question.

Key: **2** Your cat is naughtier than your dog. **3** Who's taller, John or his sister? **4** We shouldn't litter on the ground.

Ending the lesson

- Use the word cards to play *Categories* (see page xvi). Students choose from the categories of countries, adjectives describing people, and activities.

Extra activities: see page TB105 (if time)

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

Recycled language countries, adjectives, rules in school | *Were you born in (Russia) / on (September 15th)* | *A (kind) person (helps others).* | *Who's (shyer), (you) or (your friend)?* | *You should/ shouldn't (litter).* | *Is your (father) from (the United States)?* | *Are you (more artistic) than (your parents)?*

Materials Coins and buttons or game pieces for playing the game

Warmer

- Play *Definitions* (see page xvii), using words from Around the world, 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 right-hand square on the grid (marked *GOOD JOB!*). 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*). They then take turns flipping the coin and moving their game piece through the grid in a zigzag fashion (following the arrows). 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 order the words to make a question for their partner to answer. When they land on an orange game square, they complete the definition with the correct word. If students make the question or complete the sentence correctly, they stay on the square they have landed on. If they make a mistake, they move back one square.
- When they land on a green square, they follow the instruction.
- Students can play the game more than once. They can also substitute some of the questions with ordering activities or fill-in-the-blank definitions using their own ideas.

Key: **2** Were you born in Russia? **3** A kind person often helps other people. **4** Who's shyer, you or your friend? **5** You shouldn't litter on the playground. **6** Is your father from the United States? **8** Do you always do your homework? **9** A talkative person talks a lot. **11** You shouldn't use cell phones in school. **12** Are you more artistic than your parents? **13** You shouldn't laugh/shout at other people. **14** Is your aunt from Mexico? **15** A sporty person likes running, hopping, and skipping! **17** You should work hard in school. **18** When was your friend born?

Workbook page 29

3 Read and complete the sentences.

- Students read Sam's description of himself and his brothers. They then complete the sentences with the correct adjectives in the comparative form.

Key: **2** younger **3** taller **4** shorter **5** quieter **6** noisier

4 Who is Sam's mom talking to? Look at activity 3 and write the names and the words.

- Students read what Sam's mom is saying each time. They guess who she is talking to, based on the information in activity 3. They then complete the sentences with the correct name and words.

Key: **1** shouldn't, Give **2** Sam, shouldn't **3** Zack, show

5 Answer the questions about you.

- Students answer the questions using information about themselves and their family and home. Note that if they don't have siblings, they can answer question 1 about friends or cousins instead.

Key: Answers will vary, for example: **1** I have a sister and a brother. I'm more talkative than my sister, but I'm quieter than my brother. He's very noisy. **2** I'm good at playing soccer, and I'm good at learning English. **3** We should wash our hands before dinner. We shouldn't litter.

Ending the lesson

- Students choose a question from the game to 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 TB105 (if time)

5 Play the game.

1 START

2 born / Russia? / Were / in / you

3 A _____ person often helps other people.

4 shyer, / you / your / Who / is / or / friend ?

5 You shouldn't _____ on the playground.

6 father / the / States? / your / Is / from / United

7 START AGAIN!

8 homework? / always / you / do / your / Do

9 A _____ person talks a lot.

10 THROW AGAIN!

11 You shouldn't _____ cell phones in school.

12 artistic / parents / you? / more / than / Are / your

13 You shouldn't _____ at other people.

14 aunt / Mexico? / from / your / Is

15 A _____ person likes running, hopping, and skipping!

16 GO FORWARD ONE SQUARE!

17 You _____ work hard in school.

18 born? / friend / was / your / When

19 GO BACK TWO SQUARES!

20 GOOD JOB!

Blue
Make a question.

Orange
Say the missing words.


3
Under the ocean
Look!



Unit aims Students will learn about sea animals. This includes:

- learning vocabulary for sea animals
- comparing sea animals
- taking an animal quiz
- learning about an underwater food chain

Background information The photograph shows a diver swimming with a manta ray in the Indian Ocean.

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?* (*Life in the ocean*).
- Ask *What animal can you see in the photograph?* Elicit or teach *A manta ray.* Then point to the diver and ask *What's she doing?* Elicit or teach *diving* and *scuba diving*. Ask *Would you like to go scuba diving? What sea animals would you like to see?* (Students who have studied previous levels of *Guess What!* may remember sea animals from the pronunciation activities: *fish, turtle, dolphin, octopus, seal, whale, crab.*)

Look!

- Show students the video to introduce the topic. Pause the video at different intervals and ask what animals they can see. Elicit the names in English if they know them *(crab, manta ray, jellyfish, shark, turtle, seal, dolphin, whale).*
- Play the video again. Then ask *Would you like to go scuba diving with a manta ray or other sea animal?* (*Yes, I would. / No, I wouldn't.*) Point to the picture in the book again. Ask *What do you know about manta rays?* Elicit students' ideas: *They're fish. They're big. They have a long tail. They're beautiful.* You can also tell students some more information: *They are close relatives of the shark (but sharks and whales prey on them). They have very large brains. They can live for twenty years. They can be more than six meters long. (Only sharks and whales are bigger.) They aren't dangerous. They have sharp teeth, but they don't use them for eating.*

1 3.01 Listen and look.

2 3.02 Listen and repeat. Then match.



a crab **b** dolphin **c** jellyfish **d** octopus **e** seal
f shark **g** starfish **h** stingray **i** turtle **j** whale

3 3.03 Think Listen and guess the animals. Then practice with a friend.

It has gray fur. It's smaller than a dolphin.

It's a seal!

4 My World What's your favorite sea animal? Ask and answer.

→ Workbook page 30

Lesson aims Students learn and talk about sea animals.

New language *dolphin, seal, jellyfish, turtle, whale, shark, starfish, octopus, crab, stingray*

Recycled language *What's your favorite sea animal? A dolphin. | It's (big). | It has (gray fur). | It's (smaller) than a (dolphin). | It's good at (swimming).*

Materials Word cards (optional): see Digital Pack (Teacher's Resources)

Warmer

- Ask *Which animals can you find at the beach?*

Student's Book page 38

- Use the photographs to introduce sea animals.

1 Listen and look.

- Play the recording. Students listen and point to the photographs. Then play the recording again, pausing to ask questions, e.g., *What's Pedro's favorite sea animal? (A dolphin.) Does Emma like jellyfish? (No, she doesn't.)*

3.01

Pedro: Look, Emma. Do you want to look at my book? It's about animals. Look. This page is about sea animals.
Emma: Cool! What's your favorite sea animal?
Pedro: My favorite sea animals are dolphins. Look. This dolphin is jumping out of the water.
Emma: I like dolphins, too. But seals are my favorite sea animals.
Pedro: Do you like jellyfish?
Emma: Not really. I think they're beautiful, but I don't like them much.
Pedro: No? What about turtles? I want to swim with turtles. I think they're beautiful.
Emma: Me, too. What do turtles eat?
Pedro: I think these turtles eat jellyfish.
Emma: What about whales? Do you want to swim with whales?
Pedro: Hmm. I'm not sure. I don't think whales are dangerous – but they're very big! Is a whale a fish?
Emma: No, it isn't. Sharks are fish. I don't want to swim with sharks.
Pedro: No! They have a lot of teeth!
Emma: Look at this starfish. It's red and white. It has five legs.
Pedro: Yes, I like starfish, but I think this octopus is more interesting. Can you see it? It likes hiding in rocks.
Emma: Oh, yes! Crabs like hiding, too. I sometimes look for crabs on the beach.
Pedro: So do I. It's fun.
Emma: What's this fish?
Pedro: It's a stingray. Look at its long tail.
Emma: It's cool.
Pedro: Should we go to the beach tomorrow?
Emma: Yes! Good idea!

2 Listen and repeat. Then match.

- Play the recording. Students repeat and point.
- Play the recording again. Students match the words.

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

3.02

1 dolphin **2** seal **3** jellyfish **4** turtle **5** whale **6** shark **7** starfish **8** octopus **9** crab **10** stingray

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

- Say *Listen and guess the animals.* Play the recording.
- Students play the same guessing game in pairs.

Key: **1** A seal. **2** A whale. **3** A stingray. **4** A crab. **5** A turtle. **6** Starfish. **7** A dolphin. **8** An octopus. **9** Jellyfish. **10** A shark.

3.03

1 It has gray fur. It's smaller than a dolphin. **2** It's very big. It's bigger than a dolphin or a shark. **3** It's a fish. It has a long tail. **4** It has a shell. It likes hiding. **5** It's good at swimming, and it eats jellyfish. It has a shell. **6** It has five legs. It's red and white. **7** It's gray. It's good at swimming, and it's good at jumping, too. It's bigger than a seal. **8** It has eight legs, and it likes hiding in rocks. **9** It has long legs, and it's yellow. It can sting! **10** It's a big fish. It has a lot of teeth.

4 What's your favorite sea animal? Ask and answer.

- Students ask each other in pairs or groups.

Workbook page 30

1 Look and write the words.

- Students label the sea animals.

Key: **2** seal **3** dolphin **4** jellyfish **5** stingray

2 Look, read, and write the words.

- Students read and write the correct sea animal.

Key: **2** starfish **3** shark **4** whale **5** turtle

3 Complete the chart with the words in the box.

- Students categorize the sea animals.

Key: legs: octopus, starfish, turtle; a shell: turtle; a long tail: stingray, shark

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

- Students label the pictures.

Key: crab, dolphin, jellyfish, octopus, seal, shark, starfish, stingray, turtle, whale

Ending the lesson

- Use word cards to play *What's missing?* (see page xix).

Extra activities: see page TB105 (if time)

Lesson aims Students compare sea animals. They also practice stressing the strongest syllables in words in a sentence.

New language *dangerous, intelligent, strong, weak, heavy, light* | *(Blue whales) are the (biggest) sea animals. (Dolphins) are the (most intelligent).* | *I (don't) agree.*

Recycled language sea animals, adjectives | *I think ...*

Materials Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Use gesture and mime to introduce the new adjectives: *intelligent, dangerous, heavy, light, strong,* and *weak*.

Presentation

- Ask questions comparing two sea animals, e.g., *Which is more dangerous, a shark or a dolphin?* (*A shark.*) *Which is heavier, a whale or a seal?* (*A whale.*)
- Then ask *Which is more beautiful, a turtle or a dolphin?* Elicit answers. Then say *I think a turtle is more beautiful than a dolphin. I think a turtle is the most beautiful animal in the ocean. Emphasize* the difference between *more beautiful* and *the most beautiful.*
- Then say the sentence again: *Turtles are the most beautiful sea animals.* Students who agree with you stand up. Encourage them to repeat the sentence.
- Ask some of the students who are sitting down to make a sentence about the sea animal they think is the most beautiful. Students who agree with them stand up.

Student's Book page 39

5 Read and listen.

- Write some fill-in-the-blank sentences on the board: *The most intelligent sea animal is a _____. The most dangerous sea animal is a _____. The biggest sea animal is a _____.* Students guess the answers.
- Say *Let's find out!* Play the recording. Students check to see if they guessed correctly.
- Then say *Now listen and repeat.* Play the recording again, pausing for students to repeat the sentences.
- Refer to the Focus! box to point out the rules for superlatives.

3.04: see Student's Book page 39

6 Read and say true *or* false.

- Students read the sentences about the sea animals and say if they're *true* or *false*.

Key: **1** false **2** false **3** true **4** false

7 Make sentences about sea animals. Then talk to a friend.

- Students compare sentences about sea animals.

8 Which syllables sound the strongest? Listen and repeat.

- Play the presentation section of the activity. Students listen and repeat the words, emphasizing the strongest syllables. Then they repeat the sentence, emphasizing the strongest words and the strongest syllables in each word.

3.05

A: Jellyfish are dangerous.
B: Jellyfish are dangerous.
A: Dolphins are intelligent.
B: Dolphins are intelligent.

- Then say *Now listen to these sentences. Which syllables sound the strongest? Listen and repeat.* Play the practice section of the activity. Students listen and repeat each sentence, emphasizing the strongest words and the strongest syllables within the words.

3.06

1 Turtles are beautiful.
2 Animals are interesting.
3 Dolphins are friendly.
4 Stingrays are heavy.
5 Vacations are exciting.
6 Puppies are naughty.
7 English is easy.
8 Sofia is happy.

Grammar fun!

- Play the *Grammar fun!* (Class survey game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Play each statement and have students raise their hand if it is true for them (see Introduction page xii).

Workbook page 31

4 Read and complete the chart.

- Students complete the chart with the superlative form of each adjective.

Key: the heaviest, the lightest, the most intelligent, the strongest, the weakest

5 Complete the sentences. Use the words in parentheses.

- Students complete the sentences with the superlative forms of the adjectives in parentheses.

Key: **2** the heaviest **3** the weakest **4** the strongest **5** the lightest **6** the most intelligent

6 Look and complete the sentences.

- Students use the adjective prompts to complete two sentences, comparing the animals in each picture.

Key: **2** the heaviest **3** the slowest **4** the fastest **5** the most intelligent **6** the most dangerous

Ending the lesson

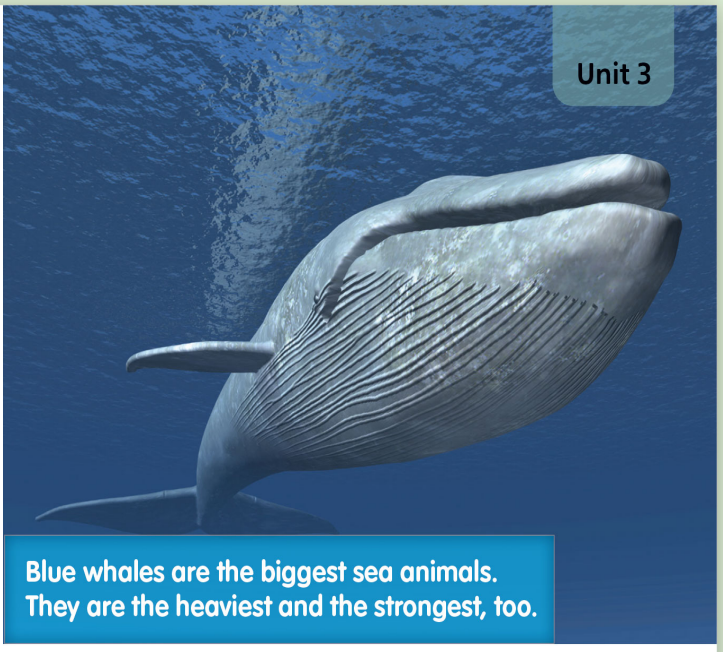
- Play a game of *Sentences in a bag* (see page xviii).

Extra activities: see page TB105 (if time)

5 3.04 Read and listen.



Dolphins are the most intelligent sea animals. They are the friendliest, too.



Blue whales are the biggest sea animals. They are the heaviest and the strongest, too.



Great white sharks are the most dangerous sharks, but they aren't the most dangerous sea animals.



Box jellyfish are the most dangerous sea animals.

Focus!

the strongest
the heaviest
the most dangerous

6 Read and say *true* or *false*.

1 Blue whales are the weakest sea animals.
2 Dolphins are the most dangerous sea animals.
3 Great white sharks are the most dangerous sharks.
4 Box jellyfish are the friendliest sea animals.

7 My World Make sentences about sea animals. Then talk to a friend.

Turtles are the most beautiful sea animals.

Yes, I agree.

No, I don't agree. I think dolphins are the most beautiful.

Say it!

8 3.05 3.06 Which syllables sound the strongest? Listen and repeat.

Jellyfish are **dan**gerous. **Dol**phins are in**tell**igent.

→ Workbook page 31

9 3.07 **What are they talking about? Listen and choose.**

a land animals **b** birds **c** sea animals



10 3.07 **Listen again and practice.**

Carla: Hi, Alex. What are you doing?
Alex: I'm taking a quiz about animals.
Carla: Can I help?
Alex: OK. Question one. Which sea animal is the fastest? Is it a turtle, a dolphin, or a seal?
Carla: Hmm. I think it's a dolphin. Yes. A dolphin.
Alex: Yes! Good job!
Carla: OK. Question two …

Focus!

Which sea animal is the fastest?
It's a dolphin.

11 3.08 Think **Look at the quiz. Make questions and ask and answer. Then listen and check.**

Which fish is the heaviest? It's a whale shark.

Are you an animal whiz? Try our animal quiz.

1 fish/heavy?
a) *blue shark*
b) *whale shark*
c) *great white shark*

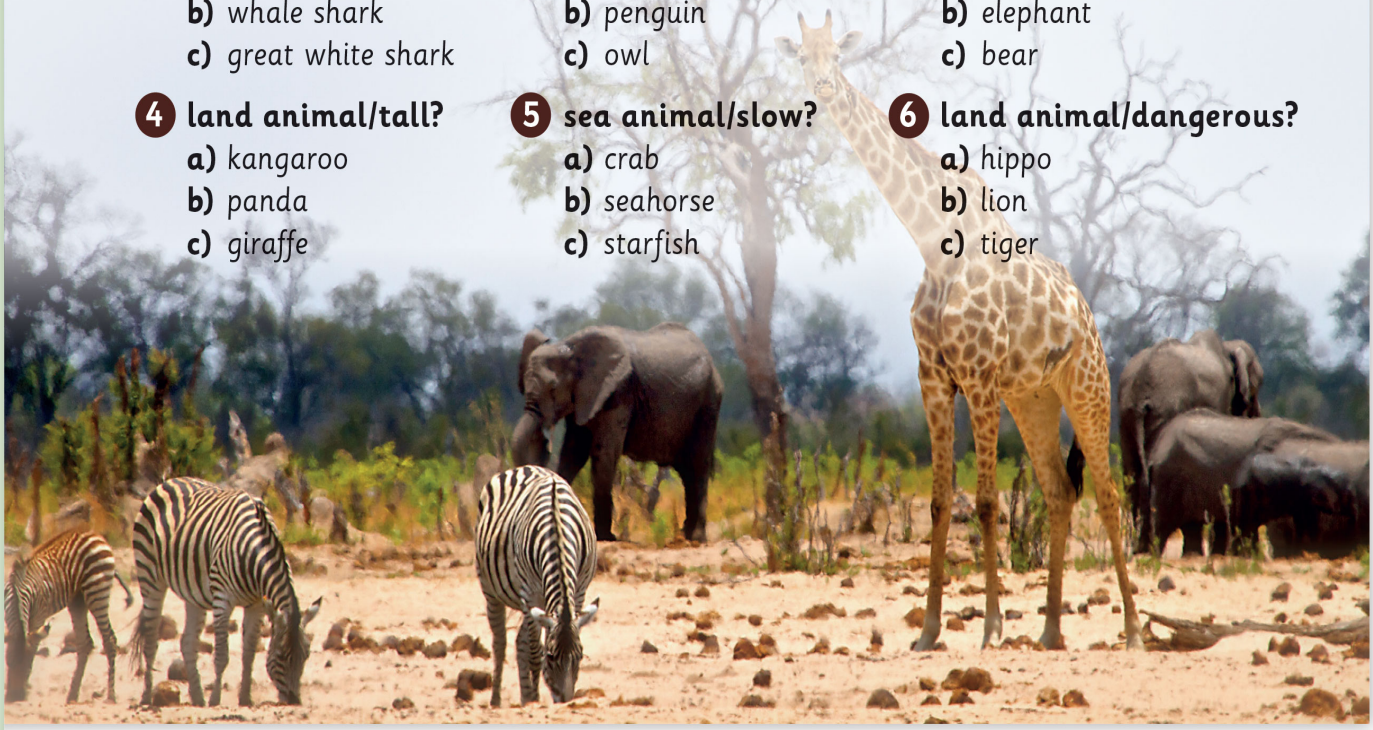
2 bird/strong?
a) *eagle*
b) *penguin*
c) *owl*

3 land animal/strong?
a) *gorilla*
b) *elephant*
c) *bear*

4 land animal/tall?
a) *kangaroo*
b) *panda*
c) *giraffe*

5 sea animal/slow?
a) *crab*
b) *seahorse*
c) *starfish*

6 land animal/dangerous?
a) *hippo*
b) *lion*
c) *tiger*



12 3.09 **Go to page 102. Listen and repeat the chant.**

Grammar fun!

Lesson aims Students ask questions comparing groups of animals.

New language *eagle, seahorse* | *Which is the (fastest) (sea animal)? It's a (dolphin).*

Recycled language animals, adjectives

Materials Slips of paper and a small bag (optional)

Warmer

- Play a game of *Correct my mistakes* (see page xvii), making false sentences about sea animals for students to correct, e.g., *Dolphins are the most dangerous sea animals.*

Presentation

- Say *True or false? Seals are the heaviest sea animals.* When students reply *False*, ask *Which are the heaviest sea animals? (Whales.)* Repeat with other sentences about sea or land animals, e.g., *Monkeys are the biggest land animals. (False.) Which are the biggest land animals? (Elephants.)*

Student's Book page 40

9 What are they talking about? Listen and choose.

- Ask *Who can you see in the photograph? (Carla and Alex.)* Ask *What are they talking about?* Students guess.
- Then say *Listen and choose.* Play the recording. Students listen and choose the correct answer.

Key: **c** sea animals

3.07: see Student's Book page 40

10 Listen again and practice.

- Say *Now listen again.* Play the recording, pausing for students to repeat the question about sea animals in Alex's second line. Then elicit the answer and continue the recording for students to repeat the answer to the question.
- Then play the recording again, pausing for students to repeat the dialog.

11 Look at the quiz. Make questions and ask and answer. Then listen and check.

- Say *Now let's do an animal quiz!* Read and make questions. Use the word prompts to make the first question with the class, as an example: *Which fish is the heaviest? Is it a blue shark, a whale shark, or a great white shark?* Students guess the answer.
- Preteach *eagle* and *seahorse*, and read through the other animals, checking that students know them.
- Students make the rest of the questions and ask and answer them in pairs, guessing the answers. They use the example speech bubbles and the Focus! box to help them.
- Then say *Now listen and check your answers.* Play the recording. Students listen to see if they guessed correctly.

Key: **2** It's an eagle. **3** It's an elephant. **4** It's a giraffe. **5** It's a seahorse. **6** It's a hippo.

3.08

1 Which fish is the heaviest? A blue shark, a whale shark, or a great white shark? It's a whale shark.
2 Which bird is the strongest? An eagle, a penguin, or an owl? It's an eagle.
3 Which land animal is the strongest? A gorilla, an elephant, or a bear? It's an elephant. But gorillas and bears are very strong, too.
4 Which land animal is the tallest? A kangaroo, a panda, or a giraffe? It's a giraffe.
5 Which sea animal is the slowest? A crab, a seahorse, or a starfish? It's a seahorse.
6 Which land animal is the most dangerous? A hippo, a lion, or a tiger? It's a hippo.

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 grammar chant, following the text on page 102.
- Students can make up their own verse of the chant, substituting the questions and answers with their own ideas.

3.09: see Student's Book page 102

Grammar fun!

- Play the *Grammar fun! (What's the question?* game) video. Pause at the end of the language presentation and make sure students understand the grammar. Ensure that students have their colored crayons ready for the game and know how to vote. Then play the rest of the video (see Introduction page xii).

Workbook page 32

7 Read and complete. Use the words in the box.

- Students read and complete the text with the adjectives.

Key: **2** the tallest **3** The smallest **4** The fastest **5** The slowest **6** the most intelligent

8 Read and number the pictures.

- Students read the texts and number the photographs.

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

9 Complete the questions and answers. Use the words in the box.

- Students complete the sentences.

Ending the lesson

- Students play *Test the teacher* (see page xix), either testing you on the questions in the animal quiz in the Student's Book or making up questions of their own.

Extra activities: see page TB105 (if time)

Lesson aims Students reinforce language with a story. They also discuss the value of keeping our seas and oceans clean.

New language *pod, Indian Ocean | It was a pleasure.*

Recycled language *Africa, South America, beautiful, trash, dolphin, shell, thank you | What's that? | Is it (trash)? I don't know. | (Capu) has the (biggest shell).*

Materials A world map or globe

Warmer

- Use the map of the world or a globe to introduce the names of seas and oceans around the world. Give instructions to students: *Find the Atlantic Ocean. Find the Indian Ocean. Find the Pacific Ocean. Find the Mediterranean Sea.* Students point them out on the map. Then ask *What sea or ocean is close to our country? What ocean is between Africa and South America? What ocean is between Africa and Australia?*
- Remind students of the story episode from the previous unit: *What kind of monkey is Capu?* (*A capuchin monkey.*) *Where's he from?* (*South America.*) *What do the children want to do?* (*They want to take Capu home.*) Ask students to guess where the children are in this episode. Accept any guesses, including the country or continent they travel to.

Student's Book page 41

13 Read and listen.

- Read the question in frame 1: *What's a dolphin family called?* Ask if any students know the answer to the question.
- Say *Let's find out! Read and listen.* Play the recording. Students follow the story in their books. At the end, students can answer the opening question: *It's called a pod.*
- Then play the recording again, pausing at the end of each frame to ask more questions: Frame 1: *Are the children on land?* (*No. They're in the ocean.*) Frame 2: *Which ocean are they in?* (*The Indian Ocean.*) Frame 3: *What can they see?* (*Trash. / They don't know.*) Frame 4: *What's inside the net?* (*A baby dolphin.*) Frame 5: *Who finds the biggest shell?* (*Capu.*) Frame 6: *What do they do with the shells?* (*They cut the net.*) Frame 7: *Are the dolphins in the pod friendly?* (*Yes, they are.*) Frame 8: *What are the dolphins saying?* (*Thank you.*)
- Ask *Does Capu go home in this story?* (*No, he doesn't.*) *Is he playing the game, too?* (*Yes, he is.*)
- 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 four groups, with each group acting the part of one character.

3.10: see Student's Book page 41

Value *Keep our seas and oceans clean*

- Read the value: *Keep our seas and oceans clean.* Students think of ways the story shows the importance of keeping our oceans clean. Ask *Which animals live in the seas and oceans?* (Students list sea animals.) *Do they need clean water or dirty water?* (*Clean water. Dirty water with trash in it is dangerous for sea animals.*) Animals can get caught in trash left in the ocean (like the baby dolphin in the net), and they can get poisoned by oil and chemicals in the water.
- Encourage students to think of ways they can help keep beaches, seas, and oceans clean, e.g., *We shouldn't litter on the beach, we should take our trash home with us. We shouldn't throw litter or trash into the ocean.* Or, for wider-reaching issues: *Ships and boats can use green fuel. We shouldn't put chemicals into the ocean.*

Workbook page 33

10 Read the story again. Match and then number.

- Students match the two halves of each sentence about the story. They then number the sentences in the correct order. They can refer back to the Student's Book if necessary.

Key: **2** d They see a baby dolphin. It needs help. **3** f Capu finds the biggest shell. **4** a Jack uses the shell to cut the net. **5** e The baby dolphin swims to its pod. **6** c The dolphin's pod is very friendly.

11 Read and complete. Use the words in the box.

- Students complete the summary of the story, using the words in the box.

Key: **2** trash **3** help **4** pod **5** thank you **6** pleasure

12 What can you do to show the value: Keep our seas and oceans clean?

- Students note what the people in the picture shouldn't be doing if they want to keep our seas and oceans clean. They complete the sentences and then compare their ideas.

Key: **2** fire **3** picnic **4** litter

Ending the lesson

- Ask questions about the story, e.g., *How many dolphins are in the pod? Who finds the big shell? Who cuts the net?* Students answer with their books closed.

Extra activities: see page TB105 (if time)

13 3.10 Read and listen.



→ Workbook page 33

Value: Keep our seas and oceans clean

Skills: *Listening and speaking*

Let's start! What can you see at an aquarium?

14 3.11 **Which animals do they see? Listen and say the letters.**

a



See our baby dolphins.

b



Touch a stingray.

c



Feed our friendly seals.

d



Meet Otto.

e



Get close to our sharks.

15 3.11 **Listen again and say the missing words.**

1 Otto is the _____ octopus in the world.
2 Ava and Paco see _____ baby dolphins.
3 Ava thinks _____ are dangerous.
4 The time is _____ .
5 They can feed the _____ at a quarter after three.

16 3.12 Talk Time **Plan a trip for this weekend.**

Where would you like to go this weekend?

I'd like to go to ...

How can you get there?

You can go by ...

→ Workbook page 34

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

Recycled language sea animals | *What should we do (first)?* | *Let's see (Otto)!* | *It's the largest octopus in the world.* | *There are some (baby dolphins).* | *What time is it (now)? It's three o'clock.* | *Where would you like to go this weekend? I'd like to go to the beach.* | *How can you get there? You can go by train.*

Warmer

- Play *Ten lives* (see page xix) with words for sea animals.

Student's Book page 42

What can you see at an aquarium?

- Ask *Who likes going to an aquarium?* Students raise their hands. Then ask the opening question: *What can you see at an aquarium?* Teach any new words as necessary.

14 Which animals do they see? Listen and say the letters.

- Students look at the brochure and read the captions describing what you can see or do at the aquarium. Ask *Would you like to see a baby dolphin? Would you like to touch a stingray? Would you like to feed seals?* etc.
- Say *Now listen to Ava and Paco. They are at the aquarium. What do they see? Which animals don't they see?*
- Play the recording. Students listen and say which animals the children don't see. They then say the letter of the animal the children are describing in each section of the dialog.

Key: 1 d 2 a 3 e 4 c They don't see the stingray.

3.11

1 **Paco:** Come on, Ava. What should we do first?
Ava: Let's go and see Otto!
Paco: Who's that?
Ava: It's a giant Pacific octopus! It's the largest octopus in the world. Look, it's over there!
Paco: Cool! He's enormous!

2 **Paco:** Look, Ava, over here! There are some baby dolphins.
Ava: So cute! One, two, three baby dolphins. Wow!
Paco: There are four – look, there's one behind its mother.
Ava: Oh, yes!

3 **Ava:** What do you want to do next? Should we see the stingrays?
Paco: No. Let's walk in the shark tunnel. I love sharks.
Ava: Do you? I think they're dangerous. I prefer dolphins. They're friendlier.
Paco: Not all sharks are dangerous, Ava. And sharks are definitely the most exciting sea animals.
Ava: Maybe – but I still like dolphins better.

4 **Ava:** What time is it now, Paco?
Paco: It's three o'clock.
Ava: OK. Let's go see the seals. We can help feed them.
Paco: What time do they feed the seals?
Ava: At a quarter after three.
Paco: OK, let's go!

15 Listen again and say the missing words.

- Students read the sentences about the aquarium trip and guess the missing words. Then play the recording again for them to listen and check.

Key: 1 largest 2 four 3 sharks 4 three o'clock 5 seals

16 Plan a trip for this weekend.

- Ask *Where would you like to go this weekend?* Elicit places to visit, e.g., *the beach, an aquarium, a soccer match, a museum, a movie theater*, and write them on the board. Then ask *How can we get there?* Elicit means of transportation, e.g., *bus, train, car, cab, bike*, and write these on the board.
- Say *Let's plan a trip for this weekend!* Play the recording. Students listen while reading the conversation prompts in the speech bubbles. They then work in pairs or small groups, planning their own trip for the weekend. They use the example speech bubbles to help.
- Students can then read their conversations aloud.

3.12

A: Where would you like to go this weekend?
B: I'd like to go to the beach. How can you get there?
A: You can go by train.

Workbook page 34

13 Read Sara's blog and circle the correct words.

- Students read and circle the correct words in the blog.

Key: go, sleep, take, be

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

- Students read the sentences about the blog and write if they are true or false. Students can correct the false ones.

Key: 2 true 3 false 4 false 5 true

15 How to use commas.

- Students read the rules about using commas. They then read Sara's blog again and circle the commas. They also underline the sentence with two things that don't need a comma.

Key: 1 car, plane, bus; blue whales, brown seals 2 You should bring a warm coat and a hat when you go whale watching!

Ending the lesson

- Play the *Drawing game* (see page xvii) with sea animals.

Extra activities: see pages TB105 to TB106 (if time)

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

New language *SOS, save, in danger, protect, sick, healthy*

Recycled language *Turtles are one of the most beautiful animals in the ocean.* | *How can we help them?* | *We should (keep our oceans clean).* | *Turtles eat (jellyfish).* | *Dirty oceans are dangerous to (turtles).* | *The rescue center helps (sick) turtles.*

Materials Paper and drawing materials (optional)

Warmer

- Ask *How many animals do we know in English?* Write down all students' suggestions on the board and then count them up to see how many animal words they know. Congratulate students on remembering so many. Then ask *Which of these animals are in danger?* Explain the concept of *in danger*. Students then look at the list on the board and identify any that they think are on the endangered species list.

Student's Book page 43

What does the Sea Turtle Rescue Center do?

- Students identify the sea animal in the photograph (a sea turtle). Then read the title of the appeal: *Save Our Sea Turtles*. Ask students *Are sea turtles in danger?* (*Yes, they are.*) Then explain that the Sea Turtle Rescue Center wants to help turtles in danger.
- Ask *What does the Sea Turtle Rescue Center do?* Students guess. 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 text with a few questions: *Do turtles need clean or dirty oceans?* (*Clean oceans.*) *Do turtles eat animals or plants?* (*Both.*) *Do birds eat their turtle eggs?* (*Yes, they do.*) *Where does the rescue center help sick turtles?* (*In its animal hospital.*) *Does the rescue center put healthy turtles back in the ocean?* (*Yes, it does.*)

3.13 : 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 text in activity 17.
- Check the activity by asking pairs of students to say the questions and answers.

Key: **1** No, they aren't. **2** Answers will vary. **3** They eat jellyfish, crabs, other sea animals, and plants. **4** They lay their eggs in nests on the beach. **5** It helps sick turtles. **6** Turtles are happiest in the ocean.

Think of a sea animal.

- Say *Now it's your turn. Think of a sea animal.* Students choose a sea animal and find out where it lives, what it eats, and if it's in danger. They can find out the information from books or school computers. Alternatively, they can put together this information from knowledge they already have.
- Students can then work in pairs, draw their sea animal, and write about it in their notebooks. They can use the text in activity 17 as a model.
- Students can then present their descriptions of sea animals to the class and answer questions about them. Students listen and see if the information about the different sea animals is correct, according to their own knowledge.

Workbook page 35

16 Make notes about a place you want to go to.

- Students complete the mind map with ideas for an exciting trip, similar to the one Sara described in her blog on Workbook page 34. They fill in the details with where they want to go, how they can get there, what they can see there, what they can do, and another idea (e.g., what they can take or eat). Do an example mind map on the board first, if necessary. Students can work individually, in pairs, or in small groups on this activity.

Key: Answers will vary

17 Write a blog and draw a picture.

- Students write their own blog post about the trip they've planned. They use the information from their mind map in activity 16 and Sara's blog on Workbook page 34 to help them.
- Students can then read each other's blogs and see which trips sound the most interesting.

Ending the lesson

- Play the *Spelling game* (see page xix), using words for sea and land animals.

Extra activities: see page TB106 (if time)

Skills: *Reading and writing*

Look below! What does the Sea Turtle Rescue Center do?

17 3.13 **Read and listen.**

Save Our Sea Turtles



Turtles are one of the most beautiful animals in the ocean, but they are also in danger. How can we help them?

We should keep our oceans clean. Turtles eat jellyfish, crabs, other sea animals, and plants. Dirty oceans are dangerous to turtles and the food they eat.

We should protect turtle nests. Turtles lay their eggs in nests on the beach. Sometimes birds and other animals eat the eggs or baby turtles.

Sea Turtle Rescue Center

The Sea Turtle Rescue Center has safe beaches for turtles and their nests. It helps sick turtles in its animal hospital. Then it puts the healthy turtles back into the ocean. Turtles are happiest in the ocean.

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

1 Are turtles dangerous?
2 How can we help turtles?
3 What do turtles eat?
4 Where do turtles lay their eggs?
5 What does the Sea Turtle Rescue Center do?
6 Where are turtles happiest?

Your turn!

Think of a sea animal.
Where does it live?
What does it eat?
Is it in danger?

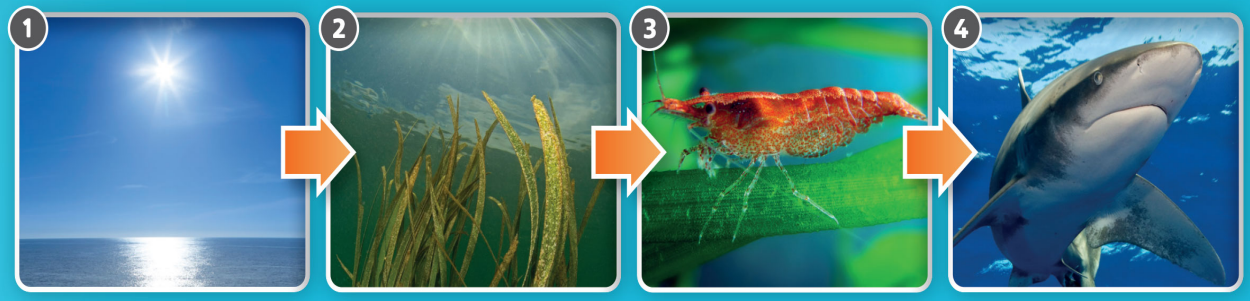
Now write about it in your notebook.

→ Workbook page 35

What is an underwater food chain?



1 3.14 Listen and repeat.



sunlight | producer | primary consumer | secondary consumer

2 CLIL Watch the video.

3 3.15 Read and listen.

Many plants and animals live underwater. How does an underwater food chain work? It needs sunlight, producers, primary consumers, and secondary consumers.

Sunlight shines on the ocean, and some sunlight goes under the water. Plants use the sunlight to make, or produce, food inside their leaves. We call these plants "producers."

Fish and other sea animals can't make their own food. They need to eat, or consume, plants and other fish. Some small sea animals or fish eat underwater plants. We call these fish "primary consumers."

Then bigger sea animals or fish, like stingray, eat smaller fish and other sea animals. They are called "secondary consumers." Big secondary consumers like sharks eat animals like seals!

Guess What!

Great white sharks can live for up to three months without food.

4 Answer the questions.

1 What helps plants to make food inside their leaves?
2 Are producers plants or animals?
3 What do we call fish that eat plants?
4 What do secondary consumers eat?

5 Which other food chains can you describe?

Let's collaborate!



→ Workbook page 36

CLIL: Science

Lesson aims Students learn about the underwater food chain.

New language *underwater food chain, sunlight, producer, primary/secondary consumer*

Recycled language sea animals

Materials English dictionaries (optional)

Warmer

- Ask *What do sea turtles eat?* Students remember from the previous lesson (*jellyfish, crabs, sea animals,* and *plants*). Congratulate any students who remembered correctly.

Student's Book page 44

What is an underwater food chain?

- Ask *What animal can you see? (A fish.) What's it eating? (An underwater plant.)*
- Then ask *What's an underwater food chain?* Demonstrate the answer with a simple food chain on the board. Draw an underwater plant and ask *What eats the underwater plant? (A fish.)* Then draw a simple side view of a fish with an open mouth about to eat the plant. Ask *What eats the fish?* Elicit an animal that eats fish, e.g., *A seal.* Draw a simple picture of a seal about to eat the fish. Then ask *What eats the seal?* Elicit a big predator, e.g., *A shark.* Draw a picture of a shark about to eat the seal.
- Then say *This is an underwater food chain: a fish eats a plant, a seal eats the fish, and a shark eats the seal.*

Student's Book page 45

1 Listen and repeat.

- Say *Let's find out more about food chains!* Use the photographs and say *Sunlight makes the plants grow. Small fish eat the plants. Big fish and animals eat the fish.*
- Play the recording, pausing for students to repeat. Explain: *Sunlight makes plants grow. Plants produce food inside their leaves. Fish eat plants. They are primary consumers. Primary consumers eat plants. Bigger fish and animals eat fish. They are secondary consumers. Secondary consumers eat fish and animals.*

3.14: see Student's Book page 45

2 Watch the video.

- Play the video.
- If you don't have the video, write *plants, fish, squid, octopus, jellyfish, shellfish* on the board. Teach *squid* and *shellfish* and then ask what other sea animals eat: *Do seals eat jellyfish? (No, they don't.) What do seals eat? (Fish, octopus, squid, and shellfish.) What do dolphins eat? (Fish and squid.) What do stingrays eat? (Shellfish.) What do octopuses eat? (Crabs and shellfish.)*

CLIL 03: see page TB114

3 Read and listen.

- Play the recording while students read the text. Then play the recording again, pausing for students to find and point to the correct photographs in activity 1.
- Ask a few general comprehension questions, e.g., *Can plants make food? (Yes, they can.) Where do they make it? (Inside their leaves.) Can any other sea animals or fish make their own food? (No, they can't.) What do they need to eat? (Plants and other fish.)*

3.15: see Student's Book page 45

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** Sunlight. **2** Plants. **3** Primary consumers. **4** Smaller fish and other animals.

5 Which other food chains can you describe?

- Students think of other food chains and describe them in pairs. Discuss ideas as a class.
- Students guess how long great white sharks can live without food. They can then read the Guess What! fact (three months). Congratulate students who made the closest guesses.

Workbook page 36

1 Read and complete the sentences.

- Students read and complete the sentences describing the underwater food chain.

Key: **2** Plants **3** producers **4** consumers **5** secondary

2 Look, read, and number the pictures.

- Students number the pictures in each food chain with the correct label number.

Key: **2** grass **3** snail **4** snake
1 sunlight **2** flowers **3** butterfly **4** bird

3 Look at activity 2. Write the words.

- Students complete the sentences about the food chains in activity 2.

Key: **2** producers **3** primary consumers **4** sunlight

Ending the lesson

- Play a game of *True or false?* (see page xix), making sentences about the underwater food chain.

Extra activities: see page TB106 (if time)

Lesson aims Students will create an endangered sea animals project. | They can also complete the unit evaluation in the Workbook.

New language *climate change, endangered, habitat, ocean, pollution, protect;* sea animals

Recycled language Students review all unit vocabulary and grammar in the unit evaluation.

Materials Model sheet 3, Project sheets 3, Worksheets 3, Group and Teacher evaluation sheets, cue cards (optional), pencils or pens, computer for photographs and research, poster paper (optional), colored pencils or makers (optional), scissors and glue (optional)

Warmer

- Play a game of *Guess what!* (see page xvii), using descriptions of animals, e.g., *This animal is from Africa. It's brown and yellow. It eats leaves. It's very tall. It's the tallest land animal in the world.* (*It's a giraffe.*)

Student's Book page 45 – Let's collaborate!

Introduce the project.

- Students look at the project flyer on page 45. Ask *What animals can you see?* Pre-teach *endangered* (animals and plants that may soon disappear from the world because there are only a few left alive). Ask *Do you think these animals are endangered?* Encourage students to give reasons why the animals might be endangered and write ideas on the board. Say *Now it's your turn. Let's collaborate.* Tell them they are going to make a project about endangered animals.

Step 1 Plan your project.

- Divide students into project groups of four and distribute project sheets. Have them use the ideas from the previous discussion to think about whether the animals listed on the project sheet are endangered and why. You can share ideas as a class and add them to the board.
- Encourage students to check their ideas in multiple sources. If necessary, they can do this at home, and then compare their findings with their group.
- Have groups research more endangered sea animals online and then make a list.
- Hand out a worksheet to each student or one per pair. Encourage each group to agree on one animal to research from their list, and ensure that each group has a different animal. First, students complete the information from the mind map part of the worksheet. They can split into pairs to research the information, or they can assign each other different sections to complete.
- Show students the model sheet. Explain what a "call to action" is (it refers to things people need to do next) and have students work together in their groups to complete the section on the worksheet.
- Students work in their groups to check each other's ideas.

Step 2 Create your project.

- If possible, students can create their project digitally using a slide presentation. They should create at least two slides that include the information from their worksheet and photographs of their animal. Show them the model sheet again to give ideas. If a digital presentation is not possible, students can create their project on poster paper.
- All students should take part in the presentation. Give students time to agree on who is going to present each section of their project.

Step 3 Present your project.

- Have groups present their projects to the class.
- Encourage them to focus on making eye contact with their audience to attract and keep their interest. Draw students' attention to the examples in the speech bubbles to give ideas for what to say.
- Take a class vote on their favorite project, and encourage students to give reasons for their opinions.

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB119 or *Teacher's Resources*) to each group for them to complete.
- If you wish, complete a Teacher evaluation sheet (see page TB120 or *Teacher's Resources*) for each group and award students an overall grade.

Workbook page 37 – Evaluation

1 Read and complete.

- Students complete the text with names of the sea animals they can see in the picture.

Key: **2** sharks **3** jellyfish **4** seals **5** Whales

2 Look at activity 1. Put the words in order and write the answers.

- Students order the words to make questions. They then answer them using the information from activity 1.

Key: **2** Which are the most dangerous sea animals? box jellyfish **3** Which are the biggest sea animals? whales **4** Which does Tina think are the most beautiful sea animals? whales

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 ✗ in the box next to anything they're still unsure about. Make a note of any areas students have found difficult, for farther review work.
- Students then choose the part of the unit they found the most interesting and write it down. They can compare this choice with those made by other students.

Extra activities: see page TB106 (if time)

4 Gadgets





Unit aims Students will talk about technological gadgets and activities in the past. This includes:

- learning vocabulary for gadgets
- using the simple past with regular verbs
- asking questions using the simple past with regular verbs
- learning about different inventions

They will also learn to read a line chart.

Background information The photograph shows two girls using a laptop in the city of Jodhpur, India.

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?* (*Gadgets and technology.*) Teach the new word *gadget*.
- Ask *Which gadget are these girls using?* Elicit or teach *A laptop.* Ask *What can you use a laptop to do?* Elicit different answers: *do homework, watch movies, play games, email friends, find information, shop,* etc. Then ask *What are these girls using the laptop to do?* Students guess, e.g., *I think they're watching a movie. I think they're playing a game.*
- Conduct a show-of-hands class survey about laptops. Ask *Who has a laptop?* Students raise their hands. Ask those students *What do you use your laptop to do?* Elicit an answer, e.g., *I use it to do my homework.* Then ask *Who else uses a laptop to do homework?* Students raise their hands, for you to count and write the number on the board. Repeat with other laptop uses, e.g., *I use mine to play computer games*, to find out the most popular use of laptops in the class.

Look!

- Show students the video to introduce the topic. Pause the video at different intervals and ask what gadgets they can see.
- Play the video again and ask questions. *Do you own any of the gadgets in the video? Which do you use at school? Which do you use at home? Why do you use them?* Elicit the names of different gadgets and write a list on the board.

Guess What!

1 4.01 Listen and look.

2 4.02 Listen and repeat. Then match.



a digital camera **b** e-reader **c** games console **d** headphones **e** laptop
f MP4 player **g** smartphone **h** tablet **i** television **j** video camera

3 4.03 Think Listen and answer the questions. Then practice with a friend.

Can you listen to music on an MP4 player?

Yes, you can!

4 My World What gadgets do you have? Ask and answer.

→ Workbook page 38

Lesson aims Students learn and talk about technology and gadgets.

New language *MP4 player, headphones, television, video camera, games console, digital camera, smartphone, tablet, laptop, e-reader*

Recycled language *listen to music, watch/make movies, play games, take photographs, use a (tablet), read books | What gadgets do you have at home? | Do you have (an MP4 player)? Yes, I do. / No, I don't. | I have / I don't have a (digital) camera. | I like (listening to music). | I (take photographs) on my (smartphone). | Can you (listen to music) on (an MP4 player)? Yes, you can.*

Materials Word cards (optional): see Digital Pack (Teacher's Resources)

Warmer

- Ask *What gadgets can you think of?* Students tell you any.

Student's Book page 48

1 Listen and look.

- Use the photographs to introduce gadgets.

4.01

Interviewer: Today I'm asking Pedro and Alex about technology in the home. What gadgets do you have at home? Do you have an MP4 player?
Pedro: Yes, I do, and I have some headphones. I use them a lot. I like listening to music.
Interviewer: And do you have a television?
Alex: Yes, of course! We both do. I love watching movies. And I like making movies, too. I have a video camera.
Interviewer: How interesting!
Pedro: And you have a games console, Alex. You're always playing on that!
Interviewer: What about a digital camera? Who has a digital camera?
Alex: Pedro does. He likes taking photographs. I don't have a camera. I take photographs on my smartphone.
Interviewer: Cool. Do you have a smartphone, Pedro?
Pedro: No, I don't. But I have a tablet. I like playing games on my tablet.
Alex: I play games on my laptop. And I use it for homework.
Interviewer: Do you have e-readers?
Alex: I do, but Pedro uses his tablet.
Pedro: Or I read books.
Interviewer: Of course!

2 Listen and repeat. Then match.

- Play the recording. Students repeat and point.
- Play the recording again. Students match the words.

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

4.02

1 MP4 player 2 headphones 3 television 4 video camera 5 games console 6 digital camera 7 smartphone 8 tablet 9 laptop 10 e-reader

3 Listen and answer the questions. Then practice with a friend.

- Play the recording, pausing for students to answer.
- Students can then ask and answer in the same way in pairs.

Key: 2 Yes, you can. 3 No, you can't. 4 Yes, you can. 5 Yes, you can. 6 Yes, you can. 7 Yes, you can. 8 No, you can't. 9 Yes, you can. 10 No, you can't.

4.03

1 Can you listen to music on an MP4 player? 2 Can you watch movies on a television? 3 Can you play games on a digital camera? 4 Can you play games on a tablet? 5 Can you take photographs with a smartphone? 6 Can you make movies with a video camera? 7 Can you read books on an e-reader? 8 Can you read books on a games console? 9 Can you do homework on a laptop? 10 Can you take photographs with headphones?

4 What gadgets do you have? Ask and answer.

- Students ask and answer in pairs or small groups.

Workbook page 38

1 Write the words.

- Students solve the anagrams and write the correct words.

Key: 2 tablet 3 video camera 4 headphones 5 digital camera 6 MP4 player

2 Read and complete the sentences.

- Students complete the sentences with appropriate gadgets.

Key: 2 games console 3 e-reader 4 laptop 5 television

3 Read and circle the ones that don't belong.

- Students read the sentences and circle the gadget that doesn't belong.

Key: 2 a digital camera 3 b headphones 4 a video camera

My picture dictionary → Go to page 88. Write the new words.

- Students label the pictures.

Key: digital camera, e-reader, games console, headphones, laptop, MP4 player, smartphone, tablet, television, video camera

Ending the lesson

- Play the *Sentence chain game* (see page xviii), starting with: *For my next birthday, I would like a (tablet).*

Extra activities: see page TB106 (if time)

Lesson aims Students talk about what they did in the past (regular verbs).

New language *I listened / didn't listen to music (on an MP4 player).*

Recycled language *listen to music, watch a movie, use some headphones, play games, study English, yesterday (evening), last night/Saturday, this morning before school*

Materials Word cards (optional): see Digital Pack (Teacher's Resources)

Warmer

- Play *Stand up and sit down* (see page xix), making sentences about using technology, e.g., *I like watching television. I don't like playing computer games on a laptop.*

Presentation

- Continue the game, this time changing the sentences to being about something you did in the past, e.g., *Last night, I visited a friend. I didn't listen to music. I watched a movie.* (Make sure you only use verbs that take the regular past tense.) Students stand up when you mention an activity they also did last night. Ask these students to repeat the sentences.
- Repeat the activity, using different time expressions for the past (e.g., *yesterday morning/afternoon/evening, this morning before school, last Saturday*).

Student's Book page 49

5 Read and listen.

- Use the photographs to introduce the concept of a technology show. Students who've been to a technology show can raise their hands and say what they saw there.
- Say *Let's read about a field trip to a technology show! Which gadgets were at the show?* Play the recording. Students read and listen, following the text and noting down the list of gadgets. They can then list the gadgets: *There were MP4 players, e-readers, games consoles, tablets, and headphones.*
- Say *Now listen and repeat.* Play the recording again, pausing for students to repeat the sentences.
- Refer to the Focus! box to point out the rules for forming the past tense with regular verbs.

4.04: see Student's Book page 49

6 Read and say the names.

- Students read the sentences about the children on the field trip and say the correct names. Students can also make their own sentences for a partner to guess.

Key: **1** Max and Adam **2** Tia **3** Tia **4** Luisa **5** Lottie and Simon

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

- Students choose words from the boxes to make true or false sentences about themselves, e.g., *I listened to my MP4 player last night.* Their partner has to listen and say if it's true or false. Students use the example speech bubbles and the Focus! box to help.
- Students can then do the same activity, but this time making negative sentences.

8 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 grammar.
- Students can make up their own verse of the chant, substituting the activities mentioned with their own ideas.

4.05: see Student's Book page 102

Grammar fun!

- Play the *Grammar fun!* (Class survey game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Play each statement and have students raise their hand if it is true for them (see Introduction page xii).

Workbook page 39

4 Complete the sentences about yesterday with words in the box.

- Students use the words in the box to complete the sentences in the past tense. They choose the affirmative or the negative to match the photograph.

Key: **3** didn't use **4** watched **5** listened to **6** studied

5 Read and correct the sentences.

- Students read the sentences and cross out the incorrect verb in each one. They then write the correct verb in the past tense.

Key: **2** ~~play~~ study **3** ~~listened to~~ watched **4** ~~studied~~ played **5** ~~watch~~ listen **6** ~~used~~ visited

6 Write about last week. Use the words in the box and your own ideas.

- Students write four sentences about things they did last week. They use the verbs in the box, changing them into the past tense in their sentences. Students should try to make true sentences. They can then say their sentences to their partners, who challenge anything they don't think is true.

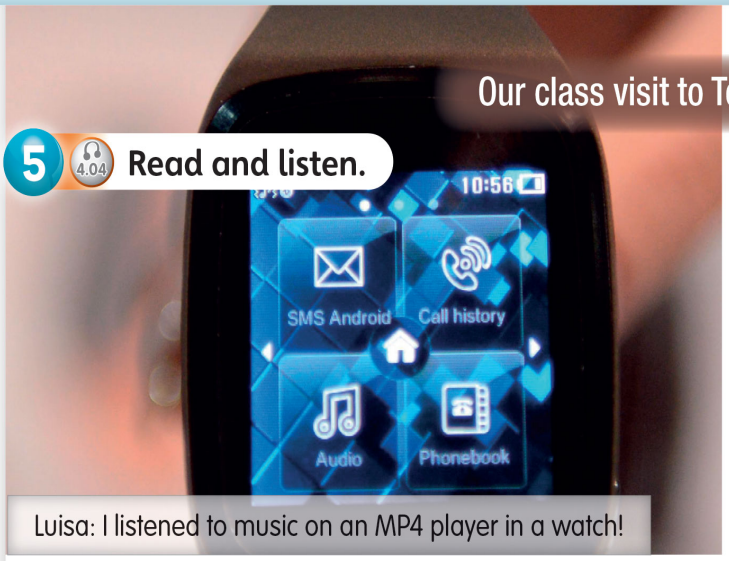
Ending the lesson

- Make sentences about what you did yesterday. Students have to guess by a process of elimination, e.g., *I didn't listen to music yesterday, and I didn't use my computer. I watched something, but I didn't watch television. What did I watch?* (*You watched a movie.*) Students can also make up their own elimination sentences.

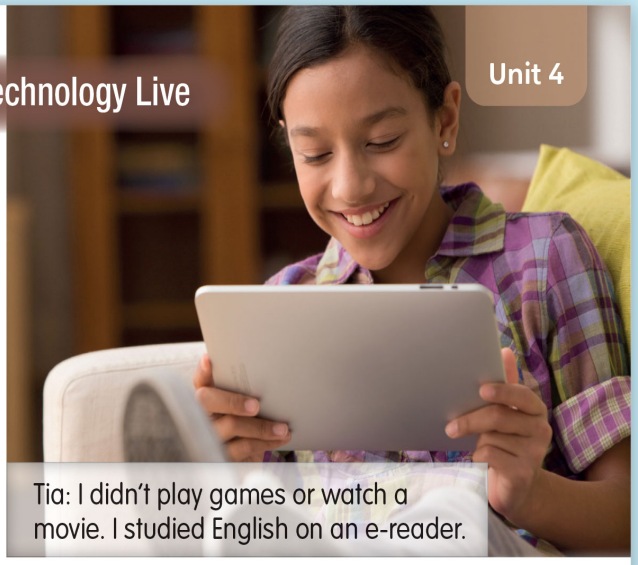
Extra activities: see page TB106 (if time)

Our class visit to Technology Live

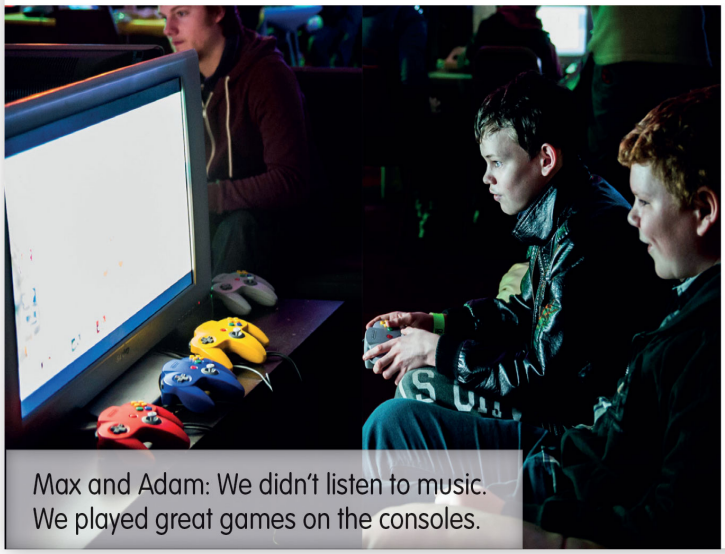
5 4.04 **Read and listen.**



Luisa: I listened to music on an MP4 player in a watch!



Tia: I didn't play games or watch a movie. I studied English on an e-reader.



Max and Adam: We didn't listen to music. We played great games on the consoles.



Lottie and Simon: We watched a movie on a tablet. We used some cool headphones.

6 **Read and say the names.**

1 They played on the games consoles.
2 She didn't watch a movie.
3 She used an e-reader.
4 She listened to music on an MP4 player.
5 They didn't play on the games consoles. They watched a movie.

Focus!

I **studied** English.
I **listened** to music on an MP4 player.
We **didn't listen** to music.

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

listened to	a games console	yesterday evening
watched	my MP4 player	last night
played on	television	last Saturday
used	my laptop	this morning before school

I watched television this morning before school. — False.

8 4.05 **Go to page 102. Listen and repeat the chant.**

→ Workbook page 39

9 4.06 **Who did Emma visit last weekend? Listen and choose.**

a her cousins **b** her friends **c** her grandparents



10 4.06 **Listen again and practice.**

Carla: Hi, Emma. What did you do last weekend?
Emma: I visited my grandparents.
Carla: Was it fun?
Emma: Yes, it was great.
Carla: What did you do?
Emma: We watched television, and we played on their new games console.
Carla: Do your grandparents have a games console?
Emma: Yes, they do. They love playing games!

Focus!

What **did** you **do** last weekend?
I **visited** my grandparents.

11 My World **Choose four activities you did last weekend. Then talk to some friends.**

What did you do last weekend?

I played soccer.

So did I.

I didn't. I visited my cousins.



Say it!

12 4.07 4.08 **Can you hear the different endings? Listen and repeat.**

/d/	/t/	/id/
played	watched	visited

Lesson aims Students ask and answer about things they did in the past. They also practice saying regular past tense endings.

New language *What did you do (last weekend)? I (visited) my grandparents.*

Recycled language family, *watch television, play on a games console, listen to music, play with friends, play soccer, call a friend, use a laptop, walk in the park, paint a picture, help your parents, study English, clean your room*

Materials Word cards: see Digital Pack (Teacher's Resources) | Slips of paper and a bag (optional)

Warmer

- Students play *Pass the word cards* (see page xviii). Students with cards try to make a true sentence about when another student *used, listened to, studied with, played on,* or *watched* the piece of technology on the card. The student described listens and confirms if they're correct or not.

Presentation

- Ask *What did you do last weekend?* Elicit different ideas and write on the board the ones that take regular verbs, e.g., *I played with friends, I listened to music, I used my laptop.*
- Students repeat the question in chorus and individually. They can then ask the person sitting next to them. They have to choose one of the activities from the board.

Student's Book page 50

9 Who did Emma visit last weekend? Listen and choose.

- Ask *Who can you see in the photograph?* (*Carla and Emma.*) Ask *What are they talking about?* Students guess, e.g., *Their weekend.*
- Then ask *Who did Emma visit last weekend? Listen and choose.* Play the recording. Students listen and choose the correct answer.

Key: **c** her grandparents

4.06: see Student's Book page 50

10 Listen again and practice.

- Say *Now listen again.* Play the recording, pausing after Carla's first question for students to repeat: *What did you do last weekend?* Elicit the answer and continue the recording for students to check and repeat the answer. Continue the recording, pausing for students to repeat Carla's two next questions and answer them in the same way.
- Then play the recording again, pausing for students to listen and repeat the dialog. Students can also practice it in pairs.

11 Choose four activities you did last weekend. Then talk to some friends.

- Students choose four activities they did last weekend from those listed on the photograph. They then have to find other students who did the same activities as them.

12 Can you hear the different endings? Listen and repeat.

- Play the presentation section of the recording. Students listen and repeat the verbs, emphasizing the different pronunciation of the past tense ending each time (/d/ for infinitives ending in voiced sounds, /t/ for infinitives ending in unvoiced sounds, and /ɪd/ for infinitives ending in /t/ and /d/).

4.07

Played – /d/ – played	Watched – /t/ – watched
Played – /d/ – played	Visited – /ɪd/ – visited
Watched – /t/ – watched	Visited – /ɪd/ – visited

- Play the practice section of the recording. Students listen and repeat each verb, highlight the sound of the ending (/d/, /t/ or /ɪd/) and then repeat the verb again.

Key: **1** /ɪd/ **2** /t/ **3** /d/ **4** /d/ **5** /t/ **6** /d/ **7** /d/ **8** /d/ **9** /t/ **10** /ɪd/

4.08

1 painted **2** helped **3** listened **4** studied **5** washed **6** climbed **7** cleaned **8** used **9** walked **10** ended

Grammar fun!

- Play the *Grammar fun! (What's the question?* game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote. Then play the rest of the video (see Introduction page xii).

Workbook page 40

7 Read and complete the questions and answers.

- Students read the emails and then complete the questions and answers.

Key: **2** What did Rian do last Sunday? She walked her dog in the park. **3** What did Sheila do with her cousins last Saturday? They played on a games console. **4** What did Sheila do last Sunday? She looked at paintings in the Louvre Museum and shopped on a street called the Champs-Élysées.

8 Complete the questions and answers. Use your own information.

- Students answer the questions about themselves.

Ending the lesson

- Play *So did I* (see page xix).

Extra activities: see page TB106 (if time)

Lesson aims Students reinforce language with a story. They also discuss the value of using technology wisely.

New language *grow, hut, wonderful, explorer*

Recycled language *Antarctica, snow, tablet, diary, blanket, gadget*

Warmer

- Remind students of the story episode from the previous unit: *Which continent did the children visit?* (*Africa.*) *What did they rescue?* (*A baby dolphin.*) *What did the children collect?* (*Shells.*) *Who collected the biggest shell?* (*Capu.*) Ask students to guess where the children are in this episode and what they do. Accept any guesses, including the country or continent they travel to.

Student's Book page 51

13 Read and listen.

- Read the question in frame 1: *Do trees grow on Antarctica?* Ask *What continent are the children on?* (*Antarctica.*) Then ask if any students know the answer to the question.
- Say *Let's find out! Read and listen.* Play the recording. Students follow the story in their books. At the end of the story, students can answer the opening question: *No, they don't.*
- Then play the recording again, pausing at the end of each frame to ask more questions: Frame 1: *What's the weather like?* (*It's cold, and it's snowing.*) Frame 2: *What year is it?* (*1950.*) *Where are they?* (*In Antarctica.*) Frame 3: *What does Jack find?* (*A diary.*) Frame 4: *Who sees the explorers first?* (*Capu.*) Frame 5: *Are the explorers in danger?* (*Yes, they are.*) *What should the children do?* (*They should help them.*) Frame 6: *What do they use to help?* (*Blankets and the tablet.*) Frame 7: *What comes to help?* (*A helicopter.*) Frame 8: *Do the explorers like the tablet?* (*Yes, they do.*)
- You may also like to point out why the explorers are so impressed by the tablet. (They didn't have tablets in 1950, which is the year of the story episode.)
- 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 groups, with each group acting the part of one character.

4.09: see Student's Book page 50

Value *Use technology wisely*

- Read the value: *Use technology wisely*. Students think of ways the story shows the children using technology wisely. (They use it to find out where they are, and they use it to radio to a helicopter for help.)
- Encourage students to think of ways they can use technology wisely, e.g., *to do homework, to study and find out information, to email people and ask for help, to work, to rescue people.*

Workbook page 41

9 Read the story again and complete the sentences. Then number.

- Students complete the sentences with the words from the box. They then number the sentences in the correct order. Students refer back to the story in the Student's Book as necessary.

Key: **2** They find a diary from 1950. **3** They should help the explorers. **4** Then they use the tablet to ask for help. **5** The explorers think the tablet is a wonderful gadget.

10 Read and match.

- Students read and match the two halves of each sentence.

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

11 Write the sentences. Then check the ones that show the value: Use technology wisely.

- Students order the words to make sentences. They then check the sentences that show the value of using technology wisely.

Key: **2** You can use a tablet to study English. ✓ **3** You can play on a games console in class. ✗ **4** You can use a cell phone to ask for help. ✓

Ending the lesson

- Ask students which of the experiences in the story they would like to try themselves, e.g., *Would you like to go to Antarctica? Would you like to travel in a helicopter? Would you like to travel in time? Would you like to rescue someone?* Students answer *yes* or *no* and say why.

Extra activities: see page TB106 (if time)

13 4.09 Read and listen.



→ Workbook page 41

Value: Use technology wisely

Skills: *Listening and speaking*

Let's start! **Which gadgets do you have?**

14 4.10 **What were the first gadgets? Listen and match.**

Adam Osborne | Martin Cooper | Ralph Baer

a



b



c



1973 | 1981 | 1967–1968

15 4.10 **Listen again and answer the questions.**

1 What was the name of the first games console?
2 How many games were there on the first games console?
3 What was the name of the first laptop?
4 How long was the first cell phone?
5 Where did Martin Cooper get the idea for a cell phone?

16 4.11 Talk Time **Decide which inventions are the most useful.**

Which invention is the most useful? — I think it's the …

What do you use it to do? — I use it to …

→ Workbook page 42

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

New language *modern, invent, weigh | Who invented (the laptop)? | It weighed (more than one kilogram).*

Recycled language *gadgets, dates | (Adam Osborne) invented (the laptop) in (1981). | It was (bigger) than (laptops) today. | It was called (the Brown Box). | Which invention is the most useful? | What do you use it to do? I use it to (do my homework).*

Warmer

- Play *Ten lives* (see page xix), using words for gadgets.

Student's Book page 52

Which gadgets do you have?

- Ask the opening question: *Which gadgets do you have?* Elicit a list of popular gadgets and write them on the board. Teach additional words as necessary.
- Students can then look at the photographs of the first version of some gadgets, when they were invented. Students guess what they are and see if any of the gadgets they listed on the board are shown. Teach the word *invention*.

14 What were the first gadgets? Listen and match.

- Point to photograph a (the first laptop) and ask *Who invented the laptop?* Then repeat with the photograph of the first cell phone and games console.
- Say *Let's find out!* Read the names of the inventors above the photographs and the dates below. Then say *Now listen and match.* Play the recording. Students listen and match the inventor to their invention and date.
- Then play the recording again, pausing after each invention to ask *Who invented (the laptop)?* and *When did they invent it?*

Key: **1** Ralph Baer – c – 1967–1968 **2** Adam Osborne – a – 1981 **3** Martin Cooper – b – 1973

4.10

Presenter: We all love modern technology. Many of us have laptops, cell phones, and games consoles. But who invented these things? Listen and find out.

1 Ralph Baer invented the first games console. He worked on it from 1967 to 1968. It was called the Brown Box games console. There were eight games on it. They included Ping-Pong, volleyball, and soccer games. People used the games console with their television screen.

2 Adam Osborne didn't invent the computer, he invented the first laptop. It was called Osborne 1, and he invented it in 1981. It looked very different from the laptops we have today. It was big and heavy, and it had a very small screen. It couldn't hold a lot of data, but lots of people used it.

3 Martin Cooper invented and used the first cell phone in April 1973. It was bigger and heavier than cell phones today. It was 23 centimeters long, and it weighed more than one kilogram. He got the idea for a cell phone from TV programs about space. He worked with the company Motorola. They made the phone smaller and lighter.

15 Listen again and answer the questions.

- Students read the questions and see what answers they can remember. Then play the recording again for them to listen and check.
- Nominate students to ask and answer the questions to check as a class.

Key: **1** It was called the Brown Box games console. **2** There were eight games on it. **3** It was called Osborne 1. **4** It was 23 centimeters long. **5** He got the idea from TV programs about space.

16 Decide which inventions are the most useful.

- Ask *Which inventions are the most useful? What do you think?* Elicit initial ideas and then say *Let's decide!* Play the recording. Students listen while reading the conversation prompts in the speech bubbles. They then work in pairs or small groups, deciding which invention they think is the most useful and what they use it to do. They use the example speech bubbles to help.
- Students can then read their conversations aloud and see if they all agree. This can also be organized as a *Class survey* (see pages xvi to xvii).

4.11

A: Which invention is the most useful?
B: I think it's the laptop.
A: What do you use it to do?
B: I use it to do my homework.

Workbook page 42

12 Read Ben's report and circle the correct answers.

- Students read Ben's report about two inventions. They then read the questions and circle the correct answers.

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

13 How to use periods (.) and exclamation points (!).

- Students read the rules about using periods and exclamation points. They then read Ben's report again and circle the exclamation points.

Ending the lesson

- Play a game of *Starting letters* (see page xix), using *invention* as the stem word.

Extra activities: see page TB106 (if time)

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

New language *edit, special effects, difficult, easy*

Recycled language *gadgets, usually, sometimes | How/Where do you (make movies)? | I/We/They (think of a story). | (Editing) means (choosing the best parts of a movie). | Is (making movies) difficult? No, it's easy with a smartphone.*

Materials Small gadgets or other objects | Students' recording gadgets (optional)

Warmer

- Play the *Yes/No game* (see page xix), with students trying to guess what your gadget is. Students can then take turns thinking of their favorite gadget.

Student's Book page 53

What does Max like using his smartphone for?

- Ask *What's Max's favorite gadget?* Students guess: *His smartphone.* Then ask *What does he like using his smartphone for?* Students guess. 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. Then check the answer to the opening question: *He likes making movies.*
- Check comprehension of the text with a few questions: *Who does Max make movies with?* (*His friends.*) *Does he make the movies at home?* (*No, he doesn't.*) *What does he do at home?* (*He edits the movies.*) *Do his parents like the movies?* (*Yes, they do.*) *Is making movies easy?* (*Yes, it is.*)

4.12: see Student's Book page 53

18 Read again and correct the sentences.

- Say *Now read again and correct the sentences.* Students read the sentences and note the incorrect detail each time, referring back to the text in activity 17.
- Check the activity by asking pairs of students to read each sentence and pairs of students to correct it.
- If you have time, students can continue the activity in pairs, making more sentences about the text for their partner to correct.

Key: **1** Max is eleven years old. **2** He likes making movies with his smartphone. **3** He makes movies with his friends. **4** He usually makes movies in the park. **5** He edits the movies on a laptop. **6** His parents think the movies are funny.

Think of your favorite gadget.

- Say *Now it's your turn. Think of your favorite gadget.* Students choose their favorite gadget and ask and answer about it in pairs, saying what it is and what they like doing with it. Alternatively, they can invent a new gadget and think of what they would like to be able to do with it.
- Students can then draw their gadget and write about it in their notebooks. They can use the text in activity 17 as a model.
- Students present the descriptions of their gadgets to the class and answer questions about them. If any students have invented new ideas for gadgets, the class can listen and say if they think it's a good idea.

Workbook page 43

14 Find out about a gadget or other invention. Make notes about it.

- Students choose a gadget or other invention and make notes about it. They find out who invented it and when, any ways it was different from modern versions, and any more facts about it. Students can work individually or in pairs or small groups. They can do the research on their gadget using books or the Internet, and at home or using books from the school library.

15 Write a report about the gadget or invention.

- Students write their own report about the gadget they've researched in the space provided. They use the information from their notes in activity 14 and Ben's report on Workbook page 42 to help them.
- Students can then read each other's reports and see which inventions are the most useful.

Ending the lesson

- If you have a smartphone, an MP4 player, headphones, or another small gadget, use these to play *What's behind my back?* (see page xix). Alternatively, play the same game with other small objects.

Extra activities: see page TB107 (if time)

Skills: *Reading and writing*

Look below! What does Max like using his smartphone for?

17 4.12 **Read and listen.**

Max is eleven years old, and he likes making movies with his smartphone. We asked him some questions.

How do you make movies?

I think of a story with my friends. Then they act out the story, and I film it.

Where do you make your movies?

We usually go to the park and make the movie outside. Then we go home and edit the movie on my laptop. Editing means choosing the best parts of the movie. I add music and special effects on my laptop, too.

Where do you watch your movies?

On the laptop. Sometimes our parents watch them. They think the movies are funny.

Is making movies difficult?

No. It's easy with a smartphone!



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

1 Max is twelve years old.
2 He likes making movies with his digital camera.
3 He makes movies with his cousins.
4 He always makes movies in the park.
5 He edits the movies on a games console.
6 His parents think the movies are boring.

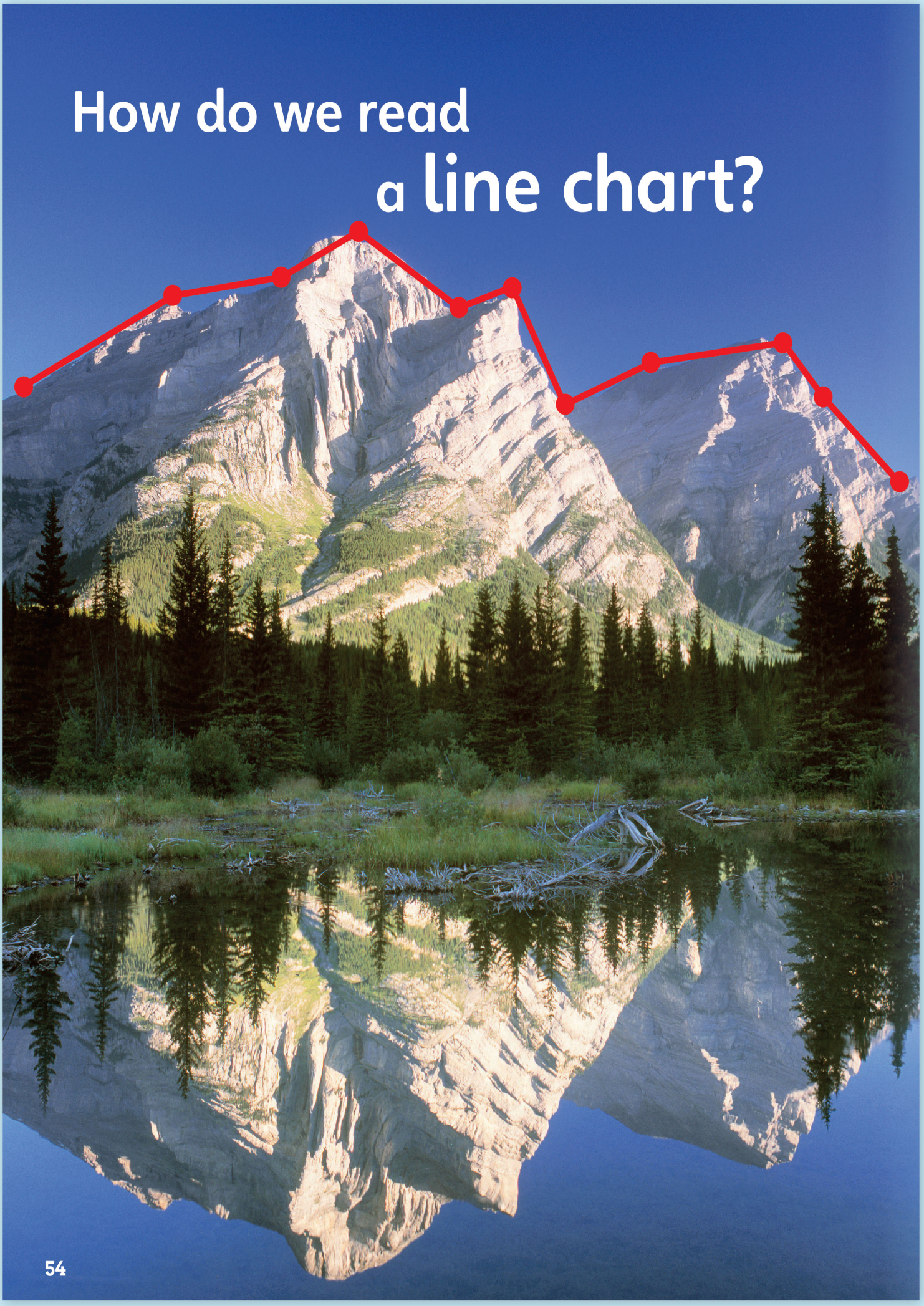
Your turn!

Think of your favorite gadget.
What is it?
What do you like doing with it?

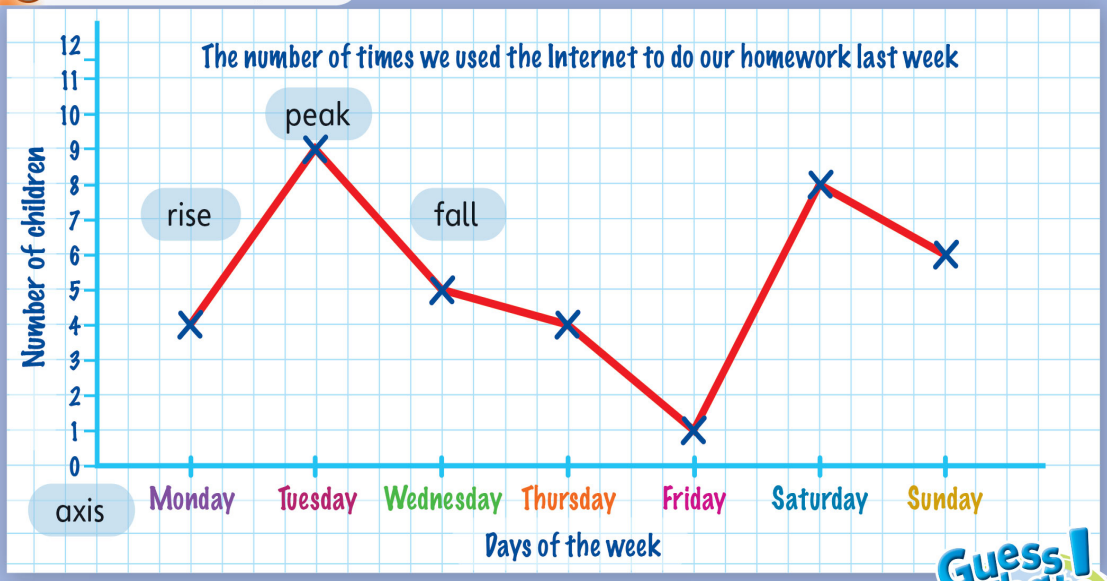
Now write about it in your notebook.

→ Workbook page 43

How do we read a line chart?



1 4.13 Listen and repeat.



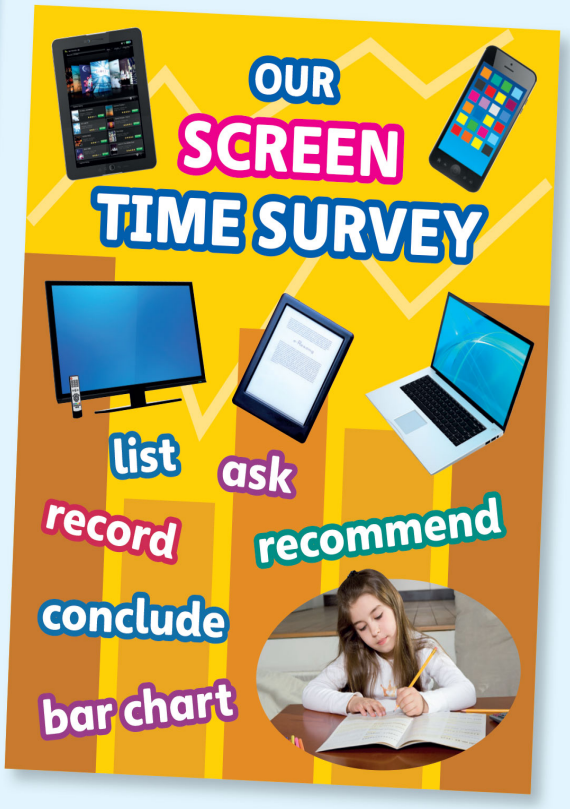
Mon	Tues	Wed	Thurs	Fri	Sat	Sun
IIII	IIII IIII	IIII	IIII	I	IIII III	IIII I

data

Guess What!

Different names for the number 0 include zero, nought, zilch, and zip.

Let's collaborate!



2 CLIL Watch the video.

3 4.14 Look at activity 1. Listen and read the data on the line chart.

4 Answer the questions.

1 How many children used the Internet to do their homework on Wednesday?
2 When was there a big rise in the number of children using the Internet?
3 When was there a bigger fall – between Tuesday and Wednesday or between Thursday and Friday?
4 Which day shows the peak number of children using the Internet?

5 What different data can you put in a line chart?

→ Workbook page 44

CLIL: Math

Lesson aims Students learn how to read a line chart.

New language *line chart, Internet, data, axis, peak, rise, fall*

Recycled language numbers *1* through *20* | *How often do you use (laptops) in class?* | *How often do you use (the Internet) to (do your homework)?*

Materials Instructions for the *Find someone who …* activity (optional)

Warmer

- Ask students *What technology do you use in class? (Interactive whiteboard, tablets, laptops.) How often do you use (laptops) in class? How often do you use the Internet to do your homework?*

Student's Book page 54

How do we read a line chart?

- Use the photograph to teach the word *line chart*. Explain that it's a way of showing the numbers of people who do different things.

Student's Book page 55

1 Listen and repeat.

- Say *Let's find out more about how to read line charts!* Play the recording, pausing for students to repeat the words. Explain: *Data is the information on the chart. An axis is a reference line on the chart. The x axis goes along the bottom of the chart. The y axis goes up the side of the chart. The y axis shows the number of people doing something. A rise shows the number of people doing something going up. A peak shows the most number of people doing something. A fall shows the number of people doing something going down.*
- Use the new vocabulary to ask questions about the line chart on the previous page. *What information does the x axis show? (The days of the week.) What does the y axis show? (The number of children.) What day is there a peak? What day is there a rise? What day is there a fall?*

4.13

1 axis **2** rise **3** peak **4** fall **5** data

2 Watch the video.

- Play the video.
- If you don't have the video, work with the class to draw a simple line chart on the board. Agree on a subject with the class, e.g., *How often do we play on games consoles during the week?* Write the days of the week on the x axis and numbers *1* through *20* on the y axis. Then ask *Who played on their games console on Monday?* Students raise their hands. Count the numbers and demonstrate how to plot the information onto the line chart. Then ask some questions to check the data, as in activity 1.

CLIL 04: see page TB115

3 Look at activity 1. Listen and read the data on the line chart.

- Ask *What does this line chart show?* Students read the title and answer: *How often children used the Internet to do homework.* Students read the data and listen.

4.14

This line chart has an axis below it with the days of the week. On the left, there's an axis with the number of children who used the Internet to do their homework. Above the days, there's a line between the numbers. The line shows a rise in the number of children using the Internet between Monday and Tuesday and between Friday and Saturday. The line shows a fall in the number of children using the Internet between Tuesday and Friday, and between Saturday and Sunday.
The line also shows a peak on Tuesday. This is the day when most children used the Internet to do their homework.

4 Answer the questions.

- Students answer the questions, referring back to the information in the line chart.

Key: **1** Five. **2** Monday to Tuesday and Friday to Saturday. **3** Between Tuesday and Wednesday. **4** Tuesday.

5 What different data can you put in a line chart?

- Students think of different data they could research and show using a line chart, e.g., *How often children listened to music before school last week. How often children helped their parents with jobs around the house after school. How often children practiced playing a musical instrument.*
- Students read the Guess What! fact about the different words for 0 in English. They can also think of different words for 0 in their own language.

Workbook page 44

1 How many computer games did the class buy last year? Draw the data on the line chart.

- Students plot the data supplied on the line chart.

2 Look at activity 1. Answer the questions.

- Students use the data from activity 1 to answer the questions.

Key: **2** number of games **3** December **4** November to December **5** August to September

Ending the lesson

- Play a game of *Guess the answers* (see page xvii), using questions to do with numbers of children, e.g., *How many children watched television on Saturday?*

Extra activities: see page TB107 (if time)

Lesson aims Students will make a screen time survey. | They can also complete the unit evaluation in the Workbook.

New language *healthy, screen time, survey, introduction, recommendations, conclusion*

Recycled language Students review all unit vocabulary and grammar in the unit evaluation.

Materials Model sheet 4, Project sheets 4, Worksheets 4, Group and Teacher evaluation sheets, cue cards (optional), poster paper, pencils or pens, colored pencils or markers, photographs of different gadgets (optional), scissors, glue, computer with presentation tools (optional)

Warmer

- Ask students *What do you like doing after school?* Elicit different activities and write them on the board. Then choose the activities that have a regular past tense form and ask about them: *Who (played computer games) yesterday?* Conduct a show-of-hands survey to find out the most popular activity.

Student's Book page 55 – Let's collaborate!

Introduce the project.

- Students look at the flyer on page 55. Point to the photographs and ask *What devices can you see? How are they similar? (They all have a screen.)* Ask students what activities they use screens for and make a list on the board. Say *Now it's your turn. Let's collaborate.* Tell them they are going to make a survey about screen time.

Step 1 Plan your project.

- Divide students into project groups of four and distribute project sheets. Encourage them to brainstorm and write a list of gadgets with a screen.
- Read the statement with the class. Ask *Why is more than two hours of screen time a day not healthy?* Groups split into pairs to research online. Students report their findings to their groups and compare ideas as a class.
- Hand out a worksheet to each group. Groups continue to discuss ideas about screen time and agree on reasons why it is unhealthy and how to reduce it. Encourage groups to think of three ideas for each question in part 1 of the worksheet.

Step 2 Create your project.

- Refer students to the statement again. Explain that they should use a statement like this and the notes in part 1 of their worksheet to help them with their introduction statement and decide what their survey is for and why they are doing it. Show students the model sheet.
- Explain to students that they are now going to survey their classmates about how much screen time they have per day. Have students survey their own group first. Then give each group a number or letter. Have group 1 survey groups 2 and 3, group 2 survey groups 3 and 4, and so on, so each group has slightly different results. Remind them to keep a tally in part 2 of their worksheets.
- When they have finished, draw attention to the bar chart in the model sheet. Have groups add their totals and make a bar chart on their worksheets.
- Have groups analyze their results, write a conclusion, and give recommendations.
- Hand out poster paper for students to make a final version of their survey. Alternatively, students can make a digital version using a presentation tool.

Step 3 Present your project.

- Groups use their worksheets to present their survey results to another group. Make sure groups present to a group they didn't survey. Have them compare similarities and differences. Are their conclusions the same?
- Students present their survey to the class and have a class discussion about the results.

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB119 or *Teacher's Resources*) to each group for them to complete.
- If you wish, complete a Teacher evaluation sheet (see page TB120 or *Teacher's Resources*) for each group and award students an overall grade.

Workbook page 45 – Evaluation

1 Read the conversation and correct the eight mistakes.

- Students read and find eight mistakes in the conversation. The mistakes all involve use of the present tense instead of the past. They cross out the present tense verbs and write them in the past tense.

Key: **2** ~~play~~ played **3** ~~watch~~ watched **4** ~~study~~ studied **5** ~~listen~~ listened **6** ~~use~~ used **7** ~~use~~ used **8** ~~help~~ helped

2 Look at activity 1. Complete the questions and answers.

- Students complete the questions and answers, referring back to the conversation in activity 1.

Key: **2** What did Dana do last weekend? She studied on her e-reader. Then she listened to music on her new MP4 player. **3** Which gadgets did Helen use last weekend? She used her smartphone and her laptop to make a video. **4** What did Tom do last weekend? He helped Helen make her video.

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 ✗ in the box next to anything they're still unsure about. Make a note of any areas students have found difficult, for farther 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.

Extra activities: see page TB107 (if time)

Review Units 3 and 4

1 4.15 Read, listen, and choose the words.



On my eleventh birthday, I **visit/visited** my favorite **art gallery/movie theater** in London with my family. The movie theater has the **biggest/smallest** screen in the United Kingdom, and it was great.
We watched a very **dangerous/interesting** movie. It was called *Under the Ocean*.
The movie was in 3-D, and we **need/needed** special **headphones/glasses**.
There were lots of beautiful sea animals and some funny ones, too. The **strongest/funniest** one was a crab with a jellyfish on its head! The most **exciting/dangerous** animals were the sea snakes.
We also **listened/learned** about taking care of our oceans.
We should keep them **clean/dirty**.
It was my favorite birthday ever!
Tom

2 Read again and answer the questions.

1 How old was Tom?
2 Where did he visit on his birthday?
3 What movie did he watch?
4 What was the funniest sea animal?
5 What did Tom learn about oceans?

3 My World Think of a visit to the movie theater. Ask and answer.

What movie did you watch?
Was it in 3-D?
What was it about?

4 Write about a movie theater visit in your notebook.

→ Workbook page 46

Lesson aims Students reinforce the language of Units 3 and 4 by exploring the theme of a birthday trip to a 3-D movie theater.

New language *screen, 3-D, special, glasses, sound like, ever*

Recycled language gadgets, sea animals, *visit, art gallery, movie theater, dangerous, interesting, strong, funny, look like, clean, dirty | I (visited) the (movie theater). | (The movie theater) has the (biggest screen) in (London). | There were lots of (beautiful animals). | The (funniest) one was a (crab). | It was my favorite (birthday).*

Warmer

- Ask *What can you remember from Units 3 and 4? Let's find out!* Allow students time to look at the units and at any work displayed in class. Ask *What's 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.

- Ask *Whose birthday is this month?* Students raise their hands. Ask these students *What do you like doing for your birthday? Do you have a party? Do you go somewhere with your friends? Where do you go?*
- Tell students they are going to read about a boy's (Tom's) birthday treat. Look at the photograph first and encourage students to guess about his birthday: *Where is he? What are they doing? Is Tom having a good birthday?* Elicit students' ideas.
- Say *Let's find out! Read and listen.* Play the recording. Students listen and see if they guessed correctly. Explain any new words as necessary, e.g., *screen, 3-D*.
- 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 the activity by asking different students to read the text aloud.

Key: visited, movie theater, biggest, interesting, needed, glasses, funniest, exciting, learned, clean

4.15

Tom: On my eleventh birthday, I visited my favorite movie theater in London with my family. The movie theater has the biggest screen in the United Kingdom, and it was great.

We watched a very interesting movie. It was called *Under the Ocean*. The movie was in 3-D, and we needed special glasses.

There were lots of beautiful sea animals and some funny ones, too. The funniest one was a crab with a jellyfish on its head! The most exciting animals were the sea snakes.

We also learned about taking care of our oceans. We should keep them clean.

It was my favorite birthday ever!

Tom

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** He was 11. **2** He visited a movie theater. **3** He watched *Under the Ocean*. **4** A crab with a jellyfish on its head. **5** We should keep them clean.

3 Think of a visit to the movie theater. Ask and answer.

- Students think of a visit to the movie theater that they particularly enjoyed. They ask and answer about it in pairs, using the example questions to help.

4 Write about a movie theater visit in your notebook.

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

Workbook page 46

1 Look and complete the word puzzle.

- Students write the names of the sea animals into the word puzzle.

Key: Across: **4** shark **5** stingray **6** octopus
Down: **2** dolphin **3** seal **4** starfish

2 Read and complete the sentences.

- Students read and complete the sentences with words for gadgets.

Key: **2** tablet **3** MP4 player **4** e-reader **5** smartphone **6** games console

Ending the lesson

- Review sea animals. Then play a game of *Elimination* (see page xvii), making sentences, such as *Last night, I didn't watch a program about seals, and I didn't watch one about sharks*. Students guess which animal you did watch a program about.

Extra activities: see page TB107 (if time)

Lesson aims Students play a board game and continue reinforcing the language of Units 3 and 4.

Recycled language activities, time expressions, gadgets, sea animals | *I (studied / didn't study English) (last Saturday).* | *Which is the (tallest) (land animal)?* | *Which (sea animal) has (eight legs)?*

Materials Word cards: see Digital Pack (Teacher's Resources) | Coins and buttons or game pieces for playing the game | A small prize wrapped in layers of paper (optional)

Warmer

- Play the *Spelling game* (see page xix), using words from Units 3 and 4. Students can also use the word cards to check their spelling.

Student's Book page 57

5 Play the game.

- The aim of this game is to travel through the Technology Fair to win the digital camera in the *Finish!* square. Students play in pairs with a coin and buttons or game pieces.
- Students place their button or game piece on the top right-hand square (marked *Start*). They then take turns flipping the coin and moving their game piece along the path through the fair. 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 game square, they answer a question. When they land on a purple game square, they make a true sentence about themselves using the prompts provided. If students answer the question correctly or make a correct and true sentence, they stay on the square they've landed on. If they make a mistake, they move back one square.
- When students land on a red hazard square, they follow the instruction.
- The first player to reach the *Finish!* wins the digital camera.
- Students can play the game more than once. They can also substitute some of the questions or sentence prompts with their own ideas.

Key: **2** An elephant. **3** I watched / didn't watch television last night. **5** I used / didn't use an e-reader before school. **6** A box jellyfish. **7** I visited / didn't visit my grandparents last weekend. **8** An octopus. **10** A dolphin. **11** I played / didn't play on a laptop yesterday afternoon. **13** I listened / didn't listen to music yesterday evening. **14** A shark. **16** A giraffe. **17** I studied / didn't study English last Saturday.

Workbook page 47

3 Look and complete the questions and answers. Then match.

- Students complete the questions. They then match these to the correct answers and complete the answers with the missing words.

Key: **2** Which sea animal is the most intelligent? – a The dolphin is the most intelligent. **3** Which bird is the strongest? – d The eagle is the strongest bird. **4** What did you watch on television last night? – b I watched a program about sharks on television.

4 Read and complete the sentences.

- Students read about the children and then complete the sentences.

Key: **2** Alan and Tina played a game on their smartphones. **3** Abby, Alan and Tina looked at whales last night. But they didn't use the same gadgets. **4** Tom learned about box jellyfish. **5** Abby didn't use a laptop or smartphone last night. She watched television.

5 Answer the questions about you.

- Students answer the questions with information about themselves. Encourage them to answer using only regular past tense verbs.

Key: Answers will vary, for example: **1** My favorite sea animals are seals. **2** I visited my grandparents. **3** I didn't play tennis. **4** My favorite gadget is my MP4 player.

Ending the lesson

- Play the *Sentence chain game* (see page xviii), starting with the sentence *I visited a technology fair, and I watched some digital jellyfish.* Students continue, adding sentences with regular verbs: *I watched, I used, I listened to, I studied,* or *I played.* They can use real technology they've seen, or things they invent, e.g., *I played with a robot shark.*

Extra activities: see page TB107 (if time)

5 Play the game.

TECHNOLOGY FAIR

1 Start

2 Which is the strongest land animal?

3 Watch television/ last night

4 Free headphones! Miss a turn!

5 Use an e-reader/ before school

6 Which is the most dangerous sea animal?

7 Visit grandparents/ last weekend

8 Which sea animal has eight legs?

9 Play on the games consoles! Miss a turn!

10 Which is the most intelligent sea animal?

11 Play on a laptop/ yesterday afternoon

12 You lose your smartphone. Go back to the start.

13 Listen to music/ yesterday evening

14 Which dangerous sea animal has a lot of teeth?

15 Watch the digital jellyfish. Miss a turn!

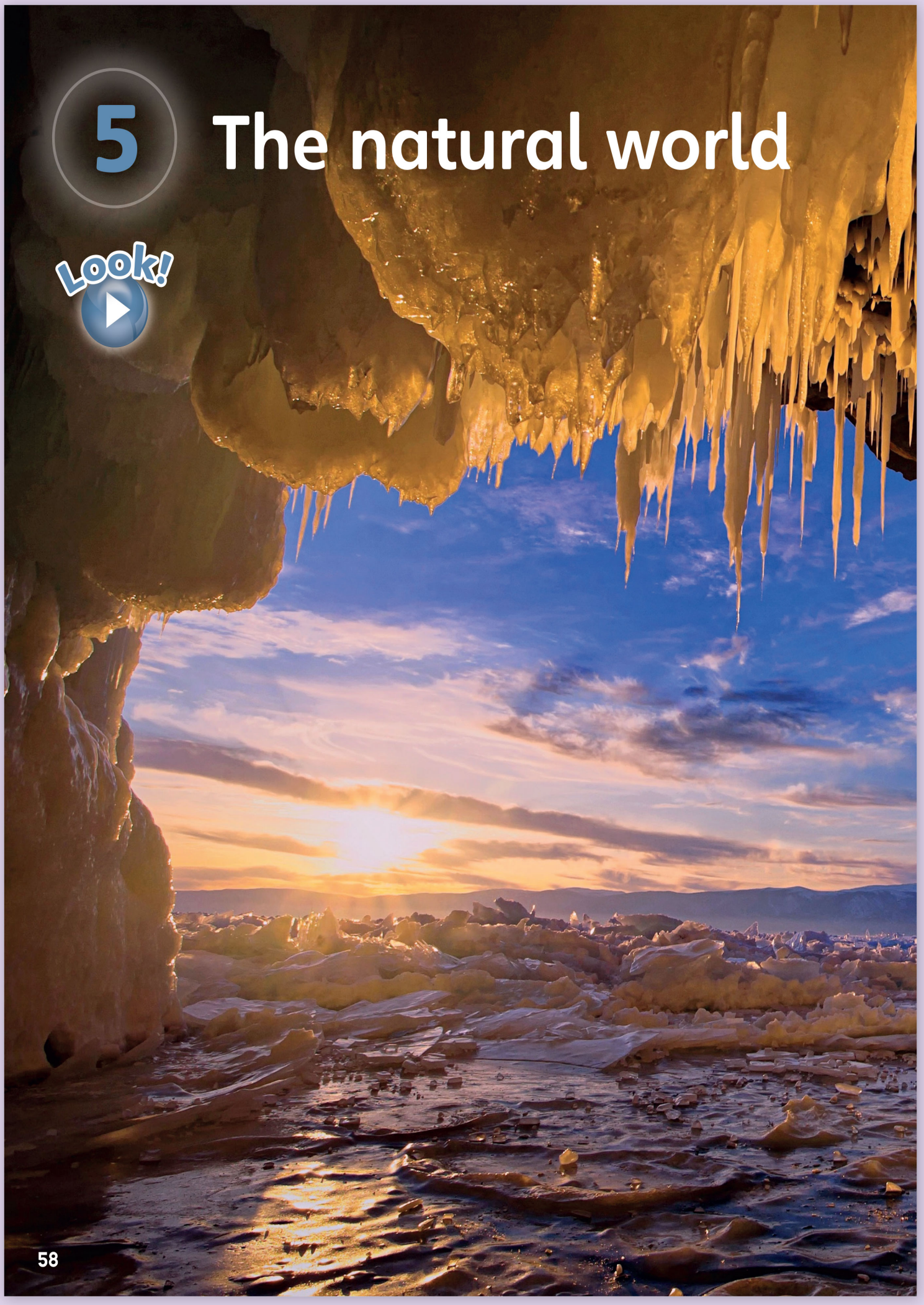
16 Which is the tallest land animal?

17 Study English/ last Saturday

18 Finish!

Green
Answer the questions.

Purple
Make true sentences using these words.


5
The natural world
Look!



Unit aims Students will talk about the natural world. This includes:

- learning vocabulary for features in a natural landscape
- talking about past vacations using irregular verbs
- learning about rain forest and desert animals
- learning what happens when a volcano erupts

Background information The photograph shows a cave on the Jordanian shore of the Dead Sea close to Zara spring.

Introduction to the unit

- Read the title of the unit while students look at the photograph. Ask *What's Unit 5 about?* (*Nature / The natural world.*)
- Then ask *What can you see in the photograph?* (*A cave.*) *Where is the cave?* (*Close to the ocean.*) Students can guess where the photograph's from. If you have a world map, ask students to find the Dead Sea, as well as Jordan. They can also say what continent Jordan is on (Asia).
- Tell students that no animals can live in the Dead Sea because it's too salty (almost ten times saltier than the ocean). You could explain that the stalactites and crystals in the photograph are made by the salty water splashing into the cave and leaving a thick layer of salt.
- Ask *Would you like to visit this cave? What would you like to see inside it?* Students can imagine what they might find inside the cave (the natural landscape of the cave, wildlife, e.g., bats or seabirds, or other things, such as a pirate's treasure).

Look!

- Show students the video to introduce the topic. Pause the video at different intervals and ask what things from the natural world they can see. Elicit the names if they know them and write them on the board (cave, desert, volcano, rain forest, waterfall, island, river, lake, mountains).
- Play the video again and ask questions. *What activities can you do in these places? Which would you like to visit? Why?*

Guess What!

1 5.01 Listen and look.

2 5.02 Listen and repeat. Then match.



a cave **b** desert **c** forest **d** island **e** jungle
f lake **g** mountain **h** river **i** volcano **j** waterfall

3 5.03 Think Listen and say *true* or *false*. Then practice with a friend.

You can climb a mountain. True!

4 My World Which of these things would you like to see? Ask and answer.

→ Workbook page 48

Lesson aims Students learn and talk about natural features in a landscape.

New language *mountain, volcano, desert, cave, forest, jungle, waterfall, river, island, lake | discover, tropical*

Recycled language *wonderful, climb, see, dangerous, walk, hot, sand, explore, under, ground, trees, hear, noise, swim, long, big | You can (climb the highest mountain). | A (volcano) looks like (a mountain). | There's a lot of (sand) in a (desert). | A (jungle) is (a tropical forest). | (An island) is (smaller) than (an ocean).*

Materials Word cards (optional): see Digital Pack (Teacher's Resources) | An *Our world* quiz (see page TB107) (optional)

Warmer

- Say to the students *Close your eyes*. Then say *Imagine you're in the most beautiful place in the world. What can you see? What can you hear? What can you feel?* Allow students a few minutes to imagine their place. Then they compare ideas. Teach additional words as necessary for students to express their ideas.

Student's Book page 60

1 Listen and look.

- Use the photographs to introduce natural landscape features – students can see how many of these they thought of when imagining their most beautiful place. Tell students they will hear Carla and Pedro watching a nature program about the world.
- Play the recording. Students listen and point to the different landscape features.

5.01

Pedro: Carla, do you want to watch this video with me, *Our Wonderful World*?
Carla: OK.
Presenter 1: Our world is a wonderful place. Come and discover it with us.
Presenter 2: Come and climb the highest mountain.
Presenter 1: Or see a dangerous volcano.
Presenter 2: Walk on the hot sand in a desert.
Presenter 1: Or explore under the ground in a cave.
Presenter 2: Walk under trees in a forest.
Presenter 1: Or explore a tropical jungle.
Presenter 2: Hear the noise of a waterfall.
Presenter 1: Or see the longest river.
Presenter 2: Visit a tropical island.
Presenter 1: Or swim in the biggest lake.
Presenter 2: There are a lot of things to see …
Presenter 1: … in our wonderful world.
Pedro: Wow! What would you like to see, Carla?
Carla: Everything!

2 Listen and repeat. Then match.

- Say *Listen and repeat*. Play the recording. Students repeat the words while pointing to the photographs.
- Play the recording again. Students match the words.

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

5.02

1 mountain 2 volcano 3 desert 4 cave 5 forest 6 jungle 7 waterfall 8 river 9 island 10 lake

3 Listen and say true or false. Then practice with a friend.

- Say *Now listen and say* true *or* false. Play the recording, pausing after each sentence for students to say *true* or *false*.
- Students can then do the same activity in pairs. They use the example speech bubbles to help.

Key: 2 false 3 true 4 true 5 true 6 false 7 true 8 true 9 true 10 false

5.03

1 You can climb a mountain.
2 A waterfall is very quiet.
3 A volcano looks like a mountain.
4 A lake looks like a very big pond.
5 There's a lot of sand in a desert.
6 A forest doesn't have any trees.
7 A jungle is a tropical forest.
8 You can go fishing in a river.
9 A cave is under the ground.
10 An island is in the middle of a desert.

4 Which of these things would you like to see? Ask and answer.

- Students choose the places in the photographs they would most like to see or visit. They can also name any places they have already been to and say when they went there.

Workbook page 48

1 Read and circle the correct words.

- Students read the definitions and circle the correct words.

Key: 2 c 3 a 4 a 5 c 6 b 7 c 8 b 9 c 10 a

2 Write the sentences.

- Students use the prompts to write sentences.

Key: 2 A mountain is taller than a tree. 3 Usually, a forest is cooler than a jungle. 4 A desert is drier than a jungle.

My picture dictionary → Go to page 89. Write the new words.

- Students label the pictures.

Key: cave, desert, forest, island, jungle, lake, mountain, river, volcano, waterfall

Ending the lesson

- Students can say which of the natural landscape features they can find in their own country, and name them.

Extra activities: see page TB107 (if time)

Lesson aims Students talk about what they did on vacation. They also practice stressing the strongest words in a sentence.

New language *went, saw, had, drank, swam, caught, ate | My family went to Iceland. | Where did you go?*

Recycled language activities at home | *What did you do (on vacation)? | What did you see / eat and drink?*

Materials Vacation photographs or postcards from your and your students' last vacations (optional)

Warmer

- If you have a vacation photograph or postcard, show it to the class and say *This is me on vacation. I went to (Brazil) on vacation last year. It was great.* Then ask *Where did you go for your last vacation?* Students answer.

Presentation

- Introduce the irregular past tense form of some common verbs: *went, had, saw, swam, ate,* and *drank*. Say, e.g., *Let me tell you about my vacation. I went to Brazil. I saw the Iguazu waterfalls, and I saw a toucan. I swam in a lake. I had dinner in a restaurant. I ate fish and rice, and I drank lemonade. It was a great vacation.*
- Then repeat the description, leaving out words and seeing if students can remember them: *I went to … Brazil!*

Student's Book page 61

5 Read and listen.

- Say *Let's read a girl's report about her vacation! What did she do?* Play the recording. Students read and listen. Ask: *Where did she go? (To Iceland.) What did she see? (Mountains, waterfalls, a volcano, a lake, a fish.) Where did she have lunch? (On a volcano.) What did she drink? (Hot chocolate.) Where did she swim? (In a lake.) What did she catch? (A big fish.)* Then play the recording again, pausing for students to repeat the sentences.
- Refer to the Focus! box to point out the past tense of the irregular verbs.

5.04: see Student's Book page 61

6 Read and correct the sentences.

- Students read the sentences, note the incorrect details, and correct the sentences in pairs.

Key: **1** They didn't go to Russia. They went to Iceland. **2** They didn't have lunch in a café. They had lunch on a volcano. **3** They didn't drink orange juice. They drank hot chocolate. **4** They didn't swim in a river. They swam in a lake. **5** They didn't catch a seal in a river. They caught a fish in a river. **6** They didn't eat an octopus for dinner. They ate a fish for dinner.

7 Think about your vacation last summer. Then ask and answer.

- Students ask and answer about their own vacation.

8 Which words sound the strongest? Listen and repeat.

- Play the presentation section of the activity. Students listen and repeat the strongest words in each sentence, and then repeat the sentence.

5.05

A: We didn't go to a mountain. We went to a lake.
We didn't go to a mountain.
B: didn't / go / mountain
We didn't go to a mountain
A: We went to a lake.
B: went / lake
We went to a lake.
A: We didn't go to a mountain. We went to a lake.

- Play the practice section of the activity. Students listen and say the strongest words in each sentence.

5.06

1 We didn't swim in a river. We swam in a lake.
2 They didn't drink coffee. They drank tea.
3 He didn't catch a shark. He caught a fish.
4 I didn't eat octopus. I ate chicken.
5 She didn't go to Russia. She went to Iceland.
6 They didn't have lunch in a café. They had lunch on a volcano.

Grammar fun!

- Play the *Grammar fun!* (Class survey game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Play each statement and have students raise their hand if its true for them (see Introduction page xii).

Workbook page 49

3 Read Dave's and Amber's vacation lists. Correct the mistakes in the sentences.

- Students read the vacation checklists. They write the correct past tense form.

Key: **2** ~~don't~~ didn't, ~~swim~~ swam **3** ~~eat~~ ate, ~~eat~~ ate **4** ~~don't~~ didn't, ~~go~~ went **5** ~~don't~~ didn't, ~~don't~~ didn't

4 Look at activity 3. Read and complete the answers.

- Students answer the questions.

Key: **2** Dave didn't see a deer. **3** He caught a fish. **4** Amber had a party. **5** They didn't eat pizza.

5 Answer the questions about you.

- Students answer the questions about their own vacation.

Ending the lesson

- Say verbs from the lesson in the infinitive form, e.g., *have*. Students stand up and say the past tense: *had!*

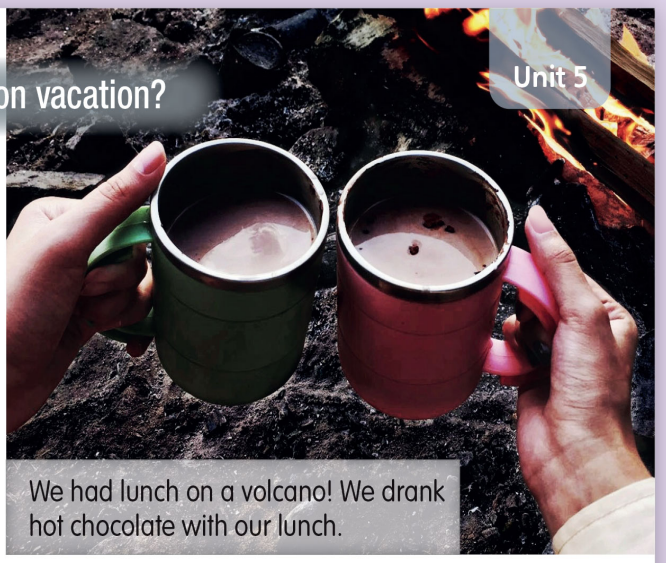
Extra activities: see page TB107 (if time)

What did you do on vacation?

5 5.04 Read and listen.



My family went to Iceland. It was very beautiful. We saw mountains and high waterfalls.



We had lunch on a volcano! We drank hot chocolate with our lunch.



We swam in a lake. The water was warm.



We caught a big fish in a river. Then we ate the fish for dinner. It was delicious.

6 Think Read and correct the sentences.

1 The family went to Russia.
2 They had lunch in a café.
3 They drank orange juice.
4 They swam in a river.
5 They caught a seal in a river.
6 They ate an octopus for dinner.

Focus!

have – had
go – went
see – saw
swim – swam
eat – ate
drink – drank
catch – caught

7 My World Think about your vacation last summer. Then ask and answer.

Where did you go on vacation last summer?
What did you do?
What did you see?
What did you eat and drink?

I went to Baha in Mexico. We swam in the ocean, and we saw whales. We didn't see any sharks.

Say it!

8 5.05 5.06 Which words sound the strongest? Listen and repeat.

We **didn't go** to a **mountain.**

We **went** to a **lake.**

→ Workbook page 49

9 5.07 **Where did Emma go on vacation? Listen and choose.**

a a desert **b** a jungle **c** an island



10 5.07 **Listen again and practice.**

Alex: Hi, Emma. What are you doing?
Emma: I'm making an album about my vacation. Look, I went to Easter Island.
Alex: Cool! Did you see these statues?
Emma: Yes, I did. They were amazing.
Alex: Did you climb the statues?
Emma: No, I didn't! You shouldn't climb on statues, Alex.
Alex: I know. It was a joke!

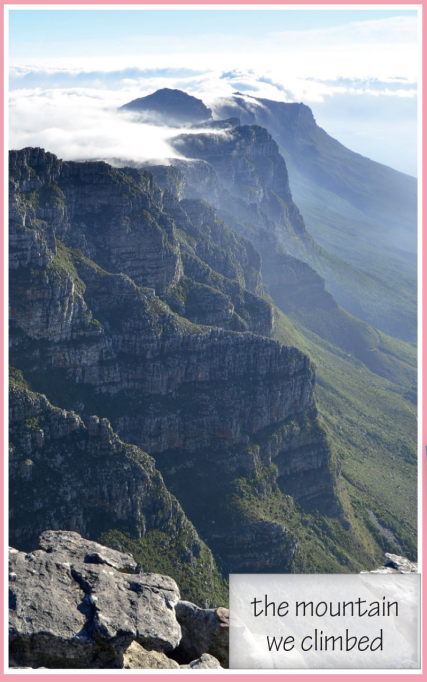
Focus!

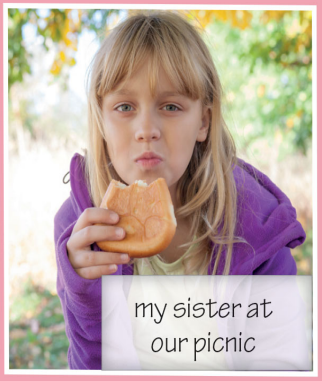
Did you see statues?
Yes, I did.
No, I didn't.

11 Think **Think about Alex's vacation scrapbook. Then ask and answer.**

see animals | swim in a lake | climb a mountain | have a picnic | drink coffee
go on a boat trip | see a cave | catch a fish | take photographs | visit a museum

Did he see animals? Yes, he did.
Did he swim in a lake? No, he didn't.


the mountain we climbed


my sister at our picnic

WHITE SHARK boat trip


penguins at the beach


my grandpa and grandma at the market

12 5.08 **Go to page 103. Listen and repeat the chant.**

Grammar fun!

Lesson aims Students ask and answer about activities people did on vacation.

New language *Did you/he/she (see these statues)? Yes, I/he/she did. / No, I/he/she didn't.*

Recycled language *see statues/animals / a cave | swim in a lake, climb a mountain, have a picnic, drink coffee, go on a boat trip, catch a fish, take photographs, visit a museum | Where did (Emma) go on vacation?*

Materials Word cards: see Digital Pack (Teacher's Resources) | A drinks carton, an empty bag of chips, a ticket to the movies, a bus or train ticket, and a postcard or something similar for the *Trash detectives* game (optional)

Warmer

- Use the word cards to play *What's missing?* (see page xix). Students can then also try to make true sentences about the landscape feature that is missing: *I swam in a lake last summer.*

Presentation

- Make a sentence about something you did in the summer, e.g., *I went to the beach last summer.* Students who also went to the beach stand up. Ask these students *Did you go to the beach?* Elicit the answer *Yes, I did.* Students answer in chorus and individually. Then ask a student sitting down *Did you go to the beach?* Elicit the answer *No, I didn't.* Students answer in chorus and individually.
- Repeat the activity with other sentences. Students can also take turns making sentences.

Student's Book page 62

9 Where did Emma go on vacation? Listen and choose.

- Ask *Who can you see in the photograph? (Alex and Emma.)* Ask *What are they talking about?* Students guess, e.g., *A vacation.*
- Then ask *Where did Emma go on vacation? Listen and choose.* Play the recording. Students listen and choose the correct answer.

Key: **c** an island

5.07: see Student's Book page 62

10 Listen again and practice.

- Say *Now listen again.* Play the recording, pausing after Alex's second question, for students to repeat: *Did you see these statues?* Elicit the answer and continue the recording for students to check and repeat the answer. Continue the recording, pausing for students to repeat Alex's third question and the answer in the same way.
- Then play the recording again, pausing for students to listen and repeat the dialog. Students can also practice it in pairs.

11 Think about Alex's vacation scrapbook. Then ask and answer.

- Students look at Alex's vacation scrapbook and note the things he did and saw.
- They then ask and answer about Alex's vacation in pairs, using the phrases in the box, the example speech bubbles, and the Focus! box to help them.

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 grammar chant, following the text on page 103. Repeat, with students changing roles, until they are chanting confidently.
- Students can make up their own verse of the chant, replacing the questions and answers with their own ideas.

5.08: see Student's Book page 103

Grammar fun!

- Play the *Grammar fun! (What's the question?* game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote. Then play the rest of the video (see Introduction page xii).

Workbook page 50

6 Complete the questions and answers.

- Students complete the questions and answers in the conversation.

Key: **4** went **5** Did **6** didn't **7** Did **8** didn't **9** Did **10** see **11** did **12** Did **13** drink **14** did **15** Did **16** farm

7 Complete the questions and answers about you.

- Students complete the questions and then answer them about their own family and friends. Make sure students are using *Yes, I/he/she/they did* or *No, I/he/she/they didn't* correctly.

Key: Answers will vary

Ending the lesson

- Play the *Yes/No game* (see page xix), thinking of a vacation activity for students to guess, using *Did you (go on a boat trip)? Yes, I did. / No, I didn't.* Students can also play in pairs.

Extra activities: see pages TB107 to TB108 (if time)

Lesson aims Students reinforce language with a story. They also discuss the value of encouraging your friends.

New language *encourage, get out, path, director*

Recycled language *country, tablet, cave, try, bat, actor | Let's (try this path). | I don't like (bats). | Don't worry. | We're very sorry. | You can help us. | (Four actors) didn't (come) (this morning). | I'm not good at (acting). | You're a (great actor).*

Materials Word cards (optional): see Digital Pack (Teacher's Resources)

Warmer

- Remind students of the story episode from the previous unit: *Where did the children go?* (*Antarctica.*) *What was the weather like?* (*It was cold, and it was snowing.*) *What did they find?* (*A diary.*) *Who did they rescue?* (*Two explorers.*) Ask students to guess where the children go in this episode and what they do. Accept any guesses.

Student's Book page 63

13 Read and listen.

- Read the question in frame 1: *Which country is Hollywood in?* Ask if any students know the answer. 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, students can answer the opening question: *It's in the United States.* Teach the new words *get out*, *path*, and *director.*
- Then play the recording again, pausing at the end of each frame to ask more questions: Frame 1: *What doesn't Ruby like?* (*The dark.*) Frame 2: *Where are they?* (*In a cave.*) *What do they want to do?* (*Get out.*) Frame 3: *Who doesn't like bats?* (*Sofia.*) *Was it the right path?* (*No, it wasn't.*) Frame 5: *Who and what do they see?* (*A director, an actor, and some treasure.*) Frame 6: *Where are they?* (*In Hollywood – it's a movie set.*) Frame 7: *Who doesn't want to act?* (*Jack.*) Frame 8: *Do the children enjoy acting in the movie?* (*Yes, they do.*)
- 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 groups, with each group acting the part of one character.

5.09: see Student's Book page 63

Value *Encourage your friends*

- Read the value: *Encourage your friends.* Students think of ways the story shows the children encouraging each other. (They all help each other when they are worried about different things – Ruby doesn't like the dark, Sofia doesn't like bats, and Jack doesn't think he is good at acting.)
- Ask students to look and find expressions that the characters in the story use to encourage or help each other: *Don't worry. Let's try (this path). You can help us. You're a great (actor).*
- Encourage students to think of times when they can encourage their friends, e.g., if they're sad or scared, when they want to try or learn something new, when they have a test, when they need help.

Workbook page 51

8 Read the story again. Then put the words in order and number.

- Students order the words to write five sentences about the story. They then number the sentences in the correct order.

Key: **2** b Sofia doesn't like bats. **3** e The director needs the children to help. **4** a Jack thinks he can't act. **5** c The director thanks the children.

9 Read and circle the correct words.

- Students read and choose the correct word to complete each sentence. They can refer to the story in the Student's Book again as necessary.

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

10 Write the sentences. Then check the ones that show the value: Encourage your friends.

- Students order the words to write the sentences. They then read the sentences and check the ones that show the value of encouraging your friends.

Key: **2** You're not good at sports!
3 You're a great actor! ✓ **4** We can help you! ✓
5 You aren't good at cooking!

Ending the lesson

- Ask students *What's the movie in the story about?* (*Pirates.*) Then ask *Do you like movies about pirates? What kind of movies do you like?* Students can compare their favorite kinds of movies.
- **For the next lesson (optional):** Students can find and bring in pictures of unusual plants and animals. They should find out what they're called and where they live or grow.

Extra activities: see page TB108 (if time)

13 5.09 Read and listen.



→ Workbook page 51

Value: Encourage your friends

Skills: *Listening and speaking*

Let's start! What is the most interesting animal you can think of?

14 5.10 **Where can you find them? Listen and say *rain forest* or *desert*.**



bilby



armadillo lizard



rafflesia



parrot flower



baseball plant

15 5.10 **Listen again and choose the words.**

1 Bilbys have long **ears/legs**.
2 Armadillo lizards are **big/small**.
3 The rafflesia is the **oldest/biggest** flower in the world.
4 The parrot flower looks like a **bird/bat**.
5 The baseball plant grows in the **United States/China**.

16 5.11 Talk Time **Identify animals and plants.**

What's this animal called? It's called a ...

What's this plant called? It's called a ...

→ Workbook page 52

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

New language *bilby, armadillo lizard, rafflesia, parrot flower, baseball plant, rain forest*

Recycled language *desert | What's the most interesting animal you can think of? | What's it called? It's called a (bilby). | Where does it live/grow? It lives/grows in the (desert). | Does this (lizard) live in the (desert), too? Yes, it does. | How big are (armadillo lizards)? | It's the (biggest) (flower) in the world.*

Materials Pictures of unusual plants and animals downloaded from the Internet or cut out from magazines (optional)

Warmer

- Play the *Drawing game* (see page xvii), using animals or plants students know.

Student's Book page 64

What is the most interesting animal you can think of?

- Ask the opening question. Students say their ideas. Then have a vote on the animal that most of them agree is the most interesting. They can also say why, if possible: *It's the biggest animal. It's the fastest animal. It's a very beautiful animal. It's an unusual-looking animal.*
- Ask students if they know where this animal and some of their other suggestions live. Ask *Does it live in a cave? Does it live in the desert? Does it live in a rain forest?* Explain that *rain forests* is the term usually used for tropical forests around the world and that *jungle* describes a particularly thick part of a rain forest.

14 Where can you find them? Listen and say rain forest *or* desert.

- Elicit the names of animals and plants in the photographs.
- Then ask *Where do these animals live? Where do the plants grow?* Students guess. Then say *Let's find out! Listen and say* rain forest *or* desert. Play the recording, pausing after each section for students to answer.
- Then play the recording again, pausing to ask, e.g., *What does the bilby look like? (A mouse.) Are armadillo lizards big? (No, they're small.)*

Key: **1** desert **2** desert **3** rain forest **4** rain forest **5** desert

5.10

1 **Susie:** Look at this funny animal, Adam. It looks like a mouse, but it has long ears! What's it called?
Adam: It's called a bilby.
Susie: Where does it live?
Adam: It lives in the desert.

2 **Susie:** Does this lizard live in the desert, too?
Adam: Yes, it does. It's called the armadillo lizard.
Susie: It's cute! How big are armadillo lizards?
Adam: They're very small. They're usually about eight or nine centimeters long.

3 **Susie:** I know this plant. It's the rafflesia. It's the biggest flower in the world.
Adam: Where does it grow?
Susie: It grows in rain forests. And it's very smelly!
Adam: Oh!

4 **Susie:** This is a beautiful flower. It looks like a parrot!
Adam: Yes. It's called the parrot flower. It grows in rain forests, too.

5 **Adam:** And this plant looks like a ball.
Susie: Yes – a baseball! It's called the baseball plant. It grows in the desert in the United States.

15 Listen again and choose the words.

- Students read and choose the correct words. Then play the recording again. Students listen and check.

Key: **1** ears **2** small **3** biggest **4** bird **5** the United States

16 Identify animals and plants.

- Say *Let's talk about animals and plants! Listen.* Play the recording. Students listen while reading the prompts.
- Then ask students to use any pictures of animals and plants they've brought in (or distribute any you've brought in). Students can work in pairs or small groups, identifying them all. They use the example speech bubbles to help.

5.11

A: What's this animal called?
B: It's called a bilby.

B: What's this plant called?
A: It's called a rafflesia.

Workbook page 52

11 Read the vacation reviews. Change the underlined words to say what happened. Then match.

- Students read the reviews and cross out each underlined word in the present tense. They then write it in the past tense.

Key: **2** went **3** saw **4** ate **5** saw **6** saw **7** went **8** ate **9** drank **10** saw

12 Look at activity 11. Answer the questions.

- Students answer the questions, referring back to activity 11.

Key: **2** She saw a monkey and a jaguar. **3** Lizards and birds. **4** They were naughty.

13 How to describe things.

- Students read the rules and circle the adjectives.

Key: **1** (Amy's review) long, big, delicious **2** (Jim's review) green, pretty, beautiful, naughty, dark

Ending the lesson

- Play a game of *True or false?* (see page xix), describing plants or animals that students know from the lesson.

Extra activities: see page TB108 (if time)

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

New language *silverback, guide*

Recycled language landscape features, family, *gorilla | We (arrived) yesterday. | The park is (beautiful). | There are (mountains, volcanoes, and rain forests). | You can only (visit gorillas with a guide). | (Father gorillas) are called (silverbacks). | It was the most (exciting) day of my life.*

Warmer

- Ask students for a list of animals they know. Then ask if they know which countries they're from in the wild. If possible, include *gorilla* in the list of animals and tell students they're from Africa.

Student's Book page 65

What did Billy do on vacation?

- Use the photograph to introduce Billy, and then ask *What did Billy do on vacation?* Students guess: *He went to Volcanoes National Park. / He saw gorillas.* Accept any answers and then say *Let's read his travel diary 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: *He went to a national park, and he saw a family of mountain gorillas.*
- Ask students to guess which continent the Volcanoes National Park is in (*Africa*). Then ask *What natural features can you see in the park?* (*Mountains, volcanoes, and rain forests.*)

5.12: see Student's Book page 65

18 Read again and answer the questions.

- Students read and answer the questions, referring back to the text in activity 17.
- Check the activity by asking pairs of students to say the questions and answers.

Key: **1** No, he didn't. He went to a national park. **2** About 480. **3** No, he didn't. He saw them in the morning. **4** They're called silverbacks. **5** Yes, they were. **6** Yes, he did.

Think of your favorite vacation.

- Say *Now it's your turn. Think of your favorite vacation.* Students choose their favorite vacation and ask and answer about it in pairs, using the questions in the box and saying where they went, what they did, and what they saw. Alternatively, they can invent an imaginary favorite vacation, based on a trip they would like to make.
- Students can then write about their vacation in their notebooks. They can use the text in activity 17 as a model.
- Students present the descriptions of their vacations to the class and answer questions about them. Students listen and decide which vacations sound the most exciting, interesting, or fun. You can also combine students' vacation descriptions into a class travel guide.

Workbook page 53

14 Make notes about a place you visited. Use words to describe things.

- Students complete the mind map with details of an exciting place they once visited. They fill in the details with where and when they went, what they saw, ate, and drank, and what they did there. Encourage them to include adjectives (describing words) in their notes. Students' mind maps will vary, and they can work individually, in pairs, or in small groups on this activity.

15 Write a review of the place you visited. Draw a picture.

- Students write their own review about the place they visited. They use the information from their notes in activity 14 and the vacation reviews on Workbook page 52 to help them.
- Students can then read each other's reviews and see which places sound the most interesting to visit.

Ending the lesson

- Students share their ideas of somewhere they'd like to go and see animals in the wild, e.g., *I'd like to go to Australia and see kangaroos. I'd like to go to Antarctica and see penguins. I'd like to go to China and see pandas.* Students can vote for the most exciting idea.

Extra activities: see page TB108 (if time)

Skills: *Reading and writing*

Look below! What did Billy do on vacation?

17 5.12 Read and listen.



My vacation in the Volcanoes National Park.

We arrived yesterday. The park is very beautiful. There are mountains, volcanoes, and rain forests. There are also about 480 mountain gorillas in the park. We wanted to see them.

You can only visit the gorillas with a guide. We got up very early this morning and walked through the forest for three hours. Then our guide pointed in front of us. We saw a gorilla family!

There was a mother gorilla with a baby and a father gorilla. Father gorillas are called silverbacks, and they're very strong. The gorillas didn't hide – they watched us, too! We stayed close to them for one hour. Then we went back to our hotel. It was the most exciting day of my life!

18 Read again and answer the questions.

1 Did Billy go to a desert?
2 How many gorillas live in the park?
3 Did Billy visit the gorillas at night?
4 What are father gorillas called?
5 Were the gorillas interested in Billy?
6 Did he enjoy meeting the gorillas?

Your turn!

Think of your favorite vacation.
Where did you go?
What did you do?
What did you see?

Now write about it in your notebook.

→ Workbook page 53


What happens when a
volcano
erupts?

1 5.13 Listen and repeat.



2 CLIL Watch the video.

3 5.14 Read and listen.

Volcanoes look like mountains, but volcanoes have a vent inside and a crater at the top. Sometimes they erupt, and very hot, red material comes up the volcano's vent and runs into the crater. This hot material is called lava, and it is very dangerous.

Next, ash and rocks fly high into the air, and the lava runs down the sides of the volcano. After the eruption, the lava gets colder, and it turns to rock.

Lava sometimes runs over plants, and then they stop growing.

A volcano that erupts is called an active volcano. There are about 1,500 active volcanoes in the world.

4 Answer the questions.

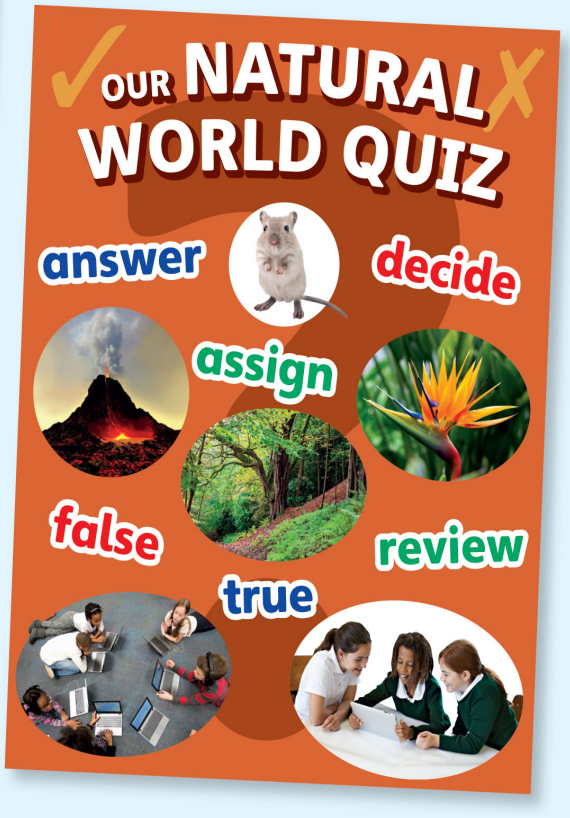
1 What does a volcano look like?
2 What is at the top of the volcano?
3 What happens to the very hot, red material when a volcano erupts?
4 How many active volcanoes are there?

5 Which volcano would you like to see?

Guess What!

The world's largest active volcano is Mauna Loa in Hawaii. It is 4,169 m tall.

Let's collaborate!



→ Workbook page 54

CLIL: Geography

Lesson aims Students learn about what happens when a volcano erupts.

New language *erupt, crater, lava, rock, ash, active | What happens when a volcano erupts?*

Recycled language *before, after, hot, inside, fly, stop, plants | There are lots of active volcanoes in the world.*

Materials A world map or globe | Red sticky dots (optional) | A list of active volcanoes (optional) | Dictionaries (optional)

Warmer

- Ask *Are there any volcanoes in our country?* If there are, ask *What are they called? Where are they?* Students can show you on a map if you have one. Alternatively, ask *What volcanoes do you know about? Where are they in the world?* Students name any they know and show you where they are on the world map, e.g., Mount Etna in Sicily, Machin in Colombia, Erebus in Antarctica, Hekla in Iceland, Chirpol in Russia.

Student's Book page 66

What happens when a volcano erupts?

- Ask *What's happening to this volcano?* Teach/Elicit *It's erupting.* Ask *What can you see?* Elicit any words students know already, e.g., *smoke, fire, lava, ash.*
- Then ask *What happens when a volcano erupts?* Make sure students understand the question. Then say *Let's find out!*

Student's Book page 67

1 Listen and repeat.

- Use the photographs to elicit the new words *vent, crater, lava, rock,* and *ash.* Then say *Listen and repeat.* Play the recording. Students listen and repeat the words.
- Students can then look back at the photograph on the previous page and identify any of these new words in the photograph.

5.13: see Student's Book page 67

2 Watch the video.

- Play the video.
- If you don't have the video, use the world map again and a pack of red sticky dots or something similar. Tell students *Volcanoes that erupt are called active volcanoes. Where are there active volcanoes in the world today?* Students can name any active volcanoes they know. Then tell students some of the active volcanoes you've listed and the countries they're in. Students can mark where they're on the map using the red sticky dots. Then use this map to see which countries and continents have the most active volcanoes.

CLIL 05: see pages TB115 to TB116

3 Read and listen.

- Play the recording while students read the text. Then play the recording again, pausing for students to find and point to the correct photographs in activity 1.
- Ask a few general comprehension questions, e.g., *Where does the hot material inside the volcano come from? (Inside the Earth.) How does it travel through the volcano? (Up the vent into the crater.) What's the hot, red material called? (Lava.) What happens to the lava when it gets colder? (It turns to rock.)*

5.14: see Student's Book page 67

4 Answer the questions.

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

Key: **1** A mountain. **2** A crater. **3** It comes up the volcano's vent and runs into the crater. **4** About 1,500.

5 Which volcano would you like to see?

- Students name a world volcano they would like to see. If any students have ever visited a volcano, they can also tell the class about their trip. *When did they go? Was it active? What did they see?*
- Ask *What's the largest volcano in the world?* Accept any guesses. Students can then read the answer in the Guess What! fact for the page (Mauna Loa in Hawaii). Congratulate any students who guessed correctly.

Workbook page 54

1 Look and complete the picture with the words in the box.

- Students label the volcano with the words from the box.

Key: **b** lava **c** ash **d** rock **e** crater

2 Read and match the words to their meanings.

- Students match the words to the correct definitions.

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

3 Read and complete the sentences. Then number.

- Students complete the sentences with the words from the box. They then number the sentences in the correct order to describe the process of a volcano erupting.

Key: **2** d Lava runs down the sides of the volcano. **3** a The lava cools and turns to rock. **4** b Lava covers the plants, and they stop growing.

Ending the lesson

- Play *Starting letters* (see page xix), using *volcano* as the stem word.

Extra activities: see page TB108 (if time)

Lesson aims Students will make a natural world quiz. | They can also complete the unit evaluation in the Workbook.

Recycled language geography, nature, animals | Students review all unit vocabulary and grammar in the unit evaluation.

Materials Model sheet 5, Project sheets 5, Worksheets 5, Group and Teacher evaluation sheets, cue cards (optional), poster paper (optional), pencils or pens, colored pencils or markers (optional), photographs of different natural world things, scissors and glue (optional), computer for research, computer with presentation software (optional)

Warmer

- Test students' memories for what they remember about volcanoes. Ask, e.g., *What is red hot material called? (Lava.) Where does it come from? (Inside the earth.)*

Student's Book page 67 – Let's collaborate!

Introduce the project.

- Students look at the project flyer on page 67. Point to the photographs and ask *What do you know about these things? Where is it? What does it eat? How big is it?, etc.* Ask *What do the photographs have in common? (They represent things from the natural world.)* Say *Now it's your turn. Let's collaborate.* Tell them they are going to make a quiz about the natural world.

Step 1 Plan your project.

- Divide students into project groups of four and distribute project sheets. Give groups a time limit to answer the three questions. Encourage them to look through their Student's Book to find the answers (1 a, 2 false, 3 a crater).
- Match the questions and question types with the class (a 2, b 1, c 3).
- Show students the model sheet and tell them that they are going to make a quiz about a country of their choice. Give groups time to discuss and agree on a country that interests them. Monitor to make sure each group chooses a different country.
- Draw students' attention to the topics in the box. Show students the model sheet again to give them ideas about possible questions related to the topics. Have groups split into pairs and hand out the worksheet. Have each pair choose two or three topics to research and write questions. Remind them to write different types of questions as shown on the worksheet and model sheet.
- **Note:** You may need to explain "picture" (model sheet questions 3 and 4) and "yes or no" (model sheet questions 9 and 10) questions types.
- Encourage students to use the Internet to create questions and check answers. Remind them to check more than one source.

Step 2 Create your project.

- Each group should have ten questions in total (five questions per pair). Have them check each other's work and then agree on the order of their questions.
- If possible, encourage students to create their quiz digitally (e.g., a slide presentation or PDF). Alternatively, they can make the quiz on poster paper. Encourage them to design their quiz and look for appropriate photographs.
- If groups are using a slide presentation, suggest they use one question on each slide.

Step 3 Present your project.

- Hold a class competition by having each group present their quiz. Decide on a point system before students present. Most types of question are simple correct/incorrect options that students can give one, two, three, etc., points for. However, they may want to award half points for the open questions if a team gets the answer nearly right. If a group is certain they are correct, allow them to explain why, and be the final judge on whether they should get a point or not. Ensure that groups write their answers down and count their total correct answers after each quiz.
- After holding their quizzes, see which team has answered the most questions correctly.

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB119 or Teacher's Resources) to each group for them to complete.
- If you wish, complete a Teacher evaluation sheet (see page TB120 or *Teacher's Resources*) for each group and award students an overall grade.

Workbook page 55 – Evaluation

1 Complete the questions and answers.

- Students complete the questions and answers in the two conversations.

Key: **4** saw **5** went **6** cave **7** went **8** Did **9** see **10** I did **11** Did **12** drink **13** I did **14** Did **15** go **16** I did **17** went **18** mountains

2 Look at activity 1. Answer the questions.

- Students answer the questions about the conversations in activity 1.

Key: **2** Yes, she did. **3** No, he didn't. **4** Yes, he did.

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 ✗ in the box next to anything they're still unsure about. Make a note of any areas students have found difficult, for farther 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.

Extra activities: see page TB108 (if time)



6 Helping at home



Unit aims Students will talk about helping at home and in school. This includes:

- learning vocabulary for jobs they can do at home
- talking about things they have to do
- asking and answering about a classroom schedule
- considering life in unusual homes or on a farm
- learning what castle homes were like in the past

Background information The photograph shows a grandmother and her granddaughter making pasta.

Introduction to the unit

- Read the title of the unit while students look at the photograph. Ask *What's Unit 6 about?* (*Helping at home.*)
- Then ask *Who can you see in the picture?* (*A grandmother and her granddaughter.*) *What are they doing?* (*They're making pasta.*) *Do they enjoy making pasta?* (*Yes, they do.*)
- Ask *Do you like pasta? What do you like with your pasta?* Elicit different ingredients, e.g., *tomatoes, cheese, meat, chicken*. Teach additional words as required.
- Then ask students about cooking: *Do you like cooking? Who do you cook with in your family? What meals do you help with? Can you make pasta? How often do you make it? What other food do you like cooking?* Elicit any other food or meals students like preparing, e.g., *I like making breakfast, I like making cakes, I like making cookies, I like making sandwiches*. You can also conduct a *Class survey* (see pages xvi to xvii) about things students like cooking or can cook.

Look!

- Say *There are lots of ways we can help at home.* Show students the video to expand the topic. Pause the video at different intervals and ask how the children are helping. Ask if they do these things at home. Play the video again if necessary.

Guess What!

1 6.01 Listen and look.

2 6.02 Listen and repeat. Then match.





















a clean the bathroom **b** cook dinner **c** dry the dishes **d** set the table
e make my bed **f** take the trash out **g** sweep the floor
h clean my bedroom **i** wash my clothes **j** water the plants

3 6.03 Think Listen and guess the answers. Then practice with a friend.

What's he doing?

Hmm ... he's taking the trash out!

4 My World How often do you help at home? Ask and answer.

→ Workbook page 56

Lesson aims Students learn and talk about jobs around the house.

New language *clean my bedroom, make my bed, cook dinner, set the table, dry the dishes, sweep the floor, clean the bathroom, wash my clothes, take the trash out, water the plants*

Recycled language *What do you do to help at home? I (clean my bedroom). | How often do you (cook dinner)? Every day / Sometimes / Never. | Do you (sweep the floor)? Yes, I do. / No, I don't. | What's he/she doing? He's/She's (taking the trash out).*

Warmer

- Ask *What can you do to help at home?* Elicit ideas.

Student's Book page 70

1 Listen and look.

- Use the photographs to introduce more jobs around the house. Play the recording. Students listen and point to each activity. Then play the recording again, pausing to ask, e.g., *Does Carla clean her bedroom?*

6.01

Teacher: These children are helping at home. Do you help at home? What do you do, Carla?
Carla: Well, I clean my bedroom, and I make my bed.
Teacher: Good.
Emma: And I cook dinner!
Teacher: Wow! How often do you cook dinner, Emma?
Emma: Sometimes. My dad helps me. And my brother sets the table.
Teacher: That's good. What about you, Carla?
Carla: Well, I always dry the dishes. And sometimes I sweep the floor.
Teacher: And do you sweep the floor, Emma?
Emma: No, I don't. But sometimes I clean the bathroom.
Teacher: What about washing your clothes? Do you wash your clothes, Carla?
Carla: No, I don't. My parents wash our clothes. But I take the trash out.
Teacher: How often do you take the trash out?
Carla: Every day.
Teacher: Good. What else do you do, Emma?
Emma: I water the plants. That's an easy job!

2 Listen and repeat. Then match.

- Play the recording. Students repeat and point.
- Play the recording again. Students match the words.

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

6.02

1 clean my bedroom **2** make my bed **3** cook dinner **4** set the table **5** dry the dishes **6** sweep the floor **7** clean the bathroom **8** wash my clothes **9** take the trash out **10** water the plants

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

- Say *Now listen and guess the answers.* Play the recording, pausing after each sound effect for students to guess what the children are doing. Then play the answer for students to check.
- Students then ask and answer in pairs, using the example speech bubbles to help.

Key: See CD script

6.03

1 What's he doing? He's taking the trash out.
2 What's he doing? He's sweeping the floor.
3 What's he doing? He's cooking dinner.
4 What's she doing? She's watering the plants.
5 What's she doing? She's cleaning the bathroom.
6 What's he doing? He's washing his clothes.
7 What's he doing? He's drying the dishes.
8 What's she doing? She's setting the table.
9 What's she doing? She's cleaning her bedroom.
10 What's she doing? She's making her bed.

4 How often do you help at home? Ask and answer.

- Students ask each other, e.g., *How often do you make your bed?* (*Every day.*) This can be organized as a *Class survey* (see pages xvi to xvii).

Workbook page 56

1 Read and complete the sentences.

- Students complete the sentences with the correct jobs.

Key: **2** take the trash out **3** waters the plants **4** sets the table **5** cook dinner **6** wash my clothes

2 Complete the chart.

- Students categorize the jobs into rooms.

Key: Answers will vary, for example: kitchen: set the table, cook dinner; bedroom: make my bed, clean my bedroom, sweep the floor; many rooms: clean the bathroom, water the plants, wash my clothes

3 Circle the ones that don't belong.

- Students circle the words that can't be used.

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

My picture dictionary → Go to page 90. Write the new words.

- Students label the pictures.

Key: clean the bathroom, cook dinner, dry the dishes, set the table, make my bed, take the trash out, sweep the floor, clean my bedroom, wash my clothes, water the plants

Ending the lesson

- Play *Bingo* (see page xvi), using verb phrases for helping at home.

Extra activities: see page TB108 (if time)

Lesson aims Students talk about jobs they have to do around the house. They also practice different pronunciations of *s* at the end of words.

New language *I have to / don't have to (water the plants).* | *He/She has to / doesn't have to (clean his/her room).* | *Do you / Does he/she have to (clean the bathroom)? Yes, I do. / No, I don't. Yes, he/she does. / No, he/she doesn't.*

Recycled language jobs around the house | *Please (clean your room).*

Materials Word cards: see Digital Pack (Teacher's Resources) | Slips of paper and a bag or box for activity 7

Warmer

- Use the word cards to play *Act and guess* (see page xvi).

Presentation

- Say, e.g., *This is what I have to do every (evening). I have to cook my dinner, and I have to set the table. Then I have to wash the dishes, and sometimes I have to sweep the floor and take the trash out.*
- Ask students *What do you have to do every (evening)?* Encourage students to answer *I have to (wash the dishes).*

Student's Book page 71

5 Read and listen. Then read and say the names.

- Play the recording of the mother's note to her children while students read and listen. Then pause the recording and ask *What does (Ellen) have to do?* (*She has to clean her room and set the table.*) Repeat for *Alfie* and *Max*.
- Say *Now read and listen to Alfie. Who's he talking about?* Play the second part of the recording while students listen and read the speech bubbles. Pause after each speech bubble for students to say the correct name.
- Students can also say what they have to do at home, using the speech bubbles and the Focus! box to help.

Key: **1** Alfie **2** Ellen **3** Max

6.04: see Student's Book page 71

6 Read and answer the questions.

- Students read and answer the questions about the children in activity 5.
- Students then ask and answer about the children in pairs, using the questions on the page and other questions they can think of.

Key: **1** No, she doesn't. **2** No, he doesn't. **3** No, he doesn't. **4** Yes, she does. **5** Yes, he does.

7 Write an instruction for a friend. Then mime and guess.

- Give each student a slip of paper. Students write an instruction on it, e.g., *Please clean the bathroom*. Then collect the instructions and put them into a bag or box.
- Students then take turns taking an instruction and miming it to the rest of the class. They have to guess which job the student miming has to do, asking *Do you have to (clean the bathroom)?* (*Yes, I do.*)

8 Can you hear the different endings? Listen and repeat.

- Play the presentation section of the activity. Students listen and repeat, emphasizing the different pronunciation of *s* (/z/ for words ending in voiced sounds, /s/ for words ending in unvoiced sounds, and /ɪz/ for words ending in /s/, /z/, /tʃ/, /dʒ/, /ʃ/ , and /ʒ/ sounds).

6.05

plants – /s/ – plants
plants – /s/ – plants
clothes – /z/ – clothes
clothes – /z/ – clothes
dishes – /ɪz/ – dishes
dishes – /ɪz/ – dishes

- Play the practice section of the activity. Students listen and repeat each word, highlight the sound of the *s* ending (/s/, /z/, or /ɪz/), and then repeat the word again.

Key: **1** /s/ **2** /z/ **3** /ɪz/ **4** /s/ **5** /z/ **6** /s/ **7** /ɪz/ **8** /z/ **9** /s/ **10** /ɪz/

6.06

1 wants **2** stations **3** washes **4** mosaics **5** throws **6** drinks **7** uses **8** goes **9** helps **10** watches

Grammar fun!

- Play the *Grammar fun!* (Class survey game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Play each statement and have students raise their hand if it is true for them (see Introduction page xii).

Workbook page 57

4 Read and circle the correct words.

- Students read the letters and circle the correct form of *have to* in each one.

Key: **2** has to **3** have to **4** don't have to **5** don't have to **6** has to **7** don't have to **8** have to **9** have to **10** have to **11** don't have to

5 Look at activity 4. Write the questions and answers.

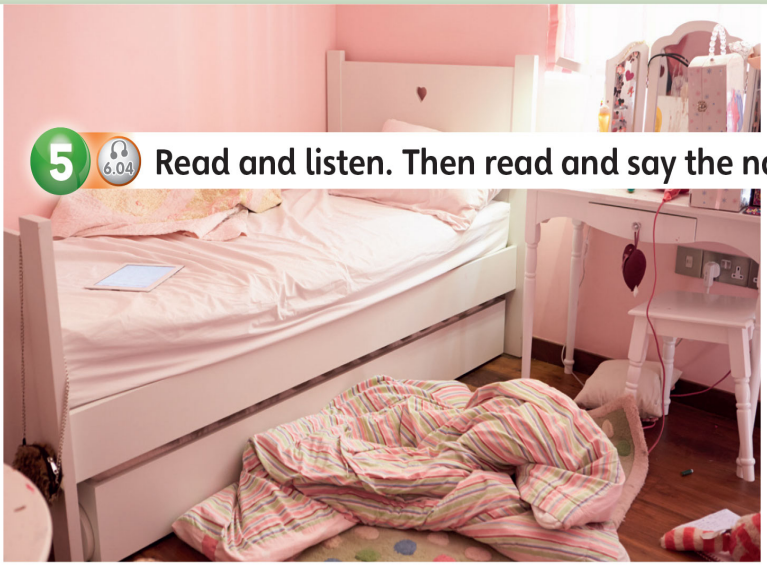
- Students use the prompts to write questions and answers about the children from activity 4.

Key: **2** Does Jackie have to wash and dry the dishes? Yes, she does. **3** Does Jackie's sister have to sweep the floor? Yes, she does. **4** Does Jackie have to take the trash out? No, she doesn't. **5** Does Kayla have to clean the living room this week? Yes, she does. **6** Does Kayla's grandmother have to cook dinner this week? No, she doesn't.

Ending the lesson

- Use the word cards to play *Elimination* (see page xvii).

Extra activities: see page TB108 (if time)





5 6.04 Read and listen. Then read and say the names.

TUESDAY

Ellen – please clean your room and set the table.
Alfie – please make your bed and water the plants.
Max – please take the trash out and sweep the floor.
Thanks, Mom

1 I have to water the plants, and I have to make my bed. I don't have to take the trash out.

2 My sister has to clean her room, and she has to set the table. She doesn't have to make her bed.

3 My brother doesn't have to clean his room. He has to sweep the floor, and he has to take the trash out.

Focus!

I have to make my bed.
I don't have to take the trash out.

6 Read and answer the questions.

1 Does Ellen have to make her bed?
2 Does Max have to clean his room?
3 Does Alfie have to take the trash out?
4 Does Ellen have to set the table?
5 Does Max have to sweep the floor?

7 Think Write an instruction for a friend. Then mime and guess.

Please clean the bathroom.

Do you have to clean the bathroom?

Yes, I do.

Say it!

8 6.05 6.06 Can you hear the different endings? Listen and repeat.

/s/	/z/	/iz/
plants	clothes	dishes

→ Workbook page 57

9 6.07 **What does Pedro like doing? Listen and choose.**

a collecting the books **b** watering the plants
c feeding the fish



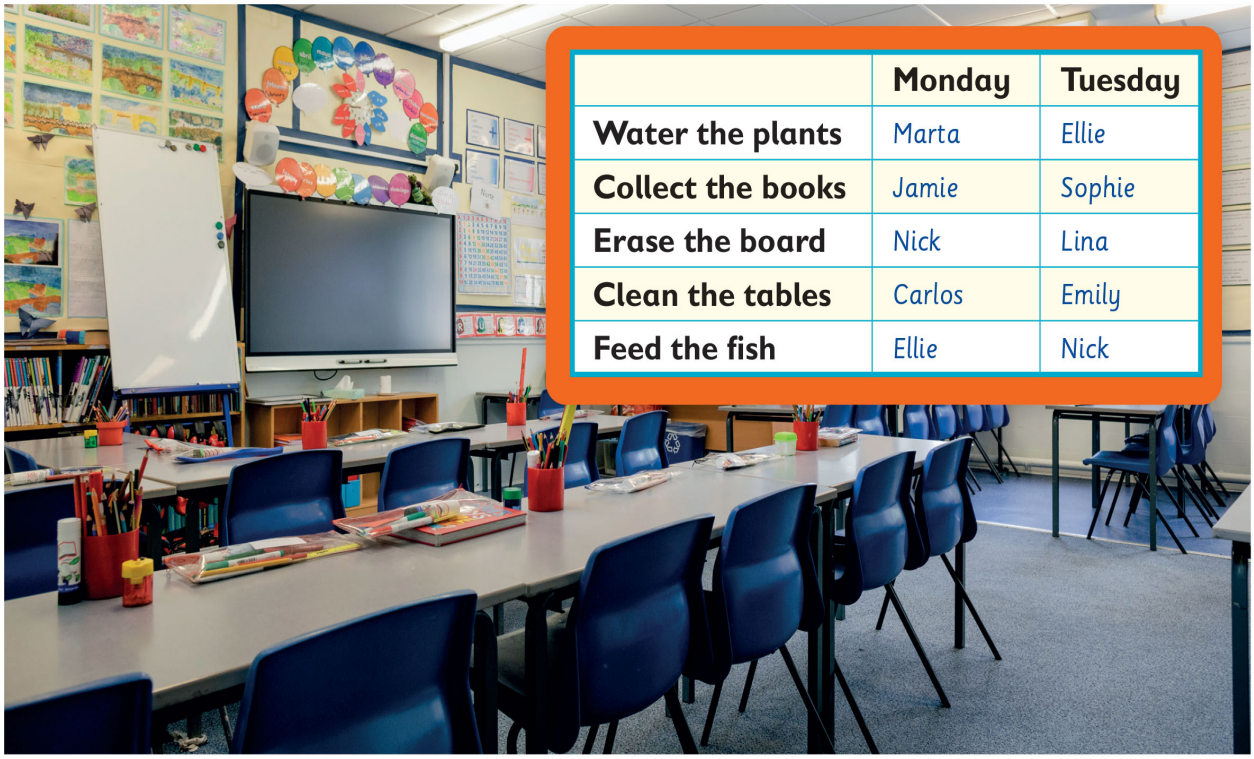
10 6.07 **Listen again and practice.**

Alex: What do you have to do today, Pedro?
Pedro: I have to collect the books. What about you?
Alex: I have to water the plants.
Pedro: Who has to feed the fish today?
Alex: Emma does.
Pedro: Lucky her – I love feeding the fish.
Who has to feed the fish tomorrow?
Alex: You do.
Pedro: Oh, good!

Focus!

What do you have to do?
I have to collect the books.
Who has to feed the fish?
Luisa does.

11 Think **Look at the classroom schedule. Then ask and answer.**



	Monday	Tuesday
Water the plants	Marta	Ellie
Collect the books	Jamie	Sophie
Erase the board	Nick	Lina
Clean the tables	Carlos	Emily
Feed the fish	Ellie	Nick

Who has to erase the board on Monday? Nick!

What does Nick have to do on Tuesday? He has to feed the fish.

12 6.08 **Go to page 103. Listen and repeat the chant.**

Grammar fun!

Lesson aims Students ask and answer about how they have to help in class.

New language *classroom schedule* | *What do you / does Nick have to do (today)? I have to / He/She has to (collect the books).* | *Who has to (feed the fish) (on Tuesday)? I do. / Emma does.*

Recycled language *water the plants, collect the books, erase the board, clean the tables, feed the fish* | days of the week, time expressions | *What about you?*

Materials Word cards: see Digital Pack (Teacher's Resources) | Instructions for the *Action treasure hunt* (optional)

Warmer

- Play *Pass the word cards* (see page xviii). Students have to make sentences about the jobs on their cards.

Presentation

- Ask individual students *What do you have to do in the morning before school?* Elicit answers of different chores, e.g., *I have to make my bed, and I have to pack my bag.*
- Then ask *Who has to (make their bed)?* Students raise their hands. Count the number and write it on the board. Students put their hands down. Ask the question again. Students have to try to remember the names of the students who raise their hands. Repeat with other questions.

Student's Book page 72

9 What does Pedro like doing? Listen and choose.

- Ask *Who can you see in the photograph?* (*Pedro and Alex.*) Ask *What are they talking about?* Students guess, e.g., *Jobs.*
- Then ask *What does Pedro like doing? Listen and choose.* Play the recording. Students listen and choose the correct answer.

Key: c feeding the fish

6.07 : see Student's Book page 72

10 Listen again and practice.

- Say *Now listen again.* Play the recording, pausing after Alex's first question for students to repeat: *What do you have to do today, Pedro?* Elicit the answer and continue the recording for students to check and repeat the answer. Continue the recording, pausing for students to repeat Pedro's second question: *Who has to feed the fish today?* Elicit the answer and continue the recording for students to check and repeat the answer. Then do the same for Pedro's third question: *Who has to feed the fish tomorrow?*
- Then play the recording again, pausing for students to listen and repeat the dialog. Students can also practice it in pairs.

11 Look at the classroom schedule. Then ask and answer.

- Read the list of classroom jobs with the students. Then ask questions about the schedule, e.g., *Who has to erase the board on Monday?* (*Nick.*) *What does Nick have to do on Tuesday?* (*He has to feed the fish.*)
- 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 grammar chant.
- Students can make up their own verse of the chant, substituting the questions and answers with their own ideas.

6.08 : see Student's Book page 103

Grammar fun!

- Play the *Grammar fun!* (*What's the question?* game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote. Then play the rest of the video (see Introduction page xii).

Workbook page 58

6 Put the words in order. Then match to the correct answers.

- Students order the words to write five questions. They then choose the correct answer from the lettered options provided.

Key: **2** What does John have to do on Monday? – d
3 What does Poppy have to do on Tuesday? – e
4 Who has to wash the car on Tuesday? – c
5 What do Tina and Rob have to do on Tuesday? – a

7 Look at activity 6. Write the names in the chart.

- Students complete the chart, using the information from the questions and answers in activity 6.

Key: clean the kitchen: Tuesday – Poppy; take the trash out: Monday – John; wash the car: Tuesday – Ethan, Tina, and Rob

8 Complete the questions and answers about you.

- Students answer the questions using information about themselves and their friends. Make sure they're using different forms of *have to* correctly.

Key: Answers will vary

Ending the lesson

- Give instructions for different students to help you with jobs in the classroom as the class ends, e.g., *Now who has to put away the pencils? Lara, can you put away the pencils, please?*

Extra activities: see pages TB108 to TB109 (if time)

Lesson aims Students reinforce language with a story. They also discuss the value of helping other people.

New language *Ancient Egypt, flows through, king, palace, key | What's wrong?*

Recycled language *(The king) wants to (visit). | We have to (finish the palace). | We can help. | Thank you. | Good job, (Capu). | It was (the key).*

Materials Word cards: see Digital Pack (Teacher's Resources) | A key

Warmer

- Use the word cards to play *Choose and answer* (see page xvi). Use a variety of questions, e.g., *Do you have to (cook dinner)? Who has to (make their bed)? Did you have to (sweep the floor) yesterday?*

Introduction

- Remind students of the story episode from the previous unit: *Where did the children go?* (*Hollywood.*) *What did they do?* (*They acted in a movie.*) *What was the movie about?* (*Pirates.*) *Did they enjoy it?* (*Yes, they did.*) Ask students to guess where the children go to in this episode and what they do. Accept any guesses.

Student's Book page 73

13 Read and listen.

- Read the question in frame 1: *Which river flows through Egypt?* Ask if any students know the answer. 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, students can answer the opening question: *The Nile.* Explain any new words (*ancient, palace, king,* and *key*).
- Then play the recording again, pausing at the end of each frame to ask more questions: Frame 1: *Where are they?* (*In Ancient Egypt.*) *What do they see?* (*A palace.*) Frame 2: *Who wants to visit?* (*The king.*) *What do the workers have to do?* (*Finish the palace.*) Frame 3: *What can the children do?* (*They can help.*) Frame 4: *Is the palace finished?* (*Yes, it is.*) Frame 5: *Who's in the boat?* (*The king.*) Frame 6: *What's the matter now?* (*The worker can't find the key.*) Frame 7: *Is Capu being naughty?* (*No, he's being smart.*) Frame 8: *What did Capu find?* (*He found the key.*) *Are the workers happy?* (*Yes, they are.*)
- 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 groups, with each group acting the part of one character.

6.09: see Student's Book page 73

Value *Help other people*

- Read the value: *Help other people*. Students think of ways the story shows the children helping other people. (They help finish the palace, and Capu finds the key. Sofia sweeps the stairs, Ruby paints the palace, and Jack plants a tree.)
- Ask students to find expressions in the story that show people offering or thanking other people for their help: *What's wrong? We can help. Thank you for your help! Good job, (Capu)!*
- Encourage students to think of times they can help other people, e.g., helping the teacher or other students in class, helping other students on the playground when they're hurt, helping their families at home, doing jobs for friends or neighbors when they're sick or busy.

Workbook page 59

9 Look, read, and write true *or* false.

- Students read the sentences describing each of the story frames shown. They write *true* next to the sentences that are correct and *false* next to the sentences that are incorrect.

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

10 Read the story again. Match and then number.

- Students match the two halves of each sentence about the story. They then number the sentences in the correct order. Students can refer back to the story in the Student's Book if necessary.

Key: **2** c The workers have to finish the palace.
3 a The children help the workers finish the palace.
4 e The worker can't find the key to the palace.
5 b Capu finds the key on the worker.

11 What can you do to show the value: Help other people?

- Students write three more sentences about things they can do to help other people. They can then compare their ideas with the class.

Key: Answers will vary, for example: **2** You can cook dinner. **3** You can clean the bathroom. **4** You can take the trash out.

Ending the lesson

- Play *Find the key*. (This is the same game as *Guess where!* (see page xvii), but with you hiding a key in different locations around the classroom each time.)

Extra activities: see page TB109 (if time)

13 6.09 Read and listen.



→ Workbook page 59

Value: Help other people

Skills: *Listening and speaking*

Let's start! What does your home look like?

14 6.10 Where do these families live? Listen and say the letters.

a



b



c



d



15 6.10 Listen again and say *true* or *false*.

1 The transparent house is in Japan.
2 The cave house doesn't have a bathroom.
3 The family with the houseboat lives in the United Kingdom.
4 Six giraffes live at the Giraffe Manor hotel.

16 6.11 Talk Time Design your own home.

It's a cave house. It has …

There are … bedrooms.

The living room is …

The garden has …

→ Workbook page 60

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

New language *transparent, Japan, houseboat, manor*

Recycled language *cave, hotel,* rooms in a house | *What does (your home) look like? | It's (big). It has (three bedrooms). | This family has to keep their house neat and clean. | It's called (the transparent house). | Who has to (clean the windows)? | Would you like to live in (a house without windows)? | How about (living at a hotel)?*

Warmer

- Ask students *Where do you live?* The students who live farthest away can tell you how they get to school.

Student's Book page 74

What does your home look like?

- Ask different students *What does your home look like?* Students can say if they live in a house or an apartment, if it's big or small, and how many floors and rooms it has.

14 Where do these families live? Listen and say the letters.

- Ask *Would you like to live in one of these unusual homes?* Students look at the photographs. Then say *Let's find out more about the homes!*
- Play the recording. Students listen and say the letter of the home that's being described each time. Then play the recording again, pausing to ask questions: *Where is the transparent house? (In Japan.) What does it have a lot of? (Windows.)*
- Students can then choose the home they'd most like to live in or they think looks the most interesting.

Key: 1 c 2 d 3 a 4 b

6.10

1 This family has to keep their house very neat and clean! It's called the transparent house, and it's in Japan. The house has a lot of windows, and you can see into every room. Who has to clean the windows today?
2 Or would you like to live in a house without windows? This is the kitchen of a cave house in Egypt. The cave is clean and warm. It has a bathroom and a dining room, as well as bedrooms and a living room.
3 This family likes traveling. They can take their home with them. They live on a houseboat in England, in the United Kingdom. Their houseboat is very long, and they can grow vegetables on its roof!
4 Or how about living at the Giraffe Manor hotel? The family at the hotel has eight giraffes in their gardens. The giraffes visit for breakfast every morning. Would you like to give breakfast to a giraffe?

15 Listen again and say true *or* false.

- Students read the sentences about the homes and guess if they're true or false. Then play the recording again for them to listen and check.
- Students can also correct the false sentences.

Key: 1 true 2 false 3 true 4 false

16 Design your own home.

- Say *Now it's your turn. Design your own home.* Play the example dialog while students read the sentence prompts in the speech bubbles.
- Then divide the students into pairs or small groups. They design a dream home of their own, using the speech bubbles to help them plan it. Students can draw their home in their notebook and label or write about it.
- Students can then present their homes to the class. Students can decide which homes they would like to live in.

6.11

A: It's a cave house. It has one floor.
B: There are six bedrooms. The living room is the biggest room.
A: The garden has has flowers, trees, and an adventure playground.

Workbook page 60

12 Read and complete the postcards with have to *or* don't have to.

- Students read and complete the two postcards with *have to* or *don't have to*.

Key: 2 have to 3 don't have to 4 have to 5 have to 6 don't have to 7 don't have to

13 Look at activity 12. Answer the questions.

- Students read and answer the questions about the postcards in activity 12.

Key: 2 Alex. 3 She helps her grandpa in the yard. 4 He can see birds and seals. 5 He wants Lola to come and visit.

14 How to use apostrophes (')*.*

- Students read the rules about using apostrophes to show when a person or thing has something. They then circle examples of apostrophes in the postcards that show people or animals have something.

Key: 1 (Lola's postcard) grandpa's, Grandpa's 2 (Alex's postcard) family's, bird's

Ending the lesson

- Play *Describe and guess* (see page xvii), using the photographs in the Student's Book or any unusual homes that students have designed for activity 16.

Extra activities: see page TB109(if time)

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

New language *cowshed*

Recycled language daily routine, time, farm animals, jobs around the house | *I (get up) at (six o'clock).* | *I have to / don't have to (collect the eggs).* | *This morning, I found six eggs.* | *Life on a farm is (hard work).*

Materials Slips of paper for *Find a partner* (optional)

Warmer

- Review times and then ask students about their daily routine: *What time do you get up? What time do you leave for school? What time do you have lunch?*

Student's Book page 75

What does Sasha do to help at home?

- Use the photograph to introduce Sasha, and tell students that she lives on a farm. Then ask *What does Sasha have to do at home?* Students guess: *Feed the animals. / Take care of the animals. / Collect eggs.* Accept any answers and then say *Let's read her blog and find out!*

17 Read and listen.

- Say *Read and listen.* Play the recording while students read along with the text. Then check the answer to the opening question: *She has to help with the animals. She has to feed the hens and collect the eggs. She has to feed and milk the goats. She has to clean the cowshed.*
- Then ask more questions to check comprehension, e.g., *What time does Sasha get up?* (*Six o'clock.*) *How many eggs did she find this morning?* (*Six.*)

6.12: see Student's Book page 75

18 Read again and say the missing words.

- Students read the sentences about Sasha's day and guess the missing words. They then check their answers by reading the text again. Play the recording again if necessary.
- Check the activity by asking students to read the completed sentences.

Key: **1** gets up **2** hens **3** breakfast **4** goats **5** cheese **6** clean

Think about your day.

- Say *Now it's your turn. Think about your day.* Students ask and answer about their daily routine, using the questions in the box and saying what they do before and after school and if they have to do anything to help at home or in school.
- Students can then write about their day in their notebooks. They can use the text in activity 17 as a model.

Workbook page 61

15 Circle at home *or* in school. *Make notes about things you* have to / don't have to *do.*

- Students complete the mind map with jobs they have to and don't have to do at home or in school. If they have to do something, they fill in details of when they have to do it. Students can work individually, in pairs, or in small groups on this activity.

Key: Answers will vary

16 Write a postcard to a friend about what you have to / don't have to *do.*

- Students write their own postcard to a friend about their day. They use the information from their notes in activity 15 and the postcards on Workbook page 60 to help them.
- Students can then read each other's postcards and see whose day is the most like their own.

Ending the lesson

- Play the *Times semaphore* game (see page xix).

Extra activities: see page TB109 (if time)

Skills: *Reading and writing*

Look below! **What does Sasha do to help at home?**

17 6.12 **Read and listen.**

Sasha Rudd lives on a farm. What does she have to do at home?

I get up at six o'clock in the morning, and I help with the animals. We have cows, goats, and hens on our farm.

I feed the hens every morning before school. I have to collect the eggs, too. This morning I found six eggs. We had them for breakfast.

On the weekend, I help with the goats. I have to feed them, and I milk them, too. We make cheese with the milk.

I don't have to help with the cows much, but sometimes I have to clean the cowshed after school. That isn't my favorite job!

Life on a farm is hard work, but it's fun. Come and stay!

18 **Read again and say the missing words.**

1 Sasha _____ _____ at six o'clock in the morning.
2 There are cows, _____ , and goats on Sasha's farm.
3 Sasha had eggs for _____ this morning.
4 Sasha helps with the _____ on the weekend.
5 Sasha's family makes _____ with goat's milk.
6 Sasha has to _____ the cowshed after school.

Your turn!

Think about your day. What do you do before and after school? Do you have to help at home or school?

Now write about it in your notebook.

→ Workbook page 61

What were castle homes like?



1 6.13 Listen and repeat.



tower



candle



fire



wall

2 CLIL Watch the video.

3 6.14 Read and listen.

In the past, some people lived in castles. Most castles had water and big walls around them. The castle walls had tall towers in them. People climbed the towers to see things far away.

Inside the castle there was one very big hall. In this room, families had meals around a long wooden table and talked and listened to music.

Castles had very big kitchens, and people cooked food on open fires. People ate a lot of meat and also bread, fruits, and vegetables. Castles had big gardens, and people grew their own fruits and vegetables. It was very dark at night, and there were no lights. People used candles to see in the dark.

4 Answer the questions.

1 Where did families eat, talk, and listen to music?
2 How did people cook their food?
3 What did people grow in the garden?
4 How did people see in the dark?

5 Would you like to live in an old castle?

Guess What!

People used wood, not stone, to make the very first castles.

Let's collaborate!



→ Workbook page 62

CLIL: History

Lesson aims Students learn about life in a castle in the past.

New language *castle, tower, candle, fire, wall, round*

Recycled language *past, people, live, water, square, see, far away, inside, hall, family, wooden, table, talk, listen to music, kitchen, cook, eat, bread, fruit, vegetables*

Materials Pictures of the inside of castles (optional)

Warmer

- Remind students of the story. Ask *Where did the king live?* (*In a palace.*) Ask if students can think of other big buildings where kings, queens, noble people lived in the past. Teach *castle*.

Student's Book page 76

What were castle homes like?

- Ask *What castles do you know?* Students name any castles they have visited. Then ask some more questions, e.g., *How old is the castle? Who lived in it? Is it big or small? What's it made of?*
- Ask *What were castle homes like?* Students think about castles they have visited. *How many rooms were there inside? Were they big or small? Where did people eat? Where did they cook their food? How did they grow their food? Did they have electric light?* Students guess. Then say *Let's find out!*

Student's Book page 77

1 Listen and repeat.

- Elicit or teach the new words *tower, candle, fire,* and *wall.* Then play the recording. Students listen and repeat the words.
- Students can then look back at the photograph of the castle and point to the walls and the tower. Show students more pictures of the inside of castles if you have them, e.g., a great hall, a bird's-eye view of a castle and its moat and drawbridge.

6.13: see Student's Book page 77

2 Watch the video.

- Play the video.
- If you don't have the video, do a visualization activity. Say *Close your eyes. Imagine you go back into the past. You go to a castle. You walk into the castle. It's very cold and dark. You see a king. You go with the king into a big hall. You sit down and have a meal with the king. You eat meat and vegetables. Then you listen to music and you dance. Now it's nighttime, and it's very dark. You can't see. You have to light a candle and climb the stairs to a big bedroom. Then you go to bed.*
- When students open their eyes, they can compare the different ways they imagined their castle: *What did their castle/king look like? What did they have to eat? What was the music/dancing like? What was their bedroom like?*

CLIL 06: see page TB116

3 Read and listen.

- Play the recording while students read the text. Then play the recording again, pausing for students to find and point to the correct photographs in activity 1.
- Ask a few general comprehension questions, e.g., *Were castles big?* (*Yes.*) *Did lots of families live inside?* (*Yes, they did.*) *Did the castles have gardens?* (*Yes, they did.*)

6.14: see Student's Book page 77

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.

Key: **1** In the hall. **2** On open fires. **3** Fruits and vegetables. **4** They used candles.

5 Would you like to live in an old castle?

- Students say if they would like to live in an old castle. Encourage them to say why or why not (Yes: *Castles are interesting. There's a lot of space. I would like to explore the castle. I would like to live with other families.* / No: *Castles are too big and cold. I think they're scary.*)
- Students read the Guess What! fact for the page. Ask if students can guess why we see only stone ruins of castles today. (Wood rots.)

Workbook page 62

1 Look and complete the picture with the words in the box.

- Students label the castle picture with the correct words.

Key: **2** tower **3** candle **4** hall **5** fire **6** water

2 Read and complete.

- Students complete the text about castles.

Key: **2** walls **3** towers **4** table **5** candles **6** kitchen **7** vegetables

3 Imagine you go to a castle in the Middle Ages and meet a child there. Write three questions for the child about life in the castle.

- Students write three questions. They then read them to the class, who guess the answers.

Key Questions will vary, for example: **1** Do you have to cook the dinner? **2** Do you have to wash your clothes? **3** Who has to sweep the floors?

Ending the lesson

- Play *Correct my mistakes* (see page xvii), using sentences about castles.

Extra activities: see page TB109 (if time)

Lesson aims Students will make a plan to help more at home. | They can also complete the unit evaluation in the Workbook.

New language chores around the home

Recycled language Students review all unit vocabulary and grammar in the unit evaluation.

Materials Model sheet 6, Project sheets 6, Worksheets 6, Group and Teacher evaluation sheets, cue cards (optional), large pieces of thin cardboard or poster paper, pencils or pens, colored pencils or markers, photographs related to doing chores at home (optional), scissors and glue (optional), computer for photograph research (optional)

Warmer

- Play *Guess What!* (see page xvii) with chores.

Student's Book page 77 – Let's collaborate!

Introduce the project.

- Students look at the project flyer on page 77. Point to the photographs and ask *What are the children doing?* Ask students if they do these things in their homes. Ask what else they do to help out around the home. Make a list on the board. Say *Now it's your turn. Let's collaborate.* Tell them they are going to make a plan to help more at home.

Step 1 Plan your project.

- Divide the class into pairs and distribute project sheets for them to discuss the questions. They can use the ideas on the board if necessary. Then invite pairs to share ideas with the class. Ask *Do you think you can help more around the home?* Ask students to raise their hands if they think yes.
- Have pairs join to make project groups of four. Go through the ideas in the box and elicit a question for each one. Then have groups think of more questions.
- Hand out the worksheet for groups to write their questions in part 1. Monitor to help with language.
- **Note:** Students can write their questions on the back of the worksheet if there is not enough space in part 1.
- Students then interview family members individually using the questions from their worksheet. Ensure that students write down the answers of the person they interview on their worksheet.

Step 2 Create your project.

- Students review the answers from their interview as a group.
- Students then work together to agree on the best ideas in part 2 of the worksheet. Remind them to think about the information from their interviews.
- Show students the model sheet. Focus on the three questions of the plan.
- Students complete their tasks at home. You could give them a time limit (e.g., one week) before they complete part 3 of the worksheet where they reflect and compare their results with their group.
- Hand out a large piece of thin cardboard for groups to copy their plan. Encourage them to include the information from their worksheets and to decorate. Show the model sheet again if necessary.

Step 3 Present your project.

- Have groups come to the front of the class to present their plans. Alternatively, students can display their plans around the classroom at the same time for other groups to walk around and ask questions.
- Make sure everybody takes part in the presentation. Different students can present the goals, actions, who they did things for and when, and the reflection on if the plans were a success.
- Conduct class feedback on who completed the plans successfully. If anyone didn't complete their plan, ask them what they can do next time to do things better. Leave the plans on display.

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB119 or *Teacher's Resources*) to each group for them to complete.
- If you wish, complete a Teacher evaluation sheet (see page TB120 or *Teacher's Resources*) for each group and award students an overall grade.

Workbook page 63 – Evaluation

1 Look and write what they have to do.

- Students write sentences about pictures, using the correct form of *have to*.

Key: **2** Olivia has to sweep the floor. **3** Liam has to clean the bathroom. **4** Keira and Mia have to dry the dishes.

2 Put the words in order. Then look at activity 1 and match.

- Students order the words to write five questions about the children in activity 1. They then match these to the correct answers.

Key: **2** Does Liam have to make his bed? – e No, he doesn't. **3** Does Olivia have to sweep the floor? – a Yes, she does. **4** What do Keira and Mia have to do? – d Dry the dishes. **5** Do I have to take the trash out? – b No, I don't.

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 ✗ in the box next to anything they are still unsure about. Make a note of any areas students have found difficult, for farther review work.
- Students then choose the part of the unit they have to practice more and write it down. They can then compare this choice with those made by other students.

Extra activities: see page TB109 (if time)

Review Units 5 and 6

1 6.15 Read, listen, and choose the words.

To:

Last month, I went to Loch Ness with my youth club. Loch Ness is a big **island/lake** in **Russia/Scotland**. Some people think a **monster/whale** lives in it. It was an exciting weekend. Some of my friends swam in the lake, but I didn't. The water was very **hot/cold**. We all went on a boat trip, and we looked for the **whale/monster**, but we **saw/didn't see** it.

In the evening, we **went for a walk/ had a picnic** in the **mountains/forest** close to the lake.

Our teacher caught a **fish/monster**, and I had to help cook it for **lunch/ dinner**. Then my friend had to **dry/ wash** the dishes, but we didn't have to set **the table/the bathroom**. We didn't have one!

Becky



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

1 Becky went to a lake.
2 Becky swam in the lake.
3 Becky didn't see the Loch Ness monster.
4 Becky had to help cook dinner.
5 Her friend had to dry the dishes.

3 My World Think of an exciting trip. Ask and answer.

Where did you go?
What did you do?
What did you see?

4 Write about your trip in your notebook.

→ Workbook page 64

Lesson aims Students reinforce the language of Units 5 and 6 by exploring the theme of a camping trip with a youth club.

New language *youth club, Scotland, Loch Ness*

Recycled language natural landscape features, activities, helping at home, *monster, whale* | *Last month, I went to (Loch Ness).* | *(Loch Ness) is a big (lake) in (Scotland).* | *It was an (exciting) weekend.* | *My friends (swam in the lake), but I didn't.* | *He/She (goes to gymnastics) every (Tuesday).* | *I had to / didn't have to (cook dinner).*

Materials A world map (optional) | Word cards (optional): see Digital Pack (Teacher's Resources)

Warmer

- Ask *What can you remember from Units 5 and 6? Let's find out!* Allow students time to look at the units and at any work displayed in class. Ask *What's 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.

- Ask *Who goes to a club?* Students raise their hands. Ask these students *What kind of club do you go to? Who do you go with? How often do you go?* Then ask *Do you ever go on trips with your club? Where do you go?* Elicit any answers.
- Tell students they are going to read a description of what a girl (Becky) did on a trip with her youth club. Explain that a *youth club* is a club in which young people do different activities together. Look at the photograph first and encourage students to guess about the trip: *Where did they go? What did they see?* Elicit students' ideas.
- Say *Let's find out! Read and listen.* Play the recording. Students listen and find out who guessed any details of the trip correctly. Also teach the new words *Scotland* and *Loch Ness*. If you have one, use a map to show where Scotland is.
- 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 the activity by asking different students to read the text aloud.

Key: island, Scotland, monster, cold, monster, didn't see, went for a walk, forest, fish, dinner, wash, the table

6.15

Becky: Last month, I went to Loch Ness with my youth club. Loch Ness is a big lake in Scotland. Some people think a monster lives in it.

It was an exciting weekend. Some of my friends swam in the lake, but I didn't. The water was very cold. We all went on a boat trip, and we looked for the monster, but we didn't see it.

In the evening, we went for a walk in the forest close to the lake.

Our teacher caught a fish, and I had to help cook it for dinner. Then my friend had to wash the dishes, but we didn't have to set the table. We didn't have one!

Becky

2 Read again and say true or false.

- Students read the sentences and say if they're true or false, referring back to the text in activity 1.

Key: **1** true **2** false **3** true **4** true **5** false

3 Think of an exciting trip. Ask and answer.

- Students think of an exciting trip they have done. It can be with school, a club, or their family. They ask and answer about it in pairs, using the example questions to help.

4 Write about your trip in your notebook.

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

Workbook page 64

1 Look and write the words. Then find and circle.

- Students label the photographs with the correct words. They then find each word in the word search puzzle.

Key: **2** river **3** jungle **4** desert **5** mountain **6** volcano **7** forest **8** lake **9** cave

L	A	K	E	E	N	G	Y	E
I	M	O	U	N	T	A	I	N
V	O	L	C	A	N	O	R	I
R	F	O	R	E	S	T	D	I
I	V	F	R	G	E	R	E	S
V	E	N	E	I	A	F	S	L
E	A	E	T	E	A	J	E	A
R	J	U	N	G	L	E	R	N
C	A	V	E	R	A	E	T	D

2 What did they do yesterday? Look and complete the sentences.

- Students look at the picture. They then read and complete the text about it.

Key: **2** saw **3** was **4** swam **5** saw **6** saw **7** didn't **8** caught **9** didn't **10** ate **11** drank

Ending the lesson

- Play a game of *Last one standing* (see page xviii), making sentences about things you did on vacation and jobs you have to do at home.

Extra activities: see page TB109 (if time)

Lesson aims Students play a board game and continue reinforcing the language of Units 5 and 6.

Recycled language natural landscape features, helping at home, activities | *A (jungle) is a (tropical forest).* | *Do you have to (clean the bathroom)?* | *You have to (make your bed) (in the morning).* | *Did you (drink hot chocolate) last night?* | *Who has to (clean the classroom) today?*

Materials Word cards: see Digital Pack (Teacher's Resources) | Sentences on paper for the reading race | Coins and buttons or game pieces for playing the game

Warmer

- Use the word cards and sentences you've prepared to do a *Reading race* (see page xviii).

Student's Book page 79

5 Play the game.

- The aim of this game is to be the first one to find the hidden treasure. Students play in pairs with a coin and buttons or game pieces.
- Students place their button or game piece on the cave entrance (marked *Enter here*). Each student chooses which path to follow to the hidden treasure in the center. They then take turns flipping the coin and moving their game piece along their path. 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 odd-numbered square, they complete the definition with the correct missing word. When they land on an even-numbered square, they order the words to make a question. If students complete the sentence or make a question correctly, they stay on the square they have landed on. If they make a mistake, they move back one square.
- Play continues until one student wins by reaching the center of the cave with the hidden treasure (marked *Finish*).
- Students can play the game more than once, changing the path they play on. They can also substitute some of the question prompts or fill-in-the-blank definitions with their own ideas.

Key: **Player 1 (left-hand path):** **1** river **2** Do you have to clean the bathroom? **3** make **4** Did you drink hot chocolate last night? **6** Who has to clean the classroom today? **7** jungle **8** Did you sweep the floor before school? **9** water (the) **Player 2 (right-hand path):** **1** wash **2** Do you have to take the trash out? **3** cave **4** Did you eat octopus for breakfast? **5** clean **6** Who has to cook dinner in your family? **8** Did you climb a volcano on vacation? **9** island

Workbook page 65

3 Read and complete the chart.

- Students read Jane's description of her new school. They then write into the chart what Jane has to do and doesn't have to do in school.

Key: have to: dance every morning and afternoon, study at night, make my bed; don't have to: wash my clothes, clean the kitchen, wash the dishes, take the trash out

4 Look at activity 3. Write things that Jane has to / doesn't have to *do.*

- Students write four sentences about things Jane has to and doesn't have to do, using the information in the chart.

Key: Answers will vary, for example: **1** Jane has to be hardworking. **2** She has to study at night. **3** She doesn't have to clean the kitchen. **4** She doesn't have to wash her clothes.

5 Answer the questions about you.

- Students answer the questions with information about themselves.

Key: Answers will vary, for example: **1** We went to Russia. **2** I went to art galleries, and I saw lots of paintings. **3** Yes, I did. **4** I have to help my parents. **5** I don't have to cook dinner.

Ending the lesson

- Do an *Action treasure hunt* (see page xvi), with verbs used in Units 5 or 6.

Extra activities: see page TB109 (if time)

5 Play the game.

7 A _____ is a tropical forest.

6 today? / Who / clean / to / has / classroom / the

8 sweep / before / Did / school? / you / floor / the

5 You don't like bats! Miss a turn.

9 You have to _____ plants sometimes.

4 chocolate / Did / drink / hot / you / night? / last

3 You have to _____ your bed in the morning.

2 clean / bathroom? / you / have / Do / to / the

1 A _____ flows from a mountain to the ocean.

7 You don't like spiders! Miss a turn.

8 vacation? / volcano / Did / climb / on / a / you

6 family? / has / Who / cook / to / dinner / your / in

9 An _____ is land with water around it.

5 You have to _____ a messy bedroom.

4 eat / octopus / Did / breakfast? / for / you

3 A _____ is a place under the ground.

2 trash? / Do / out / have / you / take / to / the

1 You have to _____ dirty clothes.

Good job!

FINISH

ENTER HERE

Find the hidden treasure!

Green
Say the missing words.

Purple
Make a question.

7 Feelings



Unit aims Students will talk about their feelings. This includes:

- learning vocabulary for emotions
- explaining why people are feeling a certain way
- asking how people are feeling
- talking about the kinds of stories they like reading and why

They will also learn how animals communicate.

Background information The photograph shows people on a roller coaster.

Introduction to the unit

- Read the title of the unit while students look at the photograph. Ask *What's Unit 7 about?* (*Feelings.*)
- Then ask *Where are these people?* (*On a roller coaster. / At a theme park.*) Ask *How do they feel?* Teach or elicit any words for feelings, e.g., *happy, excited, scared.* Ask *How do you know?* (*The people are laughing and shouting.*)
- Ask *Who likes roller coasters?* Students can say *yes* or *no* and how roller coasters make them feel (e.g., *I think they're exciting. I think they're scary. I think they're scary and exciting!*)
- For students who like them, ask *What's the best/biggest roller coaster you know?* Students can also say when they went on it.
- For any students who don't like roller coasters, ask *Do you like theme parks? What do you like doing at theme parks instead?* Elicit different ideas (looking at local theme park brochures if you have them): *I like watching shows, I like looking at animals, I like going on the monorail, I like going on water rides.*

Look!

- Show students the video to expand the topic of feelings. Pause the video after each section and ask students how each person feels. Ask them why the person or people feel that way. Play the video again if necessary.

Guess What!

1 7.01 Listen and look.

2 7.02 Listen and repeat. Then match.





















a angry **b** bored **c** excited **d** hungry **e** interested
f scared **g** surprised **h** thirsty **i** tired **j** worried

3 7.03 Listen and say *true* or *false*. Then practice with a friend.

Look at picture ten. She's scared.

False!

4 My World Mime a feeling. Ask and answer.

→ Workbook page 66

Lesson aims Students learn and talk about vocabulary for feelings.

New language *angry, tired, surprised, excited, bored, interested, scared, worried, hungry, thirsty*

Recycled language *Let's practice (acting)! | You're/He's/She's (tired). | Show me (tired). | Can you look (tired)? | Are you (tired)? Yes, I am. / No, I'm not.*

Materials Word cards: see Digital Pack (Teacher's Resources) (optional)

Warmer

- Elicit words for feelings that students already know (e.g., *happy, sad, interested*, plus *excited* and *scared* from the opening spread). Students can also think of times when they feel two emotions at the same time (e.g., *happy* and *scared* when seeing a scary movie).

Student's Book page 82

1 Listen and look.

- Tell students the children are at a drama club. Use the photographs and mime to introduce the new feelings words. Then play the recording. Students listen and point to the children. Then play the recording again, pausing for students to mime each emotion.

7.01

Teacher: OK, drama club. In today's class, let's practice acting our feelings. Let's begin. Someone is talking on their cell phone in the library. You're angry ... Show me angry.
Class: Grrr!
Teacher: Good. Now you're tired, really tired. Show me tired.
Class: (Yawn.)
Teacher: Good. Now you're surprised. Can you look very surprised?
Class: (Gasp of surprise.)
Teacher: Good job. Now you're excited. Hooray! Show me excited.
Class: Hooray!
Teacher: Great! Now you're the opposite of excited. You're bored. Act bored.
Class: (Grunt with boredom.)
Teacher: Good! Now you have an interesting book. You're interested. Act interested.
Class: (Express interest.)
Teacher: Yes! Oh, no! Help! Now you're scared.
Class: (Whimper with fear.)
Teacher: Come on, you can do better. You're really scared.
Class: (Gasp with fear.)
Teacher: Good. Now you're worried. Can you look worried? Good!
Teacher: And now you're hungry. And you're thirsty. Show me hungry and thirsty? Good! Now I'm really hungry and thirsty! Let's stop for some lunch!

2 Listen and repeat. Then match.

- Play the recording. Students repeat and point to the photographs.
- Play the recording again. Students match the words.

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

7.02

1 angry 2 tired 3 surprised 4 excited 5 bored 6 interested 7 scared 8 worried 9 hungry 10 thirsty

3 Listen and say true *or* false. *Then practice with a friend.*

- Say *Now listen and say* true *or* false. Play the recording, pausing after each sentence for students to respond.
- Students can then do the same activity in pairs.

Key: 2 true 3 true 4 false 5 true 6 true 7 true 8 false 9 true 10 false

7.03

1 Look at picture 10. She's scared. 2 Look at picture 8. He's worried. 3 Look at picture 6. They're interested. 4 Look at picture 7. They're thirsty. 5 Look at picture 4. She's excited. 6 Look at picture 9. He's hungry. 7 Look at picture 3. She's surprised. 8 Look at picture 1. She's bored. 9 Look at picture 2. She's tired. 10 Look at picture 5. He's angry.

4 Mime a feeling. Ask and answer.

- Students mime a feeling for their partner to guess, asking *Are you (excited)?* (*Yes, I am. / No, I'm not.*)

Workbook page 66

1 Read and complete the sentences. Use the words in the box.

- Students read and complete each sentence with the correct feeling, choosing and solving the anagrams from the box.

Key: 2 thirsty 3 bored 4 tired 5 interested 6 angry 7 surprised 8 scared 9 worried 10 excited

2 Look at activity 1. Complete the chart about you.

- Students write the feelings they have in the different situations. They can also use *happy* or *sad*.

Key: 1 scared, sad 2 excited, surprised, happy 3 excited, happy 4 angry, worried, excited, scared 5 interested, tired, bored

My picture dictionary → Go to page 91. Write the new words.

- Students label the pictures.

Key: angry, bored, excited, hungry, interested, scared, surprised, thirsty, tired, worried

Ending the lesson

- Play the *Mirror game* (see page xviii).

Extra activities: see page TB109 (if time)

Lesson aims Students talk about the reasons people are feeling a certain way. Students also practice falling intonation at the end of sentences.

New language *I'm/He's/She's/They're (crying) because I'm/he's/she's/they're (scared).*

Recycled language feelings, *cry, eat, smiling, happy, sad, funny, spider, bird* | *There's a (spider).* | *He's/She's (talking to her friend).* | *He/She doesn't like spiders.*

Warmer

- Play the *Adjective game* (see page xvi), using words for feelings.

Presentation

- Yawn and say *I'm tired.* Yawn again and say *I'm tired because I went to bed late last night.* Then smile and say *But I'm happy now. I'm happy because I like teaching.* Make sure students understand the word *because* and ask them to repeat the sentence *I'm happy because …* in chorus and individually.

Student's Book page 83

5 Read, listen, and find. Then say the names.

- Look at the photographs and ask *How are they feeling? How is he/she feeling?* Students guess the children's feelings and also try to say why from the context of the photograph.
- Say *Now read, listen, and find the children. Say their names.* Play the recording while students listen and read the sentences. They find each child in the photographs and say their name.
- Then say *Now listen and repeat.* Play the recording again, pausing for students to repeat each sentence.

Key: **1** Ali **2** Emily **3** Daisy and Lucy **4** Ben **5** Jim

7.04: see Student's Book page 83

6 Read and match.

- Students read and match the two halves of each sentence describing the photographs in activity 5.
- Check by asking students to repeat the complete sentences aloud.

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

7 Make sentences with a friend.

- Ask a couple of confident students *How are you feeling today?* Elicit an answer and a reason.
- Students can then ask and answer in pairs, using the speech bubbles and the Focus! box to help them. You can make this activity more challenging by asking students sometimes to add a nonsense element to their sentences. Students make a sentence, and their partner has to decide if the reason given makes sense or not, e.g., *I'm angry because it's lunchtime.* (*No! You're hungry because it's lunchtime.*)

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

- Play the presentation section of the activity. Students listen and repeat the end word in each sentence, emphasizing the falling intonation. They then repeat the sentence.

7.05

A: I'm surprised because this lesson is easy. ↘
B: Easy. ↘
I'm surprised because this lesson is easy. ↘
A: He's laughing because it's funny. ↘
B: Funny. ↘
He's laughing because it's funny. ↘

- Play the practice section of the activity. Students listen and repeat the end word of each sentence, emphasizing the falling intonation. They then repeat each sentence.

7.06

1 He's surprised because there's a spider.
2 He's crying because he's scared.
3 She's hungry because it's breakfast time.
4 They're smiling because they're happy.
5 She's happy because she's talking to her friend.
6 They're worried because they have a math test.

Grammar fun!

- Play the *Grammar fun!* (Class survey game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Play each statement and have students raise their hand if it is true for them (see Introduction page xii).

Workbook page 67

3 Write sentences with because.

- Students link the two sentences into one, using *because*.

Key: **2** They're laughing because the book is funny. **3** Ben's scared because he saw a shark. **4** Liam's shouting because he's angry. **5** We're interested because the story is exciting. **6** We're excited because we're going on vacation.

4 Look and write sentences with because.

- Students write two sentences about each picture. They use the prompts provided and *because*.

Key: **2** The dog's happy because it's eating the ice cream. **3** Peter's hungry because it's breakfast time. **4** Tom isn't hungry because he's tired. **5** Karen's surprised because kayaking is easy. **6** Jane's worried because kayaking is difficult.

Ending the lesson

- Play a *Sentence chain game* (see page xviii), using the starting sentence *I'm happy today because it's my birthday.* Students can add other reasons for being happy.

Extra activities: see page TB110 (if time)



5 7.04 **Read, listen, and find. Then say the names.**

Focus!

He's scared **because** he doesn't like spiders.







1 He's scared because he doesn't like spiders.
2 She's eating because she's hungry.
3 They're smiling because they're happy.
4 He's surprised because there's a spider.
5 He's laughing because it's funny.

6 Think **Read and match.**

1 Lucy is happy because …	a there's a bird on Jim's head.
2 Ben is suprised because …	b the spider is on his bananas.
3 Emily is hungry because …	c it's breakfast time.
4 Ali is scared because …	d he really doesn't like spiders.
5 It's funny because …	e she's talking to her friend.

7 My World **Make sentences with a friend.**

I'm hungry because … I'm happy because …

Say it!

8 7.05 7.06 **Does the end of the sentence go up or down? Listen and repeat.**

I'm surprised because this lesson is easy. ↘ *He's laughing because it's funny.* ↘

→ Workbook page 67

Grammar Pronunciation

Grammar fun!



9 7.07 **Who's scared of sharks? Listen and choose.**

a Emma **b** Emma's sister **c** Pedro

10 7.07 **Listen again and practice.**

Pedro: Hi, Emma. How are you today?
Emma: I'm OK, but I'm a little tired.
Pedro: Why are you tired?
Emma: I'm tired because it was my sister's birthday yesterday. We stayed up late and watched a movie.
Pedro: That sounds like fun.
Emma: Yes, but then my sister didn't want to go to bed because she was scared.
Pedro: Why was she scared?
Emma: Because it was a movie about sharks. She's scared of sharks.
Pedro: Oh, no!

Focus!

Why is she tired?
She's tired because she stayed up late.

11 My World **Read and match. Then ask how your friends are feeling and why.**





a Because there isn't any juice.
b Because he doesn't like reading.
c Because it's her birthday.
d Because she's reading a good book.
e Because the cookies aren't on the plate.

12 7.08 **Go to page 103. Listen and repeat the chant.**

Grammar fun!

Lesson aims Students ask and answer about why they are feeling a certain way.

New language *stay up late* | *Why are you (tired)? (I'm tired) because (it was my sister's birthday).*

Recycled language feelings, *birthday, yesterday, watch a movie, want to, go to bed, shark, juice, read a book, cookie, floor* | *Who's scared of (sharks)?*

Materials Word cards: see Digital Pack (Teacher's Resources) | Slips of paper and a bag or box for the *Act it out* game (optional)

Warmer

- Use the word cards to play *Act and guess* (see page xvi). When students have guessed the feeling correctly, students can also mime the reason for them to guess, e.g., *You're excited because you have a present.*

Presentation

- Make a sentence about how you're feeling, e.g., *I'm happy today*. Students who also feel happy stand up. Ask these students *Why are you happy?* Students can repeat the question in chorus and individually. Encourage students who are standing up to reply with the reason (e.g., *Because it's Friday*).
- Ask students who are sitting down how they're feeling and why.

Student's Book page 84

9 Who's scared of sharks? Listen and choose.

- Ask *Who can you see in the photograph?* (*Pedro and Emma.*) Ask *What are they talking about?* Students guess, e.g., *Feelings.*
- Then ask *Who's scared of sharks? Listen and choose.* Play the recording. Students listen and choose the correct answer.

Key: **b** Emma's sister

7.07: see Student's Book page 84

10 Listen again and practice.

- Say *Now listen again.* Play the recording, pausing after Pedro's second question, for students to repeat: *Why are you tired?* Elicit the answer and continue the recording for students to check and repeat the answer. Continue the recording, pausing for students to repeat Pedro's third question: *Why was she scared?* Elicit the answer and continue the recording for students to check and repeat the answer.
- Then play the recording again, pausing for students to listen and repeat the dialog. Students can also practice it in pairs.

11 Read and match. Then ask how your friends are feeling and why.

- Students look at the children in the photographs and guess how they're feeling. They then read the question for each child and guess why.
- Students then choose the correct answer to each question from the box below.
- Then in pairs or small groups, students ask one another *How are you today?* and answer *I'm … because …*

Key: Why is he thirsty? a Because there isn't any juice. Why is she worried? e Because the cookies aren't on the plate. Why is she excited? c Because it's her birthday. Why is he bored? b Because he doesn't like reading. Why is she interested? d Because she's reading a good book.

12 Go to page 103. Listen and repeat the chant.

- Play the recording. Students listen and repeat the grammar chant. Repeat, with students changing roles, until they are chanting confidently.
- Students make their own verse of the chant, substituting the feelings and reasons with their own ideas.

7.08: see Student's Book page 103

Grammar fun!

- Play the *Grammar fun!* (*What's the question?* game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote. Then play the rest of the video (see Introduction page xii).

Workbook page 68

5 Read and circle the correct words.

- Students read the emails and circle the correct words.

Key: **2** surprised **3** scared **4** excited **5** worried **6** happy **7** interested

6 Put the words in order. Then complete the questions.

- Students order the words to write sentences with *because*. They then complete the questions to match answers.

Key: **2** Why is Katy hungry? She's hungry because she didn't eat lunch. **3** Why is Helen tired? She's tired because she played volleyball. **4** Why is he excited? He's excited because he's going to the movies. **5** Why is she happy? She's happy because she can ride a bike. **6** Why is he scared? He's scared because he doesn't like bats.

7 Ask and answer with a friend. Use the words in the box and your own ideas.

- Students use the words in the box to ask and answer about feelings with a friend. Students use the example speech bubbles to help.

Ending the lesson

- Ask *Who's tired today? Who's excited? Who's angry?* Students raise their hands. Nominate other students to ask them *Why are you (tired)?* Who gives the best reasons?

Extra activities: see page TB110 (if time)

Lesson aims Students reinforce language with a story. They also discuss the value of respecting nature.

New language *annatto plant, medicine*

Recycled language *grow, rain forest, South America, snake | Where does the (annatto plant) grow? | Why is (Capu) (so) excited? Because (it's his home). | Let's (follow Capu). | What's the matter? I think it was a snake! | Don't worry! | We'll help you. | Can you (show/help) us?*

Materials Pictures of an annatto plant, from a reference book or downloaded from the Internet (optional)

Warmer

- Play *Definitions* (see page xvii), using feelings words.

Introduction

- Remind students of the story episode from the previous unit: *Where did the children go? (Ancient Egypt.) What did they do? (They finished a palace.) How did Capu help? (He found a key.) Did they enjoy their adventure? (Yes, they did.)* Students guess where the children go to this episode and what they do.

Student's Book page 85

13 Read and listen.

- Read the question in frame 1: *Where does the annatto plant grow?* If you have any pictures of an annatto plant, show them to students, or tell them that it's a plant with red seeds. The seeds are used in food coloring. Then ask if anyone knows the answer to the question. Say *Let's find out! Read and listen.* Play the recording. Students follow the story in their books. At the end of the story, students can answer the opening question: *In the rain forest in South America.* Explain any new words, e.g., *medicine.*
- Then play the recording again, pausing at the end of each frame to ask more questions: Frame 1: *Where are they? (In the rain forest in South America.) Who's very excited? (Capu.) Why's he excited? (Because he's back home.)* Frame 2: *Where does Capu take them? (Into the rain forest.)* Frame 3: *What's the matter with Jack? (He has a snakebite.) Does Ruby want to help him? (Yes, she does.)* Frame 4: *What plant do they need? (The annatto plant.)* Frame 5: *Where does Capu take the children? (To a village.) Can the villagers help Jack? (Yes, they can.)* Frame 6: *What are the villagers doing? (They're helping Jack.)* Frame 7: *Is Jack OK now? (Yes, he is.) What did the villagers do with the plant? (They made a medicine with it.)* Frame 8: *Why are they saying goodbye to Capu? (He is staying in the rain forest. It's his home.) Is Capu happy to be home? (Yes, he is.)*
- Ask *Why did they need the annatto plant?* Tell students that seeds from the annatto plant are a traditional medicine for snakebites.
- 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. You could also divide the class into groups, with each group acting the part of one character.

7.09: see Student's Book page 85

Value ***Respect nature***

- Read the value: *Respect nature.* Students think of ways the story shows of respecting nature. (You have to be careful of dangerous animals in a rain forest. Rain forests are important because you can use rain forest plants to make medicine. It is good for rain forest animals (e.g., capuchin monkeys) to live in their natural home.)
- Encourage students to think of ways they can respect and take care of nature, e.g., don't keep wild animals as pets, don't pick wild flowers, don't collect nuts or berries because wild animals need to eat them. Also talk about how we have to respect nature in terms of the dangers it can pose: be careful of animals that can bite or sting, protect yourself from mosquitoes, don't eat wild berries or mushrooms in case they're poisonous.

Workbook page 69

8 Read the story again and complete the sentences with the words in the box. Then number.

- Students complete the sentences with the words from the box. They then number the sentences in the correct order. Students refer back to the story in the Student's Book as necessary.

Key: **2** a Jack needs help because of the snake. **3** b Capu wants to help Jack and finds the annatto plant. **4** **e** The woman and girl use the plant to make a medicine. **5** d The children say goodbye to Capu.

9 Read and circle the correct words.

- Students read the sentences and questions. They then choose and circle the word or phrase that best completes the sentence or answers the question each time.

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

10 Read and circle the words that show the value: Respect nature.

- Students circle the words that complete the sentences in a way that demonstrates respecting nature.

Key: **2** Don't take **3** Put **4** Don't make **5** Don't litter

Ending the lesson

- Ask students questions about the story for them to answer with their books closed.

Extra activities: see page TB110 (if time)

13 7.09 Read and listen.



→ Workbook page 69

Value: Respect nature

Skills: *Listening and speaking*

Let's start! What is your favorite book and why?

14 7.10 **What are their favorite books? Listen and match.**

a **Goodnight, Mr. Tom,** Michelle Magorian

b **Horrid Henry,** Francesca Simon



c **Charlie and the Chocolate Factory,** Roald Dahl

d **Stay Out of the Basement,** R.L. Stine

15 7.10 **Listen again and choose the words.**

1 "Stay Out of the Basement" is about two children and their **mother/father/uncle**.
2 The "Horrid Henry" stories are **exciting/funny/sad**.
3 **Four/Five/Six** children visit the factory in "Charlie and the Chocolate Factory."
4 "Goodnight, Mr. Tom" is about a boy and an old **man/woman/horse**.

16 7.11 Talk Time **Discuss your favorite author.**

Who's your favorite author?

My favorite author is …

What kind of stories does he/she write?

He/She writes …

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

New language *author, podcast*

Recycled language *What's your favorite book? | It's (*Stay Out of the Basement*). | I like (funny) stories because (I like feeling happy). | Who's your favorite author? My favorite author is (Francesca Simon). | What kind of stories does he/she write? He/She writes (funny) stories.*

Materials A collection of children's books or graded readers (optional)

Warmer

- Show any books you have and ask *Do you like reading? What kind of stories do you like?* Elicit a range, e.g., funny stories, scary stories, adventure stories, sad stories.

Student's Book page 86

What is your favorite book and why?

- Tell students about your favorite book, e.g., *My favorite book is … I like it because it's very exciting, and it has a good story. It's pretty funny, too.*
- Then ask *What's your favorite book and why?* Encourage students to say as much as they can about their choice.

14 What are their favorite books? Listen and match.

- Students listen to a children's podcast about favorite books and authors. Read the children's names and the titles of the four books. Ask students if they know any of the books shown. Then ask *What's Amber's favorite book?* Students guess.
- Play the recording. Students listen and match the children to their favorite book. Then play the recording again, pausing to ask questions: *How many children are in* Stay Out of the Basement*? (Two.) Who's Zoe's favorite author? (Roald Dahl.)*

Key: *Ben d Amber a George b Zoe c*

7.10

Amber: Welcome to our podcast about favorite books.
1 **Amber:** Ben, what's your favorite book?
Ben: It's *Stay Out of the Basement*, by R.L. Stine. It's about two children and their father. He's a scientist, and he's growing some strange plants in their basement. It's scary, but it's good.
2 **Amber:** What kind of stories do you like, George?
George: I like funny stories because I like feeling happy. I love *Horrid Henry*, by Francesca Simon. Henry's very naughty, and his brother, Peter, is always polite and helpful.
3 **Amber:** And you, Zoe?
Zoe: My favorite author is Roald Dahl. And my favorite book is *Charlie and the Chocolate Factory*. Five children win tickets and visit a chocolate factory. It's funny and exciting. You should read it.
4 **Zoe:** What about you, Amber?
Amber: I like sad stories because they are interesting. My favorite book is *Goodnight, Mr. Tom*, by Michelle Magorian. It's about a boy and an old man.
Zoe: Why is it sad?
Amber: Read it and see!
George: Goodbye, everyone!
Ben: Thanks for listening!

15 Listen again and choose the words.

- Students read the sentences and choose the correct word from the three alternatives provided in each sentence. Play the podcast from activity 14 again as necessary.

Key: **1** father **2** funny **3** Five **4** man

16 Discuss your favorite author.

- Ask *Who's your favorite author? Let's discuss your ideas!* Play the recording. Students listen while reading the conversation prompts in the speech bubbles. They then work in pairs or small groups, identifying their own favorite author and saying what kind of stories they write. They use the example speech bubbles to help.

7.11

A: Who's your favorite author?
B: My favorite author is Francesca Simon.
A: What kind of stories does she write?
B: She writes funny stories.

Workbook page 70

11 Read Milt's diary. Then use the underlined words to write sentences with because.

- Students read Milt's diary. They then rewrite sentences.

Key: **2** I'm excited now because we're staying close to a national park. **3** I'm surprised because hippos are the most dangerous animal. **4** I'm hungry now because I didn't eat dinner. **5** I want to be a park guide because I am very interested in animals now.

12 Look at activity 11. Answer the questions.

- Students read and answer the questions, referring back to Milt's diary in activity 11.

Key: **2** Yes, he did. **3** Because he was in a car. **4** No, they aren't. **5** Because he saw lions and hippos.

13 How to talk about yesterday.

- Students read the rules and draw circles and boxes.

Key: **1** I'm excited now. I'm hungry now. I am very interested in animals now. **2** Today was a long day. I was bored. The plane ride was ten hours! Lions climbed on our car, but we were safe in the car. I was too excited to eat dinner.

Ending the lesson

- Have a class vote to find out the most popular author. This can also be done as a *Class survey* (see pages xvi to xvii).

Extra activities: see page TB110 (if time)

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

New language *beanstalk, giant, gold*

Recycled language feelings, *village, money, market, sell, cow, buy, beans, magic, castle, hen, eggs | (Jack's mother) was (often worried) because (they didn't have any money). | Jack had to (go to the market). | Jack (climbed) the beanstalk. | Jack was (scared), but (the giant) was (friendly). | He gave (Jack) a (magic hen).*

Materials A book of fairy tales or traditional stories (optional)

Warmer

- If you have a book of fairy tales or traditional stories, use this to introduce the theme. Ask *What traditional stories do you know?* Give some examples of traditional stories from your or your students' culture and elicit any titles. You can also ask *What's your favorite traditional story?*

Student's Book page 87

What is Jack climbing?

- Use the illustration to teach *beanstalk* and *giant*. Introduce the story of *Jack and the Beanstalk* and ask students if they know this traditional story. Ask *What's Jack climbing?* (*A beanstalk.*) Then ask *Why's Jack climbing the beanstalk? Who does he meet at the top? What happens to him?* Students guess (or answer from their knowledge of the story). Then say *Let's read the story and find out!*

17 Read and listen.

- Say *Read and listen.* Play the recording while students read along with the text.
- Then play again, pausing to ask more questions: *Where does Jack live with his mother?* (*In a village.*) *Are they rich?* (*No, they're poor.*)
- If students already know the story of *Jack and the Beanstalk*, ask them how this version is different from the one they know. (*The giant is friendly. He gives Jack the magic hen. Jack and the giant make friends. Jack doesn't cut down the beanstalk.*) Students can say which version of the story they like better and why.

7.12: see Student's Book page 87

18 Read again and answer the questions.

- Students answer the questions, referring back to the text in activity 17.
- Check the activity by asking pairs of students to say the questions and answers.

Key: **1** Because they didn't have any money. **2** At the market. **3** Five. **4** A giant. **5** Because it made gold eggs. **6** She was very happy.

Think of a story you know.

- Say *Now it's your turn. Think of a story you know.* Students ask and answer about a traditional story they know, using the questions in the box and saying who's in the story and what happens. They can keep the story the same as the traditional version or they can change the ending. Alternatively, students can make up their own story, deciding on the characters and the main events.
- Students can then write their story in their notebooks. They can use the text in activity 17 as a model.
- Students can then read their stories to the class. If they've chosen traditional stories, the students listening can guess what story it is.

Workbook page 71

14 Think about your weekend or a vacation. Make notes about two things you did and your feelings.

- Students complete the mind map with notes about a weekend or a vacation when they did some interesting things. They note down the date, what they did, their feelings at the time, and why they had those feelings. Students can work individually or in pairs or small groups on this activity.

Key: Answers will vary

15 Write two diary pages about your weekend or vacation.

- Students write two diary pages about their weekend or vacation. They use the information from their notes in activity 14 and the diary pages on Workbook page 70 to help them.
- Students can then read each other's diaries and see whose are the most interesting.

Ending the lesson

- Choose a story students know – it could be a fairy tale, a traditional story, or the story of a popular movie or book you have read in class. Then tell the story line by line, pausing for the students to help you. Prompt students to help by asking questions: *What happened next? Who did they see then?*

Extra activities: see page TB110 (if time)

Skills: *Reading and writing*

Look below! What is Jack climbing?

17 7.12 **Read and listen.**

Jack and the Beanstalk

Jack and his mother lived in a village. His mother was often worried because they didn't have any money. One day, Jack had to go to the market and sell their cow. Then he had to buy some food, but Jack only bought five beans.

Jack's mother was very angry. She threw the beans out the window. That night, they grew into a magic beanstalk. Jack and his mother were very surprised.

Jack climbed up the beanstalk. A giant lived in a castle at the top. Jack was scared, but the giant was friendly. He gave Jack a magic hen for his mother. The hen made gold eggs. Jack's mother was very happy, and Jack and the giant were friends.

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

1 Why was Jack's mother often worried?
2 Where did Jack have to sell the cow?
3 How many beans did Jack buy?
4 Who lived at the top of the beanstalk?
5 Why was the hen magic?
6 How did his mother feel at the end of the story?

Your turn!

Think of a story you know.
Who is in the story?
What happens in the story?
Is the story funny, exciting, sad, or scary?

Now write about it in your notebook.

→ Workbook page 71

How do animals communicate?



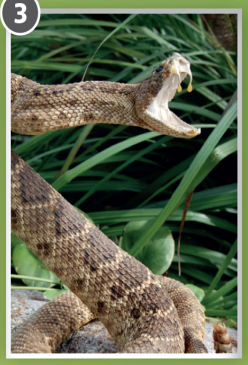
1 7.13 Listen and repeat.



growl



flap



hiss



purr



change color

2 CLIL Watch the video.

3 7.14 Read and listen.

Different animals communicate in different ways. Many animals use sounds to communicate with each other. Birds sing, lions, and tigers growl, and turtles can hiss. Chimpanzees touch hands to say "hello!" Some animals, like frogs and spiders, change color to send messages to each other.

Animals communicate how they feel with their bodies, heads, mouths, and ears. Animals show they are happy in different ways. Polar bears move their heads from side to side, some wild cats purr, and excited elephants flap their ears.

Animals show they are angry in different ways, too. Elephants move very fast, bears growl, and snakes and crocodiles hiss.

4 Answer the questions.

1 How do chimpanzees say "hello"?
2 How do some frogs and spiders send messages to each other?
3 What body parts do animals use to communicate?
4 How do snakes and crocodiles show they're angry?

5 How do you communicate your feelings to your family?

Guess What!

Whales jump out of the water to send messages to other whales.

Let's collaborate!



→ Workbook page 72

CLIL: Science

Lesson aims Students learn about how animals communicate.

New language *communicate, growl, flap, hiss, purr, change color*

Recycled language animals, actions, parts of the body, feelings

Materials Slips of paper and a bag (optional)

Warmer

- Review animals students know in English. Ask *What sound does it make?* Elicit an appropriate sound. Then make the sounds for students to guess the animal.

Student's Book page 88

How do animals communicate?

- Ask the opening question: *How do animals communicate?* (*They make sounds – lions roar, dogs bark*, etc.)
- Then ask *How else do animals communicate?* Tell students *They use their bodies.* Ask *How are these chimpanzees communicating?* (*They're touching hands.*)
- Then say *Let's find out more ways animals communicate!*

Student's Book page 89

1 Listen and repeat.

- Elicit or teach the new words *growl, flap, hiss, purr,* and *change color.* Then play the recording. Students listen and repeat the words.
- Students can then name animals they know that they think can do the different actions with their bodies or make the sounds.

7.13: see Student's Book page 89

2 Watch the video.

- Play the video.
- If you don't have the video, play a game of *True or false?* (see page xix), using animals students know and animal sounds and body language. Students can also correct the false sentences, e.g., *Monkeys can growl.* (*False. Bears or dogs can growl, but monkeys can't growl.*) You may also want to review animal body parts and verbs, e.g., *teeth, tail, wings, trunk, neck, chatter, roar, swing (a trunk).*

CLIL 07: see pages TB116 to TB117

3 Read and listen.

- Play the recording while students read the text. Then play the recording again, pausing for students to find and point to the correct photographs in activity 1.
- Ask a few general comprehension questions, e.g., *What do birds do?* (*Sing.*) *Can tigers growl?* (*Yes, they can.*)

7.14: see Student's Book page 89

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** They touch hands. **2** They change color. **3** Bodies, heads, mouths, and ears. **4** They hiss.

5 How do you communicate your feelings to your family?

- Students think about how they communicate their feelings to their family. They can think of verbal ways (*speaking, shouting, whispering*) or nonverbal ways (*smiling, laughing, crying, walking away, stamping your foot*).
- Ask *How do whales communicate and send messages?* Students guess. They can then read the Guess What! fact: *Whales jump out of the water to send messages to other whales.* Congratulate students who guessed correctly. (You can also congratulate students who guessed other methods of communication for whales, e.g., whale song or clicking noises, splashing their tails when angry, or charging into or bumping into each other.)

Workbook page 72

1 Match the animals to how they communicate and their feelings.

- Students match the animals with the methods of communication and emotion.

Key: **2** e happy **3** c excited **4** a angry **5** d happy

2 Look at activity 1. Write sentences about how animals communicate their feelings.

- Students write sentences about the animals.

Key: **2** Wild cats purr because they're happy. **3** Elephants flap their ears because they're excited. **4** Snakes hiss because they're angry. **5** Polar bears move their heads because they're happy.

3 Complete the chart with the words in the box.

- Students categorize the methods of animal communication into things you can see and things you can hear.

Key: See: flap ears, move fast, move head, touch hands; Hear: hiss, purr

Ending the lesson

- Students can play *Guess what!* (see page xvii), describing animals and their behavior.

Extra activities: see page TB110 (if time)

Lesson aims Students will make a feelings collage. | They can also complete the unit evaluation in the Workbook.

Recycled language feelings adjectives: *angry, bored, excited, interested, scared, surprised, tired, worried* | Students review all unit vocabulary and grammar in the unit evaluation.

Materials Model sheet 7, Project sheets 7, Worksheets 7, Group and Teacher evaluation sheets, cue cards (optional), large pieces of thin cardboard, pencils or pens, pictures from magazines, photographs related to the feelings or topics, recycled materials in different colors and textures, colored pencils or markers, scissors, glue, computer for photograph research (optional)

Warmer

- Remind students that a collage is when we combine images to make a new image that expresses an idea. Discuss how people make collages, the materials they use, and what the collages can be about. (Anything).

Student's Book page 89 – Let's collaborate!

Introduce the project.

- Students look at the project flyer on page 89. Point to the photographs and ask *What are the children doing? How do you think they feel?* Say *Now it's your turn. Let's collaborate.* Tell them they are going to make a collage about their feelings.

Step 1 Plan your project.

- Divide students into project groups of six and distribute project sheets. Have groups choose three feelings from the box. Monitor the activity to ensure all the feelings are covered by the class.
- Students should then think of as many things as possible related to the topics that make them have the feelings, e.g., little sister can represent the feeling of being angry. Encourage them to write down any ideas, even if it is not obvious how they relate to the feeling. Students can also make a simple chart to help them organize their ideas.
- Have groups split into pairs and agree on one feeling per pair to focus on. Hand out the worksheet to each pair to complete. Have pairs write as many ideas as they can and include something for each category. They can use their ideas from the previous discussion or any new ones.
- Pairs now look for materials they can use to make their collage. They can use a variety of pictures from magazines or photographs from online, as well as different materials, as long as it is something that relates to the ideas that make them have the feeling on the mind map.

Step 2 Create your project.

- Hand out a large piece of thin cardboard to each group for them to make their collage. Tell them to divide the collage into three parts, so that each pair can display their feeling. Show them the model sheet (which shows two feelings). Point out the short sentences and phrases and encourage groups to write similar phrases to describe the ideas on their collage.
- Remind students to review their collages as a group and agree on the final layout before sticking.
- Students add the phrases and sentences to their collages. Encourage them to use colorful and decorative fonts that add to the overall design. Finally, ask students to write their names on their collages.

Step 3 Present your project.

- Groups present their collage to the class.
- Students in each group take turns talking about the feelings on the collage by describing each photograph or material and reading the sentences and phrases.
- Encourage the class to ask questions about each other's collages.

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB119 or *Teacher's Resources*) to each group for them to complete.
- If you wish, complete a Teacher evaluation sheet (see page TB120 or *Teacher's Resources*) for each group and award students an overall grade.

Workbook page 73 – Evaluation

1 Complete the questions and put the words in order. Then match.

- Students use feelings words to complete the numbered questions about the people in the pictures. They then order the words in the answers. Finally, they match the questions to the answers.

Key: **2** Why is Jim hungry? d Because he didn't eat lunch. **3** Why is Anna tired? a Because she stayed up late. **4** Why is Laura interested? c Because she's watching a good movie.

2 Look at activity 1. Write a different reason for how the children feel.

- Students make up four different reasons the children in activity 1 are feeling the way they do. Students can then compare their sentences to see who had the best ideas.

Key Answers will vary, for example: **2** Laura's interested because she enjoys reading. **3** Anna's tired because she went for a long walk. **4** Jim's hungry because he didn't eat breakfast.

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 ✗ in the box next to anything they are still unsure about. Make a note of any areas students have found difficult, for farther 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.

Extra activities: see page TB110 (if time)


8
Outdoor sports
Look!



Unit aims Students will talk about outdoor sports and activities. This includes:

- learning vocabulary for outdoor sports
- asking and answering about activities people did in the past
- asking and answering about when people did things in the past
- talking about hobbies
- learning what makes our bodies move

Background information The photograph shows a whitewater kayaker.

Introduction to the unit

- Read the title of the unit while students look at the photograph. Ask *What's Unit 8 about?* (*Outdoor sports.*)
- Then ask *What's this man doing?* Teach or elicit *He's kayaking.* Point out the water spray around the kayaker and teach the expression *whitewater kayaking.* Ask students to guess what this means (kayaking on very fast-flowing and unstable water).
- Ask *Who goes kayaking?* Students raise their hands. Ask these students *Do you like kayaking? Where do you go? How fast can you go? Do you ever go whitewater kayaking?*
- For students who don't have their hands up, ask *Would you like to try kayaking or whitewater kayaking?* Encourage students to say why or why not. Students can also name other outdoor hobbies they would prefer to do or like doing more.
- Ask *What's the kayaker wearing?* (*A helmet and a lifejacket.*) Ask students why they think he has to wear these things. (*Because whitewater kayaking can be dangerous. / To keep safe.*)

Look!

- Show students the video to introduce the topic. Pause the video at different intervals and ask *What other outdoor sports can you see?* Ask them if they do any of the sports.
- Play the video again and ask what are the similarities and differences between the sports (e.g., some are on water, in the mountains, use special equipment, and so on). Write ideas on the board.
- Have a class vote on the sports students would most like to try as a class.

Guess What!

1 8.01 Listen and look.

2 8.02 Listen and repeat. Then match.












a bodyboarding **b** canoeing **c** go-carting **d** hiking **e** rock climbing
f rowing **g** scuba diving **h** snorkeling **i** trampolining **j** windsurfing

3 8.03 Listen and answer the questions. Then practice with a friend.

Look at picture 5. Are they canoeing?

No, they aren't!

4 My World What activities would you like to do? Ask and answer.

→ Workbook page 74

Lesson aims Students learn and talk about outdoor sports and activities.

New language *hiking, rock climbing, trampolining, go-carting, rowing, canoeing, bodyboarding, windsurfing, snorkeling, scuba diving*

Recycled language *Which of these activities do you like doing? | Do you like (hiking)? Yes, I do. / No, I don't. / Not really. | Would you like to try (rock climbing)? Yes, I would. / No, I wouldn't. | (Canoeing) is easier than (rowing). | What about (snorkeling)? | I like/love (bodyboarding). | Is he (bodyboarding)? Yes, he is. / No, he isn't.*

Materials Word cards: see Digital Pack (Teacher's Resources) | Slips of paper and a box or bag for the messages game (optional)

Warmer

- Ask *Which sports can you play outside?* Elicit suggestions and ask, e.g., *Who plays tennis? How often do you play?*

Student's Book page 92

1 Listen and look.

- Use the photographs to introduce the outdoor sports. Play the recording. Students listen and point to each activity.
- Then play the recording again, pausing to ask questions, e.g., *Would Emma like to try rock climbing?* (*No, she wouldn't.*) *Does Alex like trampolining?* (*Yes, he does.*)

8.01

Emma: Look at this poster, Alex. Which of these activities do you like doing? Do you like hiking in the mountains?
Alex: I really like hiking. And I'd like to try rock climbing. Would you like to try rock climbing?
Emma: Um, not really. But I'd like to go trampolining.
Alex: Yes – trampolining is fun. Or go-carting. Do you like go-carting?
Emma: Yes, I do. Or what about some water sports? Do you like rowing?
Alex: Yes, and canoeing is fun, too. Canoeing is easier than rowing, I think.
Emma: I agree. And bodyboarding is easy, too. I like bodyboarding in the ocean.
Alex: Would you like to try windsurfing? That looks fun.
Emma: Hmm — it's pretty hard, I think. What about snorkeling? I love snorkeling. I love looking at the fish and underwater creatures.
Alex: Me, too. Or I'd love to go scuba diving. That looks even more exciting!
Emma: I agree. Let's try all of them. What about next weekend?
Alex: Emma!

2 Listen and repeat. Then match.

- Play the recording. Students repeat the words.
- Play the recording again. Students match the words.

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

8.02

1 hiking 2 rock climbing 3 trampolining 4 go-carting 5 rowing 6 canoeing 7 bodyboarding 8 windsurfing 9 snorkeling 10 scuba diving

3 Listen and answer the questions. Then practice with a friend.

- Play the recording, pausing to allow students to answer.
- Students can then do the same activity in pairs.

Key: 2 Yes, she is. 3 No, he isn't. 4 Yes, they are. 5 Yes, she is. 6 No, he isn't. 7 Yes, they are. 8 No, he isn't. 9 Yes, he is. 10 Yes, she is.

8.03

1 Look at picture 5. Are they canoeing? 2 Look at picture 8. Is she windsurfing? 3 Look at picture 10. Is he bodyboarding? 4 Look at picture 1. Are they hiking? 5 Look at picture 2. Is she rock climbing? 6 Look at picture 7. Is he scuba diving? 7 Look at picture 4. Are they go-carting? 8 Look at picture 6. Is he rowing? 9 Look at picture 3. Is he trampolining? 10 Look at picture 9. Is she snorkeling?

4 What activities would you like to do? Ask and answer.

- Students choose the activity they would like to do and compare their choice with a friend.

Workbook page 74

1 Read and circle the correct words.

- Students read the definitions and circle the correct sport.

Key: 2 a 3 b 4 a 5 b 6 c 7 a 8 a 9 b

2 Complete the sentences. Use the words from activity 1 and your own ideas.

- Students write about four activities they would like to do.

Key: Answers will vary, for example: I'd like to go scuba diving because I'd like to see a shark.

My picture dictionary → Go to page 92. Write the new words.

- Students label the pictures.

Key: bodyboarding, canoeing, go-carting, hiking, rock climbing, rowing, scuba diving, snorkeling, trampolining, windsurfing

Ending the lesson

- Use the word cards to play *Choose and answer* (see page xvi). Make questions, such as *Do you go (bodyboarding)? How often do you go (bodyboarding)? Would you like to go (bodyboarding)?*

Extra activities: see page TB110 (if time)

Lesson aims Students talk about outdoor sports they did last weekend.

New language *I/He/She went (go-carting with my friends) on (Saturday).* | *Did you/Sally/Mike (go hiking)?*

Recycled language outdoor sports, days of the week | *It was (my birthday).* | *I (visited my cousins).* | *Yes, I/he/she did. / No, I/he/she didn't.* | *What did (Sam) do (on Saturday)?*

Materials Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Use the word cards to play *What's missing?* (see page xix).

Presentation

- Say *Guess what I did last weekend!* Elicit and practice the question *Did you (go snowboarding)?* Answer *No, I didn't* until someone guesses correctly and you can answer *Yes, I did.* Then confirm the activity: *I went to the beach, and I went bodyboarding. Then I went hiking close to the beach.*
- Then ask a few students *What did you do last weekend?* Elicit some answers, making sure they use *I went* with any activity that uses *go*, e.g., *I went trampolining.*

Student's Book page 93

5 Read and listen.

- Tell students that the photographs show what the children did on the weekend. For each one, ask *What did they do?* Students guess the answers.
- Say *Now read and listen.* Play the recording while students listen and read the sentences.
- Then say *Now listen and repeat.* Play the recording again, pausing for students to repeat each sentence.

8.04: see Student's Book page 93

6 Match the questions and answers.

- Students read and match the questions and answers about the children in activity 5. Check by asking pairs of students to say the questions and answers.
- If you have time, students can then make up more questions to ask the class about the children.

Key: 1 c 2 d 3 b 4 a

7 Ask and answer.

- Students ask and answer about their own weekend, using the new activities and others that they know. They use the example speech bubbles and the Focus! box to help them.

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 grammar chant, following the text on page 103. Repeat, with students changing roles, until they are chanting confidently.
- Students can make up their own verse of the chant, substituting the activities with their own ideas.

8.05: see Student's Book page 103

Grammar fun!

- Play the *Grammar fun!* (Class survey game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Play each statement and have students raise their hand if it is true for them (see Introduction page xii).

Workbook page 75

3 Look and write the sentences.

- Students use the prompts to write sentences about the children on the activity cards.

Key: **2** She didn't go windsurfing on Saturday. **3** She didn't go bodyboarding on Saturday. **4** Fred didn't go trampolining last weekend. **5** He went go-carting last weekend. **6** They went hiking.

4 Look at activity 3. Complete the questions and write the answers.

- Students complete the questions about the children in activity 3. They then write the answers.

Key: **2** Did Fred go rock climbing? No, he didn't. **3** Did they go bodyboarding? No, they didn't. **4** Did Fred go windsurfing? Yes, he did. **5** Did Haley go canoeing? Yes, she did.

5 Answer the questions about you.

- Students answer the questions about themselves and a friend. Make sure they're using the past tense correctly.

Key: Answers will vary

Ending the lesson

- Play a game of *Elimination* (see page xvii), making sentences about past activities.

Extra activities: see page TB110 (if time)

5 8.04 Read and listen.



Sam: It was my birthday on Saturday. I went go-carting with my friends. It was really exciting.



Sally: I went to the country with my family. We didn't go hiking. We went canoeing!



Mike: I visited my cousins last weekend. We went to the beach, and we went bodyboarding. The water was very cold.



Lola: I went trampolining with my friends at the sports center.

Focus!

They **didn't go go-carting** on Saturday.
What **did** she **do** last weekend?
She **went canoeing**.

6 Match the questions and answers.

1 What did Sam do on Saturday?
2 Did Sally go hiking?
3 Did Lola go trampolining?
4 What did Mike do?

a He went bodyboarding.
b Yes, she did.
c He went go-carting.
d No, she didn't.

7 My World Ask and answer.

What did you do last weekend? — I went hiking.

Did you go windsurfing? — No, I didn't. I went swimming.

8 8.05 Go to page 103. Listen and repeat the chant.

→ Workbook page 75

9 8.06 **What are they talking about? Listen and choose.**

a the weekend **b** last month **c** last year



10 8.06 **Listen again and practice.**

Pedro: Can I see your photographs, Carla?
Carla: Yes, of course – it's an album of my year.
Pedro: I like this photograph! Did you go windsurfing last year?
Carla: Yes, I did. I went on an activity vacation with my school.
Pedro: Great! When did you go?
Carla: In March. We went rowing, too.
Pedro: Cool! And when did you go skiing?
Carla: In December.
Pedro: Wow!

Focus!

When **did** you **go skating**?
I **went skating** in December.

11 My World **Choose four activities you did last year. Then talk to a friend.**

snorkeling | rowing | bodyboarding | sailing | canoeing | swimming | rock climbing | trampolining | windsurfing | ice-skating | fishing | go-carting | hiking | biking



Did you go skiing last year? Yes, I did.

So did I. When did you go (skiing)? In February.

Oh! I went in March.

Say it!

12 8.07 8.08 **Does the end of the question go up or down? Listen and repeat.**

When did you go windsurfing? ↗ What did you do in March? ↗

Lesson aims Students ask and answer about when they did activities in the past. They also practice using falling intonation at the end of standard questions (using *when*, *what*, *where*, *who*, *why* and *which*).

New language *last year* | *When did you go (windsurfing)?*

Recycled language sports and activities, months of the year | *Did you (go skiing) last year? Yes, I did. / No, I didn't.* | *I (went skiing) in March.*

Materials Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Students play *Pass the word cards* (see page xviii), making sentences about activities in the past.

Presentation

- Play a game of *Stand up and sit down* (see page xix), making sentences about activities you did last year, e.g., *Last year, I went (bodyboarding).* Students who also went (bodyboarding) stand up. Ask these students *When did you go (bodyboarding)?* Elicit the month or the date, e.g., *I went bodyboarding in August / on August 15th.*

Student's Book page 94

9 What are they talking about? Listen and choose.

- Ask *Who can you see in the photograph?* (*Carla and Pedro.*) Ask *What are they talking about?* Students guess. Then say *Let's find out!* Play the recording. Students listen and choose the correct answer.

Key: **c** last year

8.06: see Student's Book page 94

10 Listen again and practice.

- Say *Now listen again.* Play the recording, pausing after Pedro's question *When did you go?* for students to repeat. Elicit the answer and continue the recording for students to check and repeat the answer. Continue the recording, pausing for students to repeat Pedro's question *And when did you go skiing?* Elicit the answer and continue the recording for students to check and repeat.
- Then play the recording again, pausing for students to listen and repeat. Students can also practice it in pairs.

11 Choose four activities you did last year. Then talk to a friend.

- Students choose four activities they did last year from those listed. They then have to find other students who did the same activities as them and compare when they did them.
- Students can mingle in the class and ask questions, or divide them into small groups. They can find out which member of their group had the most similar experiences to themselves last year.

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

- Play the presentation section of the activity. Students listen and repeat the end word in each question, emphasizing the rising intonation. They then repeat the question.

8.07

A: When did you go windsurfing?
B: Windsurfing.
When did you go windsurfing?

A: What did you do in March?
B: March.
What did you do in March?

- Play the practice section of the activity. Students listen and repeat the end word of each question, emphasizing the intonation. They then repeat each question.

8.08

1 When did you go skiing?
2 What did you do last weekend?
3 Where did you go on vacation?
4 Who did you see yesterday after school?
5 Why are you tired today?
6 Which activities did you do last year?

Grammar fun!

- Play the *Grammar fun!* (*What's the question?* game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote. Then play the rest of the video (see Introduction page xii).

Workbook page 76

6 Read and write the questions and answers.

- Students use the calendar and the prompts to guess and write questions from Paul to Jen about her year. They answer the questions as if they are Jen.

Key: **2** When did you go go-carting? I went go-carting in May. **3** When did you go snowboarding? I went snowboarding in January. **4** When did you go rowing? I went rowing in April. **5** When did you go trampolining? I went trampolining in February.

7 Read and complete the questions and answers.

- Students complete the questions and answers, referring to the calendar.

Key: When did you go windsurfing? / In March. / Oh, I went windsurfing in April. / Did you go canoeing? / Yes, I did. / So did I. When did you go canoeing? / I went canoeing in May. / I see. I went canoeing in April.

Ending the lesson

- Play *Guess the answers* (see page xvii), using questions about what students did last year, e.g., *How many students went bodyboarding in the summer?*

Extra activities: see page TB111 (if time)

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

New language *Where can we find something to fly? | Hold on tight. | How did you find out the answers? It's a long story.*

Recycled language *helicopter, rock climbing, helmet, rope, town, library | There's a (helicopter). | How do we get there? | There's (the library). | Do you have to (go home)? Yes, I do. | It was fun.*

Warmer

- Play a game of *Ten lives* (see page xix), using words from the unit or from all the story episodes.

Introduction

- Remind students of the quiz game and the story episode from the previous unit: *Where did the children go? (The rain forest in South America.) Who had a snakebite? (Jack.) Who helped him? (Some villagers.) What happened to Capu in the story? (He stayed in the rain forest.)* Tell students this is the last episode in the story. Ask them to guess what happens. Accept any guesses.

Student's Book page 95

13 Read and listen.

- Play the recording. Students follow the story in their books. At the end of the story, ask *Did the children win the quiz? (Yes, they did.) How did they answer the questions? (By playing the game.) Were they happy to win? (Yes, they were.)*
- Then play the recording again, pausing at the end of each frame to ask more questions and explain any new expressions: Frame 1: *Is the quiz finished? (Yes, it is.) What do they need? (Something to fly.)* Frame 2: *What does Ruby see? (A helicopter.)* Frame 3: *How can they get to the helicopter? (They can go rock climbing.) What should they wear for rock climbing? (Helmets.)* Frame 4: *What do they use for rock climbing? (Ropes.)* Frame 5: *What do they see from the helicopter? (Their town and the library.)* Frame 6: *Where does Sofia have to go? (Home.)* Frame 7: *How is she traveling home? (By helicopter.)* Frame 8: *Do the children say how they won the prize? (No, they don't.)*
- 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 groups, with each group acting the part of one character.

8.09: see Student's Book page 95

Value *Be safe*

- Read the value: *Be safe*. Students think of ways the story shows ways of being safe. (The children wear helmets and use ropes when they're climbing. You have to wear the correct safety equipment when doing dangerous sports. They hold on tight to the ropes. They follow instructions from a proper instructor.)
- Students can then think of other times when they have to wear safety equipment (e.g., helmets and high-visibility clothing for riding their bikes; helmets, knee pads, and elbow pads for skateboarding; a seatbelt in a car; a life jacket on boats and for water sports). They can also think of outdoor sports that need special equipment (e.g., wetsuits and breathing apparatus for scuba diving, helmets and thermal clothes for skiing and snowboarding).

Workbook page 77

8 Read the story again. Match and then number.

- Students match the two halves of each sentence about the story. They then number the sentences in the correct order. Students can refer back to the story in the Student's Book if necessary.

Key: **2** b To get to the helicopter, they should go rock climbing. **3** a They put on helmets to be safe. **4** d They fly back to the library. **5** c It's time for Sofia to go home.

9 Use the words in the box to write answers.

- Students read the sentences and choose and write the correct definition from the words in the box.

Key: **2** rock climbing **3** Colombia **4** the quiz **5** goodbye

10 Find and write sentences that show the value: Be safe.

- Students order the words to write four sentences that show the value of being safe.

Key: **2** Learn to swim. **3** Ride your bike slowly. **4** Don't eat your food very quickly.

Ending the lesson

- Ask students how many of the questions from the quiz in the story they can remember. Students try to remember the questions and answers without looking at their books. They can answer in teams. Compare answers and congratulate the team who remembered the most.

Extra activities: see page TB111 (if time)

13 8.09 Read and listen.



→ Workbook page 77

Value: Be safe

Skills: *Listening and speaking*

Let's start! What new hobby would you like to try?

14 8.10 Which is Malia's club? Listen and choose a picture.

a



b



15 8.10 Listen again and say *true* or *false*.

1 Malia thinks windsurfing is boring.
2 Malia goes to a windsurfing club on Tuesdays.
3 Malia has windsurfing lessons on a lake.
4 Windsurfing can be dangerous.
5 Malia gets scared sometimes.

16 8.11 Talk Time Plan to join a new sports club.

What sport should we play?

Let's try ...

What equipment do we need?

We need ...

→ Workbook page 78

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

Recycled language *Can I ask you some questions?* | *Do you have a hobby? Yes, I do.* | *I like (going windsurfing).* | *When did you last (go windsurfing)? I went on (Saturday).* | *I (go to a club) every (Saturday).* | *Is (windsurfing) dangerous?* | *Do you (go windsurfing on the ocean)? No, but I'd like to.* | *You should (take lessons).*

Materials Photographs or equipment for a hobby of yours (optional) | Instructions for the *Find someone who …* activity (optional) | Recording equipment (optional)

Warmer

- Introduce the theme of hobbies, asking, e.g., *Do you have a hobby? Do you go to any clubs? How often do you (go to swimming club)?*

Student's Book page 96

What new hobby would you like to try?

- If you have photographs of or equipment for your hobby, show the class and say, e.g., *This is me with my ice skates. I want to learn to skate. It's my new hobby.*
- Ask *What new hobby would you like to try?* Give ideas if necessary: *Would you like to try trampolining?* Other students can give advice on where to go to try any new hobbies mentioned.

14 Which is Malia's club? Listen and choose a picture.

- Ask *What's Malia's hobby?* (*Windsurfing.*) Tell students they're going to listen to Malia being interviewed about her windsurfing club. Then say *Which is Malia's club? Listen and choose a or b.*
- Play the recording. Students listen and decide which photograph is correct, based on the information in her interview. Then play the recording again, pausing to ask *How does Malia feel about her hobby?* (*She thinks it's exciting.*) *How often does she go to her club?* (*Every Saturday.*)

Key: Malia's club is shown in photograph b

8.10

Interviewer: Hi, Malia. Can I ask you some questions?
Malia: Yes, of course.
Interviewer: We're doing an interview about hobbies. Do you have a hobby?
Malia: Yes, I do. I have an exciting hobby. I like going windsurfing.
Interviewer: Wow! That is exciting. When did you last go windsurfing?
Malia: I went last Saturday. I go to a windsurfing club every Saturday. I have windsurfing lessons on a lake close to my town. Look – this is a photograph of my club on the lake.
Interviewer: Oh, yes! Is windsurfing dangerous?
Malia: It can be dangerous on the ocean. So you have to have lessons.
Interviewer: Hmm, yes. Do you go windsurfing on the ocean sometimes?
Malia: No, but I'd like to.
Interviewer: Do you get scared?
Malia: No, I don't. Windsurfing is exciting. But you should have lessons first!
Interviewer: Thanks, Malia – that's good advice!

15 Listen again and say true *or* false.

- Students read the sentences and guess if they're true or false. Then play the recording again for them to check.

Key: **1** false **2** false **3** true **4** true **5** false

16 Plan to join a new sports club.

- Remind students of some of the new hobbies they said they would like to try. Then say *Let's plan to join a new sports club! Listen and look.* Play the recording. Students read the conversation prompts and listen to the dialog.
- Divide the students into pairs or small groups, each with students who would like to try the same new hobby. Students plan to join a new club and decide what equipment they need. They can add their own ideas.
- Students can write their conversations in their notebooks or act them out to the class.

8.11

A: What sport should we play?
B: Let's try rock climbing.
B: What equipment do we need?
A: We need rope and helmets.

Workbook page 78

11 Look, read, and complete Tony's story. Use the words in the box.

- Students read and complete the story, using the words from the box and the details in the picture.

Key: **2** bodyboarding **3** windsurfing **4** book **5** swimming **6** whale watching

12 Look at activity 11. Answer the questions.

- Students read Tony's story again and answer the questions.

Key: **2** They're very sporty. **3** Because he doesn't like the beach. **4** Because he saw whales. **5** Because he loves whale watching.

13 How to use so, very, *and* really.

- Students read the rules about using *so*, *very*, and *really* to add emphasis to their writing. They then circle examples of these words in Tony's story in activity 11.

Key: I was so bored! He was really excited. I was really excited, too. Whales are very big and very beautiful. They are so cool!

Ending the lesson

- Play *Starting letters* (see page xix), using the words *windsurfing* or *whale watching*.

Extra activities: see page TB111 (if time)

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

New language *bossaball, hockey puck, dog surfing*

Recycled language *Do you like/enjoy (trampolining)? | (Bossaball) is like (volleyball). | There are two teams. | Can you (swim underwater)? | What/How about (playing hockey)? | OK. Good idea. | (Underwater hockey) started in (1954). | It's called (Octopush). | (Dog surfing competitions) are popular in (the United States).*

Materials Pictures of underwater hockey and dog surfing downloaded from the Internet (optional) | Questions on slips of paper and a bag (optional)

Warmer

- Ask *Which sports do we/you play in our/your country?* Students can name popular sports associated with their country. They can also try to decide the most popular sport.

Student's Book page 97

Why is this game of volleyball different?

- Ask *What are these boys playing?* Students look at the photograph and answer (*Volleyball*). Then ask them to look at the photograph again. Ask *Why is this game of volleyball different?* Students guess (*They're playing it on a trampoline*). Then say *Let's read about bossaball and some other unusual sports!*

17 Read and listen.

- Say *Read and listen.* Play the recording while students read along with the text. Explain any new words as necessary.
- Then play it again, pausing to ask more questions, e.g., *Where do you play bossaball?* (*On a trampoline.*) *Which country did underwater hockey start in?* (*The United Kingdom.*) *Where are dog surfing competitions popular?* (*In the United States.*)
- Ask students *Which of the three sports would you like to try?* Encourage students to say why. Then ask *Which wouldn't you like to try?* Encourage students to say why not.
- If you have pictures of underwater hockey or dog surfing, you can also show these to the class for their interest.

8.12: see Student's Book page 97

18 Read again and say the missing words.

- Students read the sentences about the sports and guess the missing words. They then check their answers by reading the text again. Play the recording again if necessary.
- Check the activity by asking students to read the completed sentences.

Key: **1** volleyball **2** trampoline **3** hockey **4** two **5** Dog **6** year

Think of an unusual sport.

- Say *Now it's your turn. Think of an unusual sport.* Students ask and answer about an unusual sport, using the questions in the box and saying where they play it and how they play it. This can be an unusual sport that students know about or they can make up their own unusual sport.
- Students can then write about their sport in their notebooks, using the text in activity 17 as a model. They can compare their unusual sports and have a vote for whose is the most unusual.

Workbook page 79

14 Think of a time you were excited *or* interested. *Make notes about it.*

- Students complete the mind map with notes about an experience when they were excited or interested. They note down what happened and when, who was there, how they felt, and their own ideas for details of the event. Students can work individually, in pairs, or in small groups on this activity.

Key: Answers will vary

15 Write a story about the time you were excited *or* interested.

- Students write a story about their exciting or interesting experience. They use the information from their notes in activity 14 and Tony's story on Workbook page 78 to help them.
- Students can then read each other's stories and see whose experience was the most exciting or interesting.

Ending the lesson

- Play *Correct my mistakes* (see page xvii), making sentences about the unusual sports in activity 17 of the Student's Book.

Extra activities: see page TB111 (if time)

Skills: *Reading and writing*

Look below! **Why is this game of volleyball different?**

17 8.12 **Read and listen.**

Let's try something different!

Do you like trampolining? Try bossaball! Bossaball is like volleyball, but you play on a trampoline. There are two teams. The players hit or kick the ball over a net. The ball hits the floor, and the team gets a point.

Can you swim underwater? What about playing hockey? Underwater hockey started in the United Kingdom. Now people play it all over the world. There are two teams. The players have to push a hockey puck at the bottom of a pool. It's also called "Octopush."

Do you enjoy bodyboarding? Do you have a dog? How about a dog surfing competition? Dog surfing competitions are popular in California, in the United States. There are competitions every year.

18 **Read again and say the missing words.**

1 Bossaball is like _____ .
2 You play bossaball on a _____ .
3 You play underwater _____ in a swimming pool.
4 There are _____ teams in underwater hockey.
5 _____ surfing is popular in the United States.
6 There are competitions every _____ .

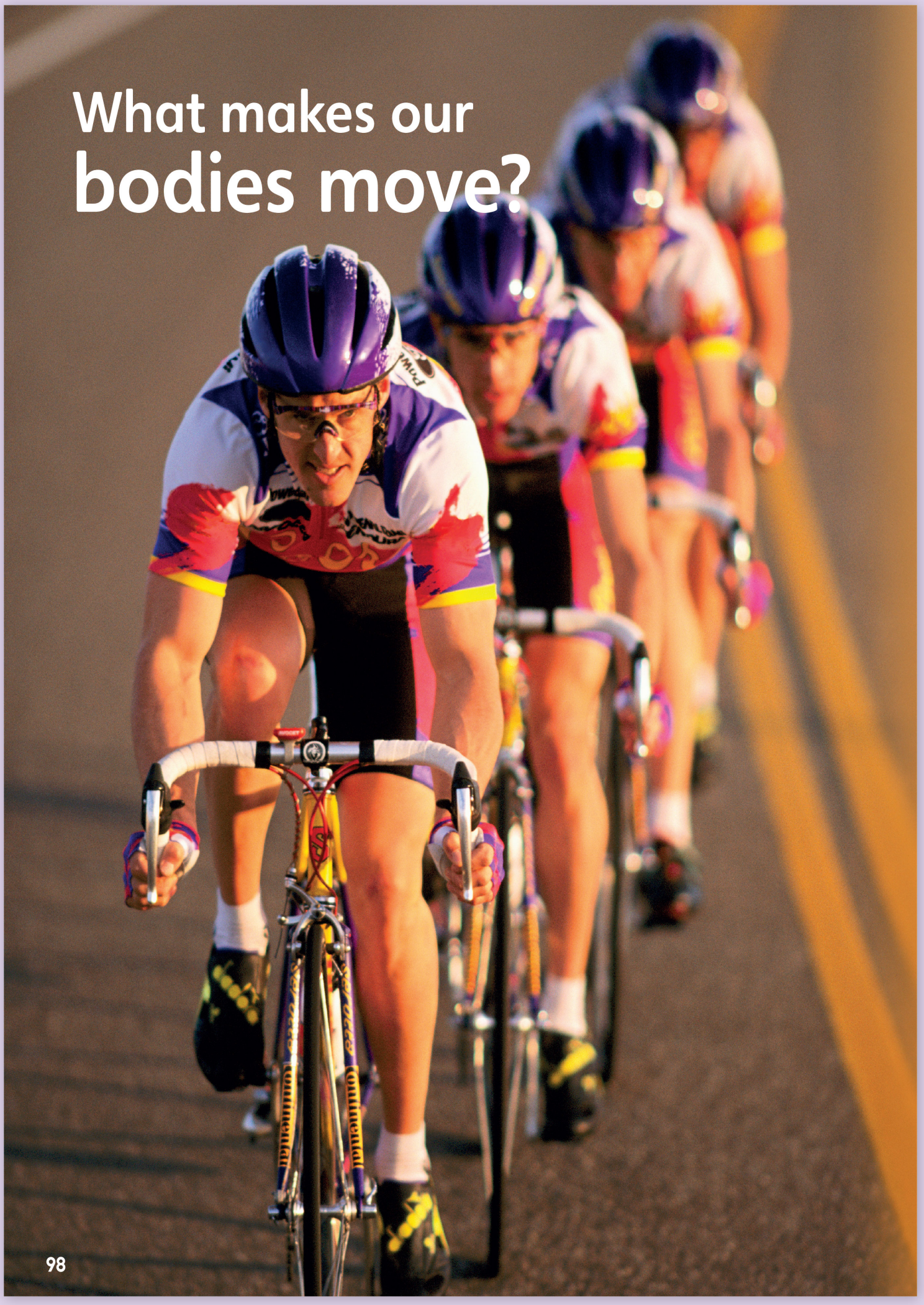
Your turn!

Think of an unusual sport. Where do you play it? How do you play?

Now write about it in your notebook.

→ Workbook page 79

What makes our bodies move?



1 8.13 Listen and repeat.



2 CLIL Watch the video.

3 8.14 Read and listen.

We move our bodies a lot for sports because we run, jump, bend, and stretch. We use our bones, muscles, and joints.

Two or more bones meet at our joints. Elbows are joints in our arms, and knees are joints in our legs. We have lots of muscles in our body, from our faces to our feet. Muscles are connected to our bones. Muscles get longer or shorter to make our joints and bones move.

We need strong bones, muscles, and joints for sports. Some sports, like hiking, use our leg muscles. Some sports, like rowing, use our arm muscles. Some sports, like rock climbing, use leg, arm, and other muscles in our body.

4 Answer the questions.

1 What do we use to move our bodies?
2 Where are our knee and elbow joints?
3 How do our muscles help us to move?
4 Why should our bones, muscles, and joints be strong?

5 Which parts of your body are the strongest and the weakest?

Guess What!

We use 17 muscles in our face to smile and 43 muscles to frown!

Let's collaborate!



→ Workbook page 80

Lesson aims Students learn about what makes our bodies move.

New language *biking, bone, muscles, knee, elbow, joint, bend, stretch, are connected to* | *What makes our bodies move?*

Recycled language parts of the body, *run, jump, move around, use, meet, long, short, sports, strong*

Materials Slips of paper and a bag for the *Act it out* game (optional) | Handmade questionnaire worksheet (optional)

Warmer

- Play a game of *Simon says* (see page xix), asking students to move different parts of their bodies.

Student's Book page 98

What makes our bodies move?

- Ask *What are these people doing?* Elicit or teach *They're biking / riding their bikes.* Ask students *Can you ride a bike?* Then ask *What parts of your body do you use on your bike?* Students mime and answer (arms and hands to hold the handlebars, legs and feet to pedal, head, eyes, and ears to look and listen around them).
- Bend your arm at the elbow and ask students to do the same. Then ask the opening question *What makes our bodies move?* Elicit any ideas students have, teaching vocabulary as necessary. Then say *Let's find out!*

Student's Book page 99

1 Listen and repeat.

- Elicit or teach the new words *bone, muscle, knee, elbow,* and *joint.* Then play the recording. Students listen and repeat the words.
- Ask students to bend their arm at the elbow again. Ask *Can you feel your elbow joint? Can you feel the muscles in your arm? Can you feel the bones?* Then do the same, asking students to bend their knees.
- If appropriate, you can also point out how the muscles in your arm get shorter and fatter as you bend it and longer when you lengthen it again.

8.13

1 bone **2** muscle **3** knee **4** elbow **5** joint

2 Watch the video.

- Play the video.
- If you don't have the video, play a game of *Act it out* (see page xvi), with students writing down the names of different sports to put into the bag. When each student has mimed a sport, ask students to note for each of the sports which parts of the body you use and which joints and muscle groups you use. Ask *Which sports use the most parts of the body? Which sports don't use many?*

CLIL 08: see page TB117

3 Read and listen.

- Play the recording while students read the text. Then play the recording again, pausing for students to find and point to the correct pictures in activity 1.
- Ask a few general comprehension questions, e.g., *Which joint do we have in our arms?* (*Elbows.*) *Are strong muscles important?* (*Yes, they are.*)

8.14: see Student's Book page 99

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** Our muscles. **2** In our legs and arms. **3** Our muscles get longer or shorter to make our joints and bones move. **4** We need them for sports.

5 Which parts of your body are the strongest and the weakest?

- Students name the parts of their body they think are the strongest and the weakest.
- Ask students to smile and then to frown. Ask them to guess how many muscles they use in their face to do each of these actions. Students then read the Guess What! fact for the page. Congratulate any students who guessed correctly or those who made the closest guesses.

Workbook page 80

1 Read and circle the correct answers.

- Students read the questions and choose the correct answer each time.

Key: **2** b **3** b

2 Read and write true *or* false.

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

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

3 Look and think. Which bones, muscles, and joints should be strong?

- Students look at the photographs and decide which bones, muscles, and joints are needed in each one.

Key: **2** Leg bones, muscles, and knee joints. **3** Arm bones, muscles, and elbow joints. **4** Leg bones, muscles, and knee joints.

Ending the lesson

- Play the *Mirror game* (see page xviii), with students exercising different facial muscles, e.g., raising an eyebrow, smiling, frowning, opening their mouth, wiggling their ears (if they can).

Extra activities: see page TB111 (if time)

Lesson aims Students will make a stay healthy video. | They can also complete the unit evaluation in the Workbook.

Recycled language sports and physical activity, health | Students review all unit vocabulary and grammar in the unit evaluation.

Materials Model sheet 8, Project sheets 8, Worksheets 8, Group and Teacher evaluation sheets, cue cards (optional), pencils or pens, video camera (or phone with camera), script for video, video editing software (optional), large pieces of thin cardboard (optional); word cards for reinforcement activity: see Digital Pack (Teacher's Resources)

Warmer

- Ask students *Which sports do you play/enjoy?* Elicit different sports. Then ask *Which parts of your body do you use for (basketball)?* Students think of and mime playing the sport, and then answer.

Student's Book page 99 – Let's collaborate!

Introduce the project.

- Students look at the project flyer on page 99. Ask *What sports or activities can you see? How often do you play sports? What else do you do to stay healthy?* Point to the photograph of the child holding a video camera and say *Now it's your turn. Let's collaborate.* Tell them they are going to make a video about staying healthy.

Step 1 Plan your project.

- Divide students into project groups of four and distribute project sheets. Have groups use the ideas from the previous discussion to make a list about which sports and activities they do in their free time or at school.
- Student discuss the questions in their groups. Invite groups to share their ideas. Ask *Which sports or activities are best for your health?*
- Show students the model sheet. Explain to groups that they should decide on one sport or activity. Then hand out a worksheet to each student and have them complete part 1 in pairs.
- Have students come back together with their project group to check each other's notes and make suggestions.
- Groups think of a title for their video and complete part 2 of the worksheet together. It may be difficult to meet outside school, so they can film at school if necessary. Groups agree on a time and place that is suitable for everybody.

Step 2 Create your project.

- Students write a script describing their sport or activity using their notes from part 1 of the worksheet. Suggest that they keep the script short, but include the important details from their notes. Help students with language if necessary. Encourage them to be humorous and creative.
- Students read and adjust their scripts in their groups, and agree on a final script to use in their video. If necessary, show students the model sheet again to give them ideas.
- Groups film their videos at the time and place they previously arranged. If this is outside of school, filming could be done by a parent or other family member.
- **Note:** Alternatively, students can create their project using large pieces of thin cardboard if filming is not possible. Students can use the model sheet as an example, including photographs and sentences on each card.

Step 3 Present your project.

- Arrange a time for all the groups to show their videos (or cards) at a "Movie premiere." Allow time for groups to answer questions after each presentation.
- Encourage the class to clap for each presentation and invite students to ask questions. Have the class think about how each activity shown helps people stay healthy.
- Hold a class discussion to answer the questions. Find out if any students want to try anything new or change their routine.

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB119 or *Teacher's Resources*) to each group for them to complete.
- If you wish, complete a Teacher evaluation sheet (see page TB120 or *Teacher's Resources*) for each group and award students an overall grade.

Workbook page 81 – Evaluation

1 Read and complete. Use the words in the box.

- Students use the words in the box to complete the conversation.

Key: **2** When **3** February **4** didn't **5** windsurfing **6** hiking

2 Look at activity 1. Put the words in order. Then match to the answers.

- Students order the words to write five questions. They then match the questions to the correct answers, referring back to the conversation in activity 1.

Key: **2** Did Mike go to Hawaii in March? – a **3** What did Tina do in the ocean? – e **4** Did Tina go scuba diving in Hawaii? – d **5** What did Tina do on the volcano? – c

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 ✗ in the box next to anything they are still unsure about. Make a note of any areas students have found difficult for farther 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.

Extra activities: see page TB111 (if time)

Review Units 7 and 8

1 8.15 Read, listen, and choose the words.

My scariest experience was last year. I was on vacation with my parents, and we went **rock climbing/hiking** in the mountains.
I was a little **bored/excited** at first. I like **hiking/rock climbing**, but we **climbed/walked** for a long time, and we didn't see anything.
Then suddenly we saw a brown **gorilla/bear**. It was really **close to/far away** from us, but I was very **excited/scared**.
We were lucky **because/but** the **gorilla/bear** didn't see us. We turned around and **walked/ran** away. We didn't **shout/laugh** or **skip/run**.
The people at the hotel were **interested in/surprised by** our story, but after that I didn't want to go into the mountains again. I went **rowing/trampolining** instead.

Josh



2 Read again and answer the questions.

1 Why was Josh bored?
2 Was the animal close to them?
3 Was Josh scared?
4 Did his family run away?
5 Why did Josh go trampolining the next day?

3 My World Think of your most scary experience. Ask and answer.

When did it happen?
What happened?
How did you feel?

4 Write about your scary experience in your notebook.

→ Workbook page 82

Lesson aims Students reinforce the language of Units 7 and 8 by exploring the theme of a scary experience.

Recycled language feelings, outdoor sports, actions, *gorilla, bear, close to, far away from* | *I was (on vacation with my parents).* | *We went (hiking).* | *Whose (boat) is it? It's (ours).* | *We were lucky because (the bear didn't see us).* | *People were (interested) in our story.*

Materials Word cards (all units): see Digital Pack (Teacher's Resources)

Warmer

- Ask *What can you remember from Units 7 and 8? Let's find out!* Allow students time to look at the units and at any work displayed in class. Ask *What's easy or difficult? What's your favorite activity?*

Student's Book page 100

1 Read, listen, and choose the words.

- Ask *Do you ever go hiking or rock climbing in the mountains?* Students raise their hands. Ask these students *Where do you go? Do you go hiking or rock climbing? Do you ever see any animals? What do you see?*
- Tell students they are going to read a description of what Josh saw in the mountains. Look at the photograph first and encourage students to guess what he saw (a bear) and what happened next (*Did he run away? Did the bear chase him?*). Elicit ideas.
- Say *Let's find out! Read and listen.* Play the recording. Students listen and find out who guessed any details of the engame piece with the bear correctly. Also ask *How did Josh feel?* (*He was very scared.*)
- Then say *Now listen and choose the words.* Play the recording again. Students listen and choose the words from the text selection. They can write the words in their notebooks or just point to the correct words.
- Check the activity by asking students to read the text aloud.

Key: hiking, bored, hiking, walked, bear, far away from, scared, because, bear, walked, shout, run, interested in, trampolining

8.15

Josh: My scariest experience was last year. I was on vacation with my parents, and we went hiking in the mountains.

I was a little bored at first. I like hiking, but we walked for a long time, and we didn't see anything.

Then suddenly we saw a brown bear. It was really far away from us, but I was very scared.

We were lucky because the bear didn't see us. We turned around and walked away. We didn't shout or run.

The people at the hotel were interested in our story, but after that, I didn't want to go into the mountains again. I went trampolining instead.

Josh

2 Read again and answer the questions.

- Students read and answer the questions, referring back to the text in activity 1.
- Check by asking pairs of students to ask and answer.

Key: **1** Because they didn't see anything. **2** No, it was really far away. **3** Yes, he was. **4** No, they didn't. **5** Because he didn't want to go into the mountains again.

3 Think of your most scary experience. Ask and answer.

- Students think of their own most scary experience. They ask and answer about it in pairs, using the example questions to help.

4 Write about your most scary experience in your notebook.

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

Workbook page 82

1 Find and circle the words in the box. Then complete the sentences.

- Students find the ten words in the box in the word search puzzle. They then complete the sentences with these words.

Key:

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

2 sad, go-carting **3** snorkeling, interested **4** happy, windsurfing **5** tired, hiking

2 Read and match.

- Students read and then match the pairs of half sentences and the questions and answers.

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

Ending the lesson

- Use all the word cards to play *Categories* (see page xvi).

Extra activities: see page TB111 (if time)

Lesson aims Students play a board game and continue reinforcing the language of Units 7 and 8.

Recycled language feelings, outdoor sports, sea animals, jobs around the house, countries, gadgets | *Where did you go (last weekend)?* | *Did you / your (teacher) (go bodyboarding) (yesterday)?* | *What did you do (last night)?* | *When did you go (rock climbing)?* | *Why are you / is your friend (tired)?*

Materials Word cards (all units) | Coins and buttons or game pieces for playing the game

Warmer

- Use all the word cards to play *The one that doesn't belong* (see page xix).

Student's Book page 101

5 Play the game.

- The aim of the game is to be the first to go around the racetrack. Students play in pairs with a coin and buttons or game pieces.
- Students place their button or game piece on the starting space (marked *START!*). They then take turns flipping the coin and moving around the racetrack. 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 square, they see how many words they can remember in the given category. When they land on a green square, they complete the questions with the missing words. If students name six or more words in each category or make a correct question, they stay on the square they have landed on. If they make a mistake, they move back one square.
- When students land on a hazard square (marked with a striped yellow and black border border), they follow the instruction.
- The first player to reach the *FINISH* wins the race.
- Students can play the game more than once. They can also substitute some of the questions or categories with their own ideas.

Key: **2** Students name any six outdoor sports from Unit 8. **3** Where did you go last weekend? **4** Students name any six feelings words from Unit 7. **5** Did you go bodyboarding yesterday? **7** What did you do last night? **8** Students name any six sea animals from Unit 3. **10** Students name any six jobs around the house from Unit 6. **11** When did you go rock climbing? **13** Why are you tired? **14** Students name any six countries from Around the world. **15** Did your teacher go trampolining on Saturday? **17** Students name any six gadgets from Unit 4. **18** Why is your friend worried?

Workbook page 83

3 Read and answer the questions.

- Students read the riddle text and then answer the questions about the children. If necessary, go through the riddle with the class and show them how to make a chart showing who did what before they answer the questions:

	Henry	Nancy	Mick	Ellen
hiking	✗	✗	✓	✗
rock climbing	✗	✗	✗	✓
bodyboarding	✗	✓	✗	✗
canoeing	✓	✗	✗	✗
scared	✓			
excited		✓		
interested				✓
happy			✓	

Key: **2** Yes, she did. **3** He went hiking. **4** She went rock climbing. **5** Henry was scared because he didn't like canoeing. **6** Nancy was excited because she loves/loved bodyboarding.

4 Answer the questions about you.

- Students answer the questions about themselves and a friend.

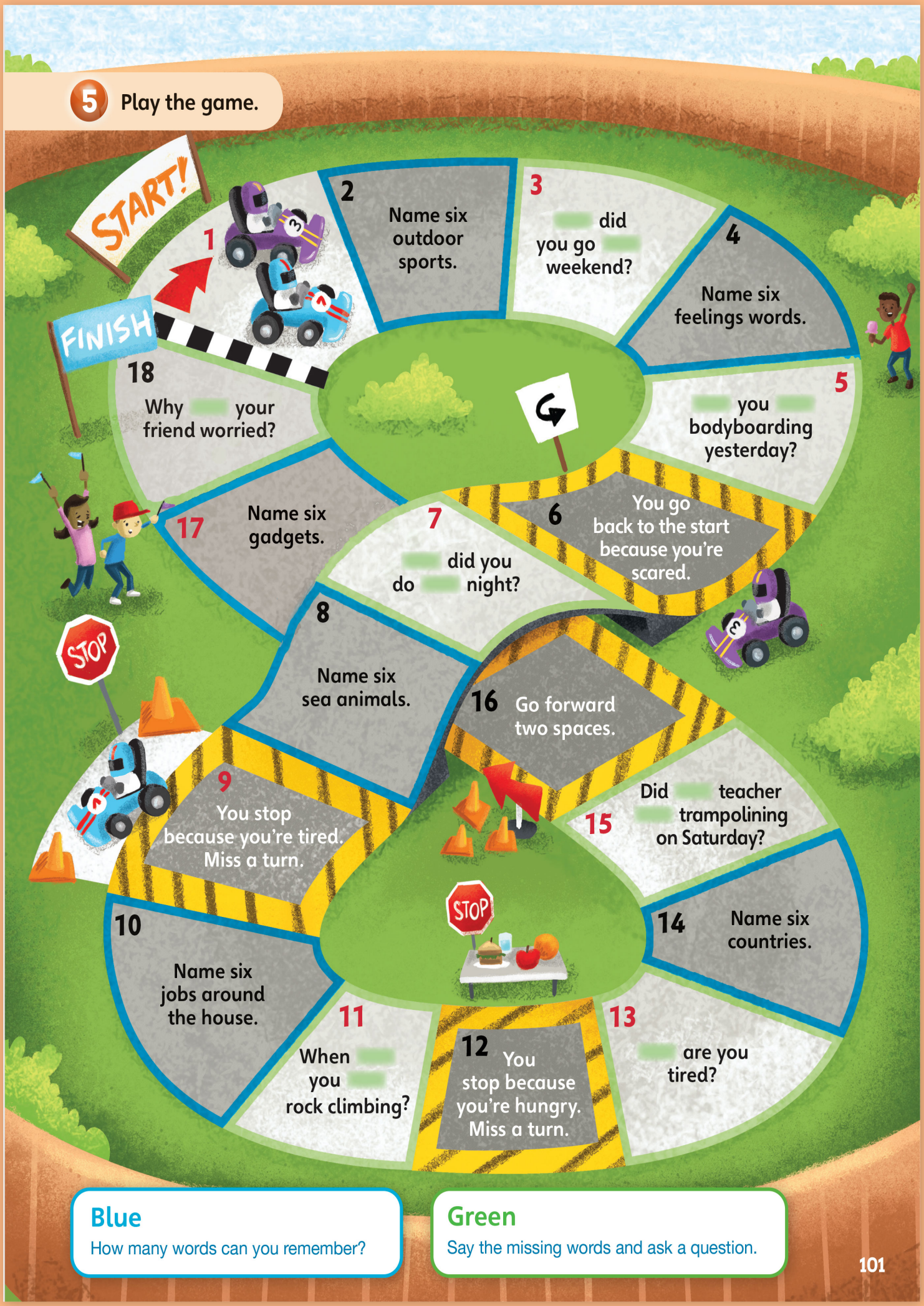
Key: Answers will vary, for example: **1** I'm feeling happy because it's Friday. **2** My friend's happy because he likes English lessons. **3** Yes, I do. **4** I'd like to go bodyboarding and canoeing.

Ending the lesson

- Play *Guess What!* (see page xvii), using any vocabulary from the course.

Extra activities: see page TB111 (if time)

5 Play the game.



Blue
How many words can you remember?

Green
Say the missing words and ask a question.

Chants

Welcome (page 7)

8 0.05 **Listen and repeat the chant.**

Where are you from?
I'm from Russia.
Are you from Russia?
No, I'm not. I'm from Spain.

Where is he from?
He's from Russia.
Is she from Russia?
No, she isn't. She's from Spain.

Unit 1 (page 17)

8 1.06 **Listen and repeat the chant.**

Are you shyer than your sister?
Yes, I am.
She's more talkative than me.
Are you smarter than your sister?
No, I'm not.
She's smarter than me.

Is your friend sportier than you?
No, he isn't.
I'm sportier than him.
Is your friend naughtier than you?
Yes, he's naughtier than me,
My friend's as naughty as can be!

Unit 2 (page 27)

8 2.05 **Listen and repeat the chant.**

We should be polite and hardworking.
We shouldn't be naughty in school!
We shouldn't laugh at others.
We should be good in school!

We should listen to our teachers.
We shouldn't be naughty in school!
We shouldn't shout in the classroom.
We should be good in school!

Unit 3 (page 40)

12 3.09 **Listen and repeat the chant.**

Which fish is the biggest?
The biggest fish, the biggest fish?
Which fish is the biggest?
I think it's a whale shark!

Which bird is the strongest?
The strongest bird, the strongest bird?
Which bird is the strongest?
I think it's the eagle!

Unit 4 (page 49)

8 4.05 **Listen and repeat the chant.**

I didn't watch TV last night.
I played a computer game.
I used my laptop last night.
She played a computer game.

I didn't play on my tablet.
I studied for a test.
I used my new e-reader.
He studied for a test.

Unit 5 (page 62)

12 5.08 **Listen and repeat the chant.**

Did you have a
nice time
On your vacation?
Yes, we did – a very
nice time
On our vacation.

Did you go on a
boat trip
On your vacation?
No, we didn't – we
swam in a lake
On our vacation.

Did you go on a picnic
On your vacation?
Yes, we did – we
ate too much
On our vacation!

Unit 6 (page 72)

12 6.08 **Listen and repeat the chant.**

Who has to collect the books?
Max does, Max does.
Who has to water the plants?
Kim does, Kim does.

Who has to feed the fish?
You do, you do!
I do? OK.
I'll feed the fish today.

Unit 7 (page 84)

12 7.08 **Listen and repeat the chant.**

Why are you tired today?
Why are you tired?
I'm tired because I stayed up late.
And now I'm very tired.

Why are you worried today?
Why are you worried?
I'm worried because the test is today.
And now I'm very worried.

Unit 8 (page 93)

8 8.05 **Listen and repeat the chant.**

Where did you go on the weekend?
I went to the beach with my friends.
We didn't go swimming or snorkeling.
We went bodyboarding instead.

Where did he go on the weekend?
He went to the beach with his friends.
They didn't go swimming or snorkeling.
They went bodyboarding instead.

Extra activities

Around the world TB6

- **Reinforcement activity:** If students have studied *Guess What!* Level 1 and know the names of the continents of the world, review these with a mini Countries and continents quiz. Ask *Which countries are in North/South America? Which are in Europe? Which are in Asia?* Students name the countries from the lesson and others they know.
- **Extension activity:** Students can make a country fact file. They can choose one of the countries from the page or make their own choice. Students find out what the country flag looks like, which continent it's on, the capital city, and one famous landmark. They then make their fact file digitally using the computer or on paper, combining pictures with text about the country. Students can then present their fact files to the class or take them home to show their parents for a **home–school link**.

Around the world TB7

- **Reinforcement activity:** Use the word cards. Hold up each word card and ask students to read them. Then play a game of *Stand in order* (see page xix), using the country word cards.
- **Extension activity:** Play *Celebrities*. Students name some famous people they admire, ideally who are from a country different from their own. Write these names on the board. Students have to name where they think they are from. Students then choose one of these celebrities to research at home. They find out where they are from and find a picture to bring into class in the next lesson.

Around the world TB8

- **Reinforcement activity:** Make celebrity fact files. Students use photographs they've found of a chosen celebrity, then create a fact file about them, similar to the ones in Student's Book activity 11. They find out and write where they are from, when their birthday is, and when and where they were born. If you want to do this activity without prior preparation, students can do this activity guessing about the celebrities and then check at home if their guesses were correct.
- **Extension activity:** Ask students to bring in photographs of themselves as a baby. They should give them to you without showing them to the rest of the class. Then use these to play a guessing game. Ask *Who's this?* Students guess the name of the student. Then ask *When was he/she born? Where was he/she born?* Students try to remember the answer. Alternatively, do this activity bringing in baby photographs of yourself and other teachers in the school for students to guess.

Around the world TB9

- **Reinforcement activity**: Do a version of the *Quiz game* (see page xviii). Students have to think of questions about places in the world. Students can also ask their quiz questions to their families as a **home–school link**.
- **Extension activity:** Organize a talent swap shop. Students think of a couple of things they're very good at, e.g., *I'm good at soccer. I'm good at playing the piano. I'm good at painting pictures.* They play a version of *Find a partner* (see page xvii), asking other students *Would you like to (paint a picture)?* They can then arrange to help another student in the class try something new, using their talent to help them.

Around the world TB10

- **Reinforcement activity:** Students play a version of *Guess What!* (see page xvii), describing a festival from their country or another country in the world for other students to listen and guess which one they're talking about.
- **Extension activity:** Have an international show and tell. Encourage students to bring in objects or pictures from other countries around the world. They can be souvenirs from their vacations, postcards they've received from other people, or just pictures they find interesting. Students show these to the class and say which country they're from and one fact about them.

Around the world TB11

- **Reinforcement activity:** Students plan an imaginary festival for their town. They decide where it is, when it takes place in the year, things you can see there, and things you can do. Students can then write a paragraph about their imaginary festival or make this into an ad. Encourage them to use phrases from the text in the Student's Book in their description (*You can (ride on horses) in the city*.) Students can then read about each other's festivals and see who has come up with the most exciting idea.
- **Extension activity:** Students can find out about traditional songs and dances from their own or other countries, e.g., Morris dancing in the United Kingdom, line dancing in the United States. You could also download the words of a song in English to teach your class.

Around the world TB12

- **Reinforcement activity:** Use any art postcards or pictures you have brought to play a game of *Describe and guess* (see page xvii).

- **Extension activity:** Students design a mosaic to represent their school. They can work in pairs or small groups. Students can draw their design and label what's in the design and what it's made of. Students can then vote for the best design. If you have access to an art room and materials, students can make a collage version of their mosaic.

Around the world TB13

- **Reinforcement activity:** Use nine of the word cards to play a game of *Tic-tac-toe* (see page xix). Students have to make sentences or questions about the countries.
- **Extension activity:** Students could visit an art gallery, museum, archeological site, or town amenity (**home–school link**) that has a mosaic. If you can arrange for parents or additional classroom help, this could be organized as a class activity. Otherwise students can go with their families. They note down what mosaics they see, how old they are, and what they're made of.

Unit 1 TB16

- **Reinforcement activity:** Play the *Adjective game* (see page xvi).
- **Extension activity:** Students choose one of their family members and draw a picture of them. They write a short description of their family member under the picture, e.g., *This is my aunt. She's very sporty, and she's kind.* Students can then use these pictures to play a game of *Bluff* (see page xvi) or *Is this your (mom)?* (see page xvii).

Unit 1 TB17

- **Reinforcement activity:** Play a spelling game, using word cards. Give a word card to a student. He or she spells the word aloud, e.g., *A-R-T-I-S-T-I-C*. Students listen and raise their hands if they know the word. Ask one of these students to mime being artistic. Depending on the level of the class, you can also play this game with students making mistakes in the spelling. Students guess the word, correct the spelling, and then mime the word.
- **Extension activity:** Students can make their own poem, comparing themselves with someone else in their family. They use the examples in Student's Book activities 5 and 6 as a model. To make this more challenging, students can include some true or false sentences in their poems. Students listen to their poems and spot the false ones.

Unit 1 TB18

- **Reinforcement activity:** Use the word cards to play a game of *Tic-tac-toe* (see page xix). Students can make the questions from either this lesson or the previous lesson.
- **Extension activity:** Ask students questions about different celebrities they admire, e.g., *Who's more hardworking, (name) or (name)? Who's funnier? Who's kinder? Who's more beautiful? Who's more talented?* Encourage students to give their opinions, but also to understand that there's no right or wrong answer. Our opinions are interesting because they're different, and everyone's opinion is valid.

Unit 1 TB19

- **Reinforcement activity**: Do a story sequencing activity. Write a selection of speech bubbles from the story on the board in a scrambled order. In pairs or groups, students write these in the correct order. They can then listen to the story again to check.
- **Extension activity**: Students can find out more about the Flower Festival in Medellín, Colombia, or other flower festivals. Frame 6 of the story illustrates a *silleta* typical of the kind seen in the Medellín flower festival. Silletas are big flower arrangements mounted on wood. The flowers are used to show pictures or words. The best silletas are entered into a competition. Students can have their own silleta design competition – each choosing something that represents either their school or the interests of their group. If you have access to the Internet, download some more pictures of silletas from the festival to show students for inspiration.

Unit 1 TB20

- **Reinforcement activity:** Match personality traits with jobs. Ask *What job do Sonia's grandparents do?* (*They're clowns.*) Then ask *What are clowns like?* Students think of personality traits that suit being a clown, e.g., *They're funny. They're friendly. They aren't shy. They're talkative.* Students can then think of other jobs and personality traits that go well with them, e.g., *Scientists are smart and hardworking. They can be quiet. Teachers are smart and friendly, and sometimes they're kind!* Encourage students to think of jobs that would suit their own personality traits.
- **Extension activity:** Do a role-play about buying tickets. Students can imagine they're the interviewer from the listening activity and they've gone to see Sonia's circus show. Students imagine and act out a dialog about buying tickets for the circus, e.g.,

  Sonia: Hello. Can I help you?
  Interviewer: Yes, please. Can I have two tickets for the circus, please?
  Sonia: Yes, of course. Adults or children?
  Interviewer: One adult and one child.
  Sonia: That's sixteen dollars, please. Enjoy the show!
  Interviewer: Thank you.
- **Home–school link:** Students can go on a trip to a local circus and report back on what they see in the next lesson.

Unit 1 TB21

- **Reinforcement activity:** Do some dictionary work. If students have access to English dictionaries, ask them to write down a few words they don't know from the text in the Student's Book (or from the Workbook in the previous lesson). They should then write these down in alphabetical order. They can then look them up and note down their meanings.

- **Extension activity:** Put on a class talent show. Students note down things they're good at doing. Divide them into groups with the same talent. Students can then work on a small act for a class talent show, e.g., sing a song, draw a picture together on the board, demonstrate a soccer skill.

Unit 1 TB22

- **Reinforcement activity:** Ask questions encouraging students to compare different animals, e.g., *Which are more hardworking, ants or caterpillars? Which are smarter, dogs or cats?* Encourage students to give reasons for their choices, but make sure they realize these are only opinions. There is no definitive yes or no answer.
- **Extension activity:** Research egg-laying animals. Students list or find out about different animals that lay eggs. (Birds, reptiles, amphibians, insects, fish, and a couple of mammals – platypuses and echidnas.) They research: *Which animals lay eggs in water?* (Fish, amphibians, and some insects.) *Which animals have nests on land?* (Birds, reptiles, and platypuses/echidnas.) *Where do different animals build their nests? What do different nests look like?* Students can also draw or take a photograph of a nest they see (from a distance, e.g., in a tree – do not encourage children to disturb nesting animals).

Unit 1 TB23

- **Reinforcement activity:** Play the *Quiz game* (see page xviii), with teams asking questions based on language they've learned in this unit.
- **Extension activity (home–school link):** Do a nature watch. Students keep a checklist of any wildlife they see over the course of one weekend and bring the list into class. They note down if they see any animal behavior relating to the topic of animals working together, e.g., bees collecting honey, adult birds feeding their young in a nest. They can also compare where they see the most wildlife and which wildlife is most common in their local area.

Unit 2 TB26

- **Reinforcement activity:** Do an *Action treasure hunt* (see page xvi).
- **Extension activity:** Do a *Reading race* (see page xviii).

Unit 2 TB27

- **Reinforcement activity:** Make a poster for *Our class rules*. Students choose and write a sign with their favorite rules for their own classroom. Alternatively, students can prepare a student charter, which they sign as a commitment to hard work in their English and other lessons in school.
- **Extension activity:** Students think of rules for different places, e.g., for a swimming pool (*You shouldn't run, You shouldn't dive into the shallow end, You should wear a bathing suit*) or a campsite (*You shouldn't make a noise at night, You shouldn't litter, You should be careful with fire*).
- **Home–school link**: Students write rules for their family to follow at home, e.g., *We should help our parents. We should listen to each other. We should take turns with the computer.*

Unit 2 TB28

- **Reinforcement activity:** Play a game of *Copycat* (see page xvii), using instructions with indirect objects, e.g., *Give me a pencil, please. Pass Max a book.*
- **Extension activity:** Play a game of *Messages* (see page xviii).

Unit 2 TB29

- **Extension activity**: Imagine time travel. Remind students of the date of the story episode – 1850. The characters are able to travel in time as well as around the world. Ask students to imagine they could choose a place to travel back in time to. Ask *Where would you like to travel to? Which date would you like to travel to?* Students choose a date and if possible say why (*I'd like to travel to Italy in 1472. I'd like to meet Leonardo da Vinci.*)
- **Extension activity:** Research animals and habitats. Students choose a country or continent and find out about some of the animals that are from that country or continent, e.g., *Pandas are from China. Kangaroos are from Australia. Tigers are from Asia.* Students can also find out which of these animals are endangered.

Unit 2 TB30

- **Reinforcement activity:** Take students into the playground to play *Queenie, Queenie, who has the ball?* Use the recording script or Student's Book activity 15 to remind them of the rules while they are playing.
- **Extension activity:** Describe a game for students to guess by the rules, e.g., *There are two players. One player is black, and one is white. You play with a board. The players take each other's pieces. The winner should trap the other player's king.* (*Chess.*)

Unit 2 TB31

- **Reinforcement activity:** Play a game of *Ten lives* (see page xix), using words for things or places in a school (*classroom, library, computer, cafeteria, reception, playground*, etc.).
- **Extension activity:** If you have a school library, encourage students to learn how to use it properly. Write a list of instructions related to finding books, e.g., *Find a story book. Find a book about science. Find a book about animals.* Put these instructions into a bag. Then ask students or pairs of students to take out an instruction and find the book described as quickly as they can, but handling the book carefully. To do this, they will need to know how the library is organized and where the different kinds of books are. If you don't have a school library, you could ask students to do this in their town library with their families as a **home–school link**. Alternatively, play a similar game, but ask students to find objects in the classroom instead of books in the library.

Unit 2 TB32

- **Reinforcement activity:** Describe a place for students to guess, using the map of Central Park on Student's Book page 32. Make elimination sentences, e.g., *It isn't a museum. It isn't in the north of the park, and it isn't in the southwest. It's in the southeast. You can see animals there.*
- **Extension activity:** Have a playground treasure trail. Figure out the correct positioning of north, south, east, and west in your playground. Then create a trail of clues around the playground, hiding some small presents with some of the clues if you wish. Include compass coordinates in your instructions, e.g., *1 Start at the climbing frame. Walk twenty steps north of the climbing frame. Stop at the tree. The next clue is under the tree. 2 Now walk ten steps west of the tree. Stop at the line. Then walk ten steps south. The next clue is next to the trash can.*
- **Home–school link:** Students use a compass when going for a long walk with their families.

Unit 2 TB33

- **Reinforcement activity:** Play a game of *Find the owner* (see page xvii).
- **Extension activity:** Organize some school tours. Students think about what's special or unusual about their school and what they would like to show visitors to the school. They can then write a short tour, describing the most interesting parts of their school and some of the rules they should follow. Invite parents in to take part in the tour as a **home–school link**.

Review Units 1 and 2 TB34

- **Reinforcement activity:** Play *Choose and answer* (see page xvi), making questions using the word cards from Around the world through Unit 2.
- **Extension activity:** Students can find their own pen pals and write a letter or an email to them. These can be friends or cousins who live in another town or country, or you can research finding international pen pals through various websites. Alternatively, students can just write each other as if they are pen pals.

Review Units 1 and 2 TB35

- **Reinforcement activity:** Play *Test your partner*. In pairs, students look back through their Student's Book and use different pictures with people in to test each other. They ask questions from Around the world to Unit 2, e.g., *Where's he/she from? When was he/she born? What's Alex's aunt like? What's this girl doing?* Students can keep a score of each other's correct answers to see who does the best in the test.
- **Extension activity:** Students can talk about their favorite game apps or computer games. They write a short description of how to play their favorite one, describing what players *should* and *shouldn't* do.

Unit 3 TB38

- **Reinforcement activity:** Play a game of *Bingo* (see page xvi), using sea animals.
- **Extension activity:** Play the *Yes/No game* (see page xix), thinking of different sea animals for students to guess.

Unit 3 TB39

- **Reinforcement activity:** Use the word cards to play a game of *Memory 1 through 10* (see page xviii). When students guess the cards correctly, they can also make a true sentence about the animal, e.g., *Whale – Whales are the biggest sea animals.*
- **Extension activity:** Students compare land animals, using adjectives they know, e.g., *Giraffes are the tallest land animal. Monkeys are the most intelligent. Elephants are the biggest. Lions are more dangerous than giraffes.*

Unit 3 TB40

- **Reinforcement activity:** Ask questions about students and their possessions using superlatives, e.g., *Who's the tallest in the class? Who has the longest hair? Who has the heaviest bag? Who has the lightest bag? Who has the biggest pencil case? Who has the friendliest pet? Who has the most dangerous pet?*
- **Extension activity:** Students can make up their own questions about animals to play the *Quiz game* (see page xviii) or *Questions in a bag* (see page xviii).
- **Home–school link:** Students find out if their families are "animal whizes" by asking them the quiz questions at home.

Unit 3 TB41

- **Reinforcement activity**: Do a *Complete the sentences* activity. Write a selection of speech bubbles from the story on the board, but each one with a missing word. In pairs or groups, students write the missing words from each speech bubble. They can then listen to the story again to check.
- **Extension activity:** Research dolphins. You can tell students *Bottlenose dolphins are the most common dolphin in the world.* Students can find out more about dolphins, e.g., *What do they eat?* (Fish and squid.) *How big are they?* (2.5 meters long.) *How heavy are they?* (Between 200 and 300 kilograms.) *How long do they live for?* (They can live for more than 40 years.) *How big are dolphin pods?* (They live in social groups with between five and hundreds of dolphins.) *What are dolphin babies called?* (Calves.) *How many babies do dolphins have at a time?* (A dolphin usually has one calf at a time.) Students can also find out where the closest place is to see dolphins in or around their country. Alternatively, students can choose their favorite sea animal to research.

Unit 3 TB42

- **Reinforcement activity:** Play a game of *Anagrams* (see page xvi), using sea animals or other animals. Alternatively, you could review time, asking students about the timing of the rest of the day: *What time is it now? What time do you have math class? What time is break?*

- **Extension activity:** Research dangerous animals. Ask students which animals Ava thinks are dangerous (sharks). Students can then list other animals they think are dangerous or scary (e.g., spiders, snakes, lions, tigers). The class can discuss which of these are really dangerous and which aren't. Students can also draw or find pictures and make a class poster or collage. Alternatively, they could conduct a *Class survey* (see pages xvi to xvii) of which animal they think is the most scary/dangerous.
- **Home–school link:** Students can plan a trip to an aquarium or a local beach or lake with their family. They keep a record of any underwater animals they see.

Unit 3 TB43

- **Reinforcement activity:** Play *The one that doesn't belong* (see page xix), using lists of animals.
- **Extension activity:** Make an *SOS wildlife* poster. Students make an appeal poster to raise awareness about an endangered animal of their choice. This could be an underwater or a land animal. They can use the text in the Student's Book as a model for some of the information to include.

Unit 3 TB44

- **Reinforcement activity:** Do some dictionary work. If students have access to English dictionaries, ask them to write down a few words they don't know from the text in the Student's Book. They should then write these down in alphabetical order. They can then look them up and note down their meanings.
- **Extension activity:** Do a categorizing activity. Write a list of land animals students know on the board, including herbivores (*cow, sheep, horse, goat, donkey, giraffe, zebra, hippo, elephant, kangaroo, koala*, etc.) and carnivores (*crocodile, snake, lion, tiger, dog, cat, jaguar, bear, penguin*, etc.). Students categorize them into primary and secondary consumers.

Unit 3 TB45

- **Reinforcement activity:** Play a game of *Definitions* (see page xvii) to review animals.
- **Extension activity:** Use the word cards to play a game of *Tic-tac-toe* (see page xix). Students can ask questions using the superlative or using general knowledge about what the animals look like and their habits.

Unit 4 TB48

- **Reinforcement activity:** Play a game of *Copycat* (see page xvii), giving instructions using the different gadgets for students to mime, e.g., *Put on some headphones and listen to music. Play on a games console. Sit down and watch TV.*
- **Extension activity:** Use the word cards, or real gadgets if you have them, to play *Guess where!* (see page xvii).

Unit 4 TB49

- **Reinforcement activity:** Play a game of *Last one standing* (see page xviii), using sentences about what you did yesterday (past tense only).
- **Extension activity:** Invent a technology show. Students can imagine a visit to a technology show and write about one or two items they used there. This can be based on current technology they're interested in and research, or they can make up technology they would like to see, e.g., *I played on a 3-D games console. I talked to a robot. I watched a hologram movie.*

Unit 4 TB50

- **Reinforcement activity:** Students play *Test the teacher* (see page xix), asking you questions about what they all did at different times during the week. See how many answers you can guess correctly.
- **Extension activity:** Review times. Then distribute a slip of paper to each student. They write questions with times: *What did you do last night at ten thirty?* (Note that students who have studied previous levels of *Guess What!* will know *o'clock, thirty*, and a *quarter after/to*.) Students can use these questions to play *Questions in a bag* (see page xviii).

Unit 4 TB51

- **Reinforcement activity**: Do a categorizing activity. Students list gadgets they know and categorize them into gadgets that can be used to call for help (*smartphone, tablet, laptop, radio, computer*), gadgets that can be used to record or give information (*smartphone, tablet, laptop, radio, computer, video camera, e-reader, digital camera, television*), and gadgets that are really just for fun (*games console, MP4 player, headphones*).
- **Extension activity:** Research wildlife in Antarctica. Students can find out about the flora and fauna of Antarctica. Ask, e.g., *Trees don't grow in Antarctica, but which plants do grow?* (Lower growth plants, such as grass, moss, lichens, and fungi.) *What animals live in Antarctica?* (No land animals live in Antarctica, but lots of animals live in the ocean around Antarctica and on the rest of the land, including penguins, seals, whales, and seabirds.)

Unit 4 TB52

- **Reinforcement activity:** Play a game of *Correct my mistakes* (see page xvii), making sentences about the different inventions that students have learned about this lesson (from the Student's Book and Workbook).
- **Extension activity:** Do a project on inventions. Students can choose another invention and find out who invented it and when. They can make a class file, poster, or presentation about the inventions and inventors they choose, using language similar to that used in the listening activity.
- **Home–school link:** Students ask their families if they know who invented the different gadgets from the lesson and pass on the information they've learned.

Unit 4 TB53

- **Reinforcement activity:** Carry out interviews. Students work in pairs. Each student tells their partner about one of their hobbies. Their partner then has to write three questions to ask them about their hobby: what they do, when they do it, who they do it with, how they do it, etc.
- **Extension activity:** Make movies. If students have smartphones, video cameras, or other technology with a recording function, they can bring them to school and make a short movie in their English class. (Alternatively, use any recording gadgets you have.) This can be of some students interviewing each other about their hobby, or they can make up a short story to perform in English, as Max does. If students bring technology to school, you'll need to make sure it's stored safely until they can take it home again. Alternatively, students can do this at home, as a **home–school link,** and bring the movie to class.

Unit 4 TB54

- **Reinforcement activity:** Play a game of *Find someone who …* (see page xvii), using instructions, such as *Find someone who watches television twice a week*. Students then have to find the person by asking *How often do you (watch television)?*
- **Extension activity (home–school link):** Students can ask members of their families how often they use laptops, tablets, or computers at work during the week, then plot the information on a line chart.

Unit 4 TB55

- **Reinforcement activity:** Do a *Reading race* (see page xviii), using the word cards and sentences or questions about them using in the past tense, e.g., *I played a game on my games console last night.* For additional review, add times to the sentences.
- **Extension activity:** Make a "techno kid" questionnaire. Write down eight to ten *How often … ?* questions about students' use of technology. This can be prepared as a questionnaire to hand out or written/displayed on the board. Include questions, such as: *How often do you watch television? How often do you use a games console? How often do you listen to an MP4 player? How often do you take photographs with a digital camera?* For each question, give three choices of answer: *(a) Less than twice a week, (b) Twice to four times a week, (c) More than five times a week.* Students answer the questions. If they answer mainly *c*s, they are techno kids. If they answer *b*s, they use technology sometimes, but aren't techno kids. If they answer *a*s, they don't have much contact with technology.

Review Units 3 and 4 TB56

- **Reinforcement activity:** Students can play *Test the teacher* (see page xix), making questions about Units 3 and 4.
- **Extension activity:** Students can conduct a *Class survey* (see pages xvi to xvii) about their favorite 3-D movie. Alternatively, they can describe or write a review of their favorite 3-D movie.
- **Home–school link:** Students can go to see a 3-D movie with their families.

Review Units 3 and 4 TB57

- **Reinforcement activity:** Play *Test your partner*. Students write questions for their partner to answer, similar to those in the game in the Student's Book. How many can their partner answer?
- **Extension activity:** Remind students that the aim of the game was to win the digital camera as a prize. Then tell students they can win a prize of their own. Play *Pass the prize* (see page xviii).

Unit 5 TB60

- **Reinforcement activity:** Use the word cards to play *Choose and answer* (see page xvi).
- **Extension activity:** Have an *Our world* quiz. Prepare this as a questionnaire to hand out or written/displayed on the board. Include questions with superlatives, such as: *What's the highest mountain in the world?* (*Mount Everest.*) *What's the longest river?* (*The Amazon.*) *What's the biggest lake?* (*Lake Superior.*) *What's the biggest continent?* (*Asia.*) For each question, give three choices of answer, e.g., for the highest mountain: *(a) Mount Kilimanjaro, (b) Mount Everest, (c) K2.* Students answer the questions in groups or teams. They can either just guess the answers from general knowledge or, if you have access to class computers or a school library, they can research and find out the answers. Students can then test their family's knowledge at home as a **home–school link**.

Unit 5 TB61

- **Reinforcement activity:** Play the *Sentence chain game* (see page xviii), starting with the sentence *My last vacation was very exciting. I went to (place), and I saw …*
- **Extension activity (home–school link):** Write about *My vacation*. Students find photographs or pictures, bring them into class, and write about a vacation of their own, using the text in Student's Book activity 5 as a model. If they have access to class computers, they can create this as a PowerPoint presentation to show the class. Alternatively, they stick pictures onto paper and write about them, then add their work to their class folder or file.

Unit 5 TB62

- **Reinforcement activity:** Students choose five activities you can do on vacation and use these to do a *Class survey* (see pages xvi to xvii) or play a version of *So did I* (see page xix). For both activities, they write and ask *Did you … ?* questions, e.g., *Did you (go on a boat trip)?*
- **Extension activity:** Play *Trash detectives*. For this game you will need some (clean) trash that students can use to guess your activities over the last week, e.g., a drinks carton, an empty bag of chips, a ticket to the movies, a bus or train ticket, a postcard from a museum. Display the trash where students can see it. They look at it and think about the things you did based on the evidence

they can see. Then ask questions, e.g., *Did I go to the movie theater?* (*Yes, you did.*) To make this more challenging, ask students the questions with the trash covered up so they have to answer from memory.

- **Home–school link:** Students can keep a scrapbook the next time they go on vacation with their families.

Unit 5 TB63

- **Extension activity:** Do a role-play activity about encouraging your friends. Students think of a situation when they have to encourage a friend and they write a dialog for it, e.g.,

  A: Oh, no! You have a dog! I don't like dogs.
  B: Don't worry. (Max) is a friendly dog. Look! You can stroke him.
  A: I'm not sure. I'm not good with animals.
  B: Yes, you are. Come on.
  A: OK. Oh! He feels nice. Should we take him for a walk?
  B: Good idea.

- **Extension activity:** Do some movie reviews. Students can think of their favorite movie and write about it. They say what happened in the movie and something they like about it. Combine students' reviews into a class movie guide. Alternatively, they can enter these digitally onto the school's website or something similar. Or they can interview each other about their favorite movies as a speaking activity.

Unit 5 TB64

- **Reinforcement activity:** Play a game of *Guess what!* (see page xvii), describing plants or animals.
- **Extension activity:** Research animal habitats. Students can find out about and categorize animals into where they live: in caves, forests, rivers and lakes, oceans, mountains, or deserts. You can then play a game of *The one that doesn't belong* (see page xix), using animals from different habitats as the thing that doesn't belong.

Unit 5 TB65

- **Extension activity:** Research mountain gorillas. Students can find out more about mountain gorillas. Ask *Do they live in groups?* (*Yes, they do.*) *What's a baby gorilla called?* (*An infant.*) *What do they eat?* (*Fruit, leaves, seeds, stems, and a small amount of insects.*) *How long do they live?* (*35 to 40 years.*) *Are they in danger?* (*Yes, they are.*) *How many are there in the world?* (*There are about 790 mountain gorillas in the wild.*)
- **Extension activity:** Students think of the most exciting day of their lives and write an essay about it. They can use the reading text in activity 17 to help them.

Unit 5 TB66

- **Reinforcement activity:** Do some dictionary work. If students have access to English dictionaries, ask them to write down a few words they don't know from the text in the Student's Book (or from the Workbook in the previous lesson). They should then write these down in alphabetical order. They can then look them up and note down their meanings.
- **Extension activity:** Research some famous volcanic eruptions. Students can find out about Pompeii and Herculaneum or other famous volcanic eruptions. They can also imagine they witnessed the eruption and write about what they saw as a diary entry.

Unit 5 TB67

- **Reinforcement activity:** Play the *Spelling game* (see page xix).
- **Extension activity:** Students can play a world version of the *Quiz game* (see page xviii), using general knowledge from the unit or other questions they know the answers to.

Unit 6 TB70

- **Reinforcement activity:** Students play a game of *Copycat* (see page xvii), with students miming different jobs around the house as you tell them to.
- **Extension activity:** Do a *Helping at home* questionnaire. Write between six and eight questions about helping at home, e.g., *How often do you (clean your bedroom)? How often do you (wash the dishes)?* Then suggest three possible answers for each one: *(a) Never, (b) Sometimes, (c) Every day*. Students answer the questions and then add up their scores. Those with mostly *a*s aren't helpful and need to do more. Those with *b*s aren't bad but can try harder. Those with *c*s are very helpful.

Unit 6 TB71

- **Reinforcement activity:** Create a robot helper. Students invent a robot to help them around the house with jobs. They can draw the robot and add any special features (e.g., brushes for arms). They can then write about what their robot has to do. Alternatively, they can just describe their robot.
- **Extension activity:** Students play the *Yes/No game* (see page xix), using a job they had to do last weekend. Others have to guess, asking *Did you have to (clean your room)?*
- **Home–school link:** Students keep a diary of jobs they have to do at home over a weekend or a week. Students can then compare their diaries to see who had to help the most.

Unit 6 TB72

- **Reinforcement activity:** Do an *Action treasure hunt* (see page xvi), using instructions for jobs around the classroom, e.g., *Erase the board, Put away the pencils*. Students can do the actual job as instructed. Other students can then ask *Did you have to (erase the board)?* (*Yes, I did.*)
- **Extension activity:** Make a schedule for your class. Elicit a list of different jobs that are appropriate to your classroom. Then draw up a chart, giving different students the jobs to do on different days of the week. Students can check the chart each day and ask *Who has to (collect the books)? What do I have to do today?*

This activity will also encourage your students to be helpful and take responsibility.

- **Home–school link:** Students can draw up a schedule with their siblings for helping their families at home.

Unit 6 TB73

- **Reinforcement activity**: Do a *Complete the sentences* activity. Write a selection of speech bubbles from the story on the board, but each one with a missing word. In pairs or groups, students write the missing words from each speech bubble. They can then listen to the story again to check.
- **Extension activity:** Research ancient civilizations. Students can find out more about Ancient Egypt or another ancient civilization of their choice: *Where were the people from? Did they have kings or queens? Where did they live? Where can you see treasure from the ancient civilization today? What kind of treasure can you see?* Alternatively, students could do an artistic activity linked to the theme, e.g., design a palace, do a stylized Egyptian painting, or learn to write their name in hieroglyphics (you can find information about hieroglyphics on a number of different websites). Students can also visit a museum with their families as a **home–school link.**

Unit 6 TB74

- **Reinforcement activity:** Describe a night in Giraffe Manor hotel. Students imagine they stayed the night at Giraffe Manor hotel (or another unusual hotel, e.g., an ice hotel). They write a short diary entry or postcard to a friend, describing their day at the hotel – what they did and saw.
- **Extension activity:** Research unusual homes around the world. Students can find out and write about other unusual homes around the world, e.g., the Nautilus house in Mexico, an igloo home in the Arctic, a longhouse from Borneo, a Mongolian yurt, a Korawai treehouse in Indonesia, an apartment in a skyscraper in the United States.

Unit 6 TB75

- **Reinforcement activity:** Students can play *Find a partner* (see page xvii), writing down something they do in their daily routine with the time and then finding other students who do the same thing at the same time.
- **Extension activity:** Research farming. Students find out about which animals and crops are kept and grown on farms in their own country. *Which are the most common farm animals? What are the most common crops?* Alternatively, they can find out about more unusual farm animals in other parts of the world, e.g., ostrich farms in South Africa.
- **Home–school link:** Students can visit a local petting zoo or farm with their families.

Unit 6 TB76

- **Reinforcement activity:** Play the *Sentence chain game* (see page xviii), starting with: *In the past, people didn't have (lights)*. Students add more things that people didn't have.
- **Extension activity:** Write a composition about "The old castle." Students can imagine and write a story about a visit to an old castle. Who did they see there? What did they do? What did they eat? What did they find? Did the castle have a secret? What was it? Students can base their composition on some of the ideas they thought of in the visualization activity.
- **Home–school link:** Students can arrange a visit to a castle with their families. Alternatively, they can borrow a book about castles from the library or watch a movie that is set in a castle.

Unit 6 TB77

- **Reinforcement activity:** Play *Guess the answers* (see page xvii), using questions about helping at home, e.g., *Who has to clean their bedroom?*
- **Extension activity:** Research life in the past. Students can compare life in the past with life today. *Was life harder or easier? Was it more or less dangerous? What jobs did people have to do that we don't have to do today?* (*Hunting for their food, making clothes, collecting water.*) *How was life different for children?* (*Many children had to work and didn't go to school.*) *Were there any advantages?* (*Cleaner air, less pollution, fewer people.*)

Review Units 5 and 6 TB78

- **Reinforcement activity:** Use the word cards to play *Tic-tac-toe* (see page xix).
- **Extension activity:** Find out about monsters. Either students can research more about the Loch Ness monster or they can find out about other famous monsters or fabulous creatures (e.g., the yeti in the Himalayan Mountains). Do students believe in these monsters? Would they like to go looking for them? Alternatively, students can draw what they think the Loch Ness or another monster looks like.

Review Units 5 and 6 TB79

- **Reinforcement activity:** Test your partner. Students write questions for their partner on Units 5 and 6. They keep a score to see how many they can answer correctly.
- **Extension activity:** Research treasure. Students find out about some of the most important treasure or finds of historical artifacts from their country or around the world (e.g., the Muisca raft from Colombia, the Terracotta Army in China, the tomb of Tutankhamun in Egypt). *Who found it? Where did they find it? When did they find it? How old is it?* Alternatively, students could find out about lost treasure that still hasn't been found, e.g., the secret city of Paititi (Brazil), King John's treasure (the United Kingdom), the lost Fabergé eggs (Russia).

Unit 7 TB82

- **Reinforcement activity:** Play the *Spelling game* (see page xix), using words for feelings. You can also use the word cards for students to check their spellings with.
- **Extension activity:** Use the recording script, or instructions similar to it, for students to have a drama class as part of their lesson.

Unit 7 TB83

- **Reinforcement activity:** Play *Bingo* (see page xvi), with students choosing the feelings words. For any word you call out, include it as part of a sentence, together with a reason for the feeling, e.g., *My mom's excited today because she's going on vacation.*
- **Extension activity (home–school link):** Students find some funny photographs of themselves and their family or friends and bring them to class. They say how they were feeling and why.

Unit 7 TB84

- **Reinforcement activity:** Play a game of *Act it out* (see page xvi). Students have to mime both the emotion and the reason for it.
- **Extension activity:** Talk about "Things we're scared of." Remind students that Emma's sister is scared of sharks. Then ask *Who's scared of sharks?* Students raise their hands. Ask other students *What are you scared of?* Elicit different ideas and write them on the board. Students can ask each other in pairs, finding out what they're scared of, or you can conduct a *Class survey* (see pages xvi to xvii) to find out what students are most scared of. Students can also ask the same questions with their families as a **home–school link.**

Unit 7 TB85

- **Reinforcement activity**: Students can play *I can see* (see page xvii) or *True or false?* (see page xix) using the story frames.
- **Extension activity:** Research plants and medicine. Students can think of any natural remedies they know using plants. Give examples if necessary, e.g., using dock leaves after a stinging-nettle sting, using lemon and honey when you have a cold, drinking peppermint tea for an upset stomach. Alternatively, they can find out about plants that are used to make medicine (e.g., Madagascar periwinkle for cancer treatments, fever tree for malaria treatments, the bark of the white willow for aspirin).

Unit 7 TB86

- **Reinforcement activity:** Do a book review. Students can choose a favorite book of their own and write a review of it. They can say who the author is, the kind of story it is, who's in the story, and what they like about it, as in the podcast in the listening activity. Students' reviews could be combined into a class book guide or, if you have access to recording equipment, they could make their own podcast about their favorite books.
- **Extension activity:** Use any children's books or graded readers you have in English to set up a class library. Students sign out books they borrow and write a review or report on each book after they've read it. Students can also bring in old books or comic books from home (if they have any in English) as a **home–school link** and to add to the class library.

Unit 7 TB87

- **Reinforcement activity:** Play a game of *Starting letters* (see page xix), using the word *beanstalk*.
- **Extension activity:** Students imagine they can climb into an imaginary world of their choice at the top of a beanstalk. What's it like? What are the people like? What can they do there? Students can work in pairs or groups. They write a description of their world and then compare them with other students' ideas to see who has come up with the most exciting, the scariest, the funniest, etc.

Unit 7 TB88

- **Reinforcement activity:** Students can play *Sentences in a bag* (see page xviii), making sentences about animal behavior.
- **Extension activity:** Investigate human behavior. Students think about how they behave to demonstrate different emotions. Teach the question and answer: *What do you do when you're (happy)? I (smile) when I'm happy.* Students can ask each other and compare their behavior patterns. This can also be organized as a *Class survey* (see pages xvi to xvii) or *Find a partner* activity (see page xvii).
- **Home–school link:** Students can visit a zoo or wildlife park, or watch a wildlife documentary and note down any animal behavior they notice.

Unit 7 TB89

- **Reinforcement activity:** Play *Pass the ball* (see page xviii). Students can make questions about how people are feeling in the class and why or about animal behavior.
- **Extension activity:** Students can play *Test the teacher* (see page xix), asking you questions about their feelings, their favorite books and stories, or the things they've learned about animal behavior.

Unit 8 TB92

- **Reinforcement activity:** Students can play *Messages* (see page xviii), writing and responding to invitations for outdoor activities they would like to try as the basis for their message, e.g., *Would you like to go trampolining with me on Saturday?*
- **Extension activity:** Students categorize the outdoor sports into activities you can do on or in water, on a mountain, on a beach, in a sports center, etc. They can add to these categories using other sports they know in English.

Unit 8 TB93

- **Reinforcement activity:** Students can play *So did I* (see page xix), making sentences about things they did last weekend, on their last vacation, or on another special occasion.
- **Extension activity:** Describe "My exciting weekend." Students can think of and write about an exciting weekend of their own, using photographs or drawings to illustrate it, as in activity 5 in the Student's Book. Students can then read about their weekends and compare their experiences or get ideas for something to try themselves another weekend.

Unit 8 TB94

- **Reinforcement activity:** Students write down one activity they did last year and when they did it. They then use this to play the *Yes/No game* (see page xix), with another student guessing what they did.
- **Extension activity:** Create an online blog or class album. Students can make their own online blog or class album about different activities and hobbies they did last year. They find photographs or draw pictures and write about them using the past tense, e.g., *Ana and Pablo went canoeing in July.*
- **Home–school link:** Students can make a list of activities they would like to try next year or during summer vacation and make a plan with their families.

Unit 8 TB95

- **Reinforcement activity**: Do a story summary. Tell a summary of the whole story line by line, pausing for students to help you. Prompt students by asking *What happened next? Where did they go?* To make this more challenging, you can sometimes include mistakes in your summary for students to notice. Alternatively, students can write a story summary in their notebooks.
- **Extension activity:** Students play the *Quiz game* (see page xviii), making up their own seven questions on an international theme. They should know the answers to any questions they write. Students can also try their quiz out on their families for a **home–school link**.

Unit 8 TB96

- **Reinforcement activity:** Play a game of *Find someone who …* (see page xvii), using students' hobbies, e.g., *Find someone who does karate every week.* Note that for this activity, you'll need to have first found out one activity or hobby that each student in the class does.
- **Extension activity:** Carry out interviews. Students can interview each other about their hobbies, using similar questions to those in the interview with Malia in the Student's Book. If you have recording equipment, they can record (or video) these interviews as a radio (or television) interview.

Unit 8 TB97

- **Reinforcement activity:** Write on slips of paper a series of questions about sports, including unusual sports. They can be based on students' abilities, e.g., *Can you swim underwater? Can you run 500 meters? Can you scuba dive?* Or they can be based on unusual or funny sports combinations, e.g., *Can dogs do go-carting? Can you go bodyboarding on a trampoline?* Use these questions to play *Questions in a bag* (see page xviii).
- **Extension activity:** Research international sports. Students can find out about national sports in different countries (e.g., ice hockey in Canada, tejo in Colombia, kabbadi in Bangladesh). They can find out where the sport is played, when it started, and how it is played. Alternatively, they can find out more about the most popular sports in their own country.

Unit 8 TB98

- **Reinforcement activity:** Give instructions for an exercise routine, including instructions for students to bend and stretch their muscles and joints, e.g., *Stand up and bend your knees. Now stretch your arms and jump up high.*
- **Extension activity:** Make a *How sporty are you?* questionnaire. Write between six and eight questions about sports, e.g., *How often do you (go swimming)? How often do you walk or ride your bike to school? How often do you run?* Then suggest three possible answers for each one: *(a) Never, (b) Sometimes, (c) Every day* Students answer the questions and then add up their scores. Those with mostly *a*s aren't sporty and could try some new activities. Those with *b*s are pretty sporty but can do more. Those with *c*s are very sporty.

Unit 8 TB99

- **Reinforcement activity:** Use the word cards to play *Tic-tac-toe* (see page xix). Students can make sentences or questions from the unit or using other language they know or have learned this year.
- **Extension activity:** Plan a sports day, with students demonstrating some of the sports they've chosen for the project. You can invite students' families to this as a **home–school link.**

Review Units 7 and 8 TB100

- **Reinforcement activity:** Play *Guess who!* (see page xvii), making sentences about students in class, using as much information and language as you can from across the course, e.g., *This student was born in March. Last year he went on vacation to Italy. He saw a volcano, and he went rock climbing. He's usually very helpful at home. He has to clean his room, and sometimes he has to help cook.*
- **Extension activity:** Students interview each other as if one of them is Josh. They can answer from memory or refer to the text. They can also change the details as preferred, e.g., hiking in a different location and seeing a different animal.

Review Units 7 and 8 TB101

- **Reinforcement activity:** Students can choose their favorite game or activity from the course and play it again.
- **Extension activity:** Have an End-of-course quiz. In groups, students write their own End-of-course quiz for another group or the rest of the class to answer. Encourage them to use different kinds of questions from all units of *Guess what!* Level 5.

Level 5 CLIL 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 are watching.

After the video

- Check students' answers to any questions you have 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. There is farther practice provided in the Workbook.

Around the world

Unit topic: Countries

Topic: Art – Mosaics

Question: What are mosaics made of?

Learning objective:

Children should:

- be able to identify materials required to make mosaics
- understand that mosaics can be made in various colors and shapes and from a range of different tiles and other objects

CLIL 00

Hi. Welcome to *Guess What!*
Today we're asking,
What are mosaics made of?
First, let's look at some mosaics from around the world.

This mosaic is in Brazil.
This mosaic is in Italy.
This mosaic is in Russia …
and this one is in the United States.
This fish mosaic is in the United Kingdom.

Now listen to what mosaics are made of.
There are lots of different mosaics in countries around the world.
Mosaics are made of many small tiles. These tiles are different shapes and colors, and are made of ceramic, glass, paper, or stones, like marble.
Artists put glue on mosaic tiles and then make pictures or patterns with them.
Sometimes artists glue the tiles onto cardboard first, then stick the cardboard with the mosaics onto walls, floors, and roofs.
In the past, mosaics in Roman gardens and baths were made of round stones or shells.
Today, artists make mosaics for places like train stations and shopping malls to make them look beautiful.

Let's learn about a famous mosaic artist.
Antoni Gaudí was a Spanish mosaic artist. This is his portrait.
Gaudí designed this park in Spain, and he made a lot of mosaics in it. Let's look at some of them.
This is a very long mosaic. The mosaic tiles are ceramic.
When you're near this mosaic, you can see tiles in different shapes and colors.
This big dragon mosaic is made of ceramic tiles.
Look at this mosaic. It's the head of a dragon. Gaudí made it using small ceramic tiles.
Gaudí didn't make broken glass mosaics in the park. But he did make them on the chimneys of a building near the park.
Not all of Gaudí's mosaics were bright. This mosaic is made of ceramic tiles in one color.

What do you know?
What are mosaics made of?
They are made of many kinds of … tiles.
Some mosaics are made of … marble tiles.
Some mosaics are made of … ceramic tiles.

Good job!
See you next time on Guess What! Bye!

Unit 1

Unit topic: Family and pets

Topic: Science – Ants

Question: How do ant families work together?

Learning objective:

Children should:

- be able to say how members of an ant colony work together
- understand that ants have different roles in the colony and that these roles support the working of the colony

CLIL 01

Hi again. Welcome back to *Guess What!*
Today we're asking,
How do ant families work together?
First, let's look at the ways ants work together.
These ants are building a nest, or a home, together.
This group of ants are carrying leaves for food to their nest.
Look! These ants are carrying a piece of food together.
These ants are all moving the queen ant's eggs to a different part of the nest.
And this group of ants are moving food and eggs from an old nest to a new nest.
Now listen to how ants work together.
Ants live in families called colonies. In each colony, ants work together in groups and help one another.
Most colonies of ants live in nests, and every colony has one queen ant. The queen's job is to make lots and lots of eggs for the colony.
There are also drone ants and worker ants in colonies. The drones help the queen to make eggs …
and the worker ants do all of the other jobs.
There are always lots of worker ants. Some of them make the nest and keep it neat and clean. Other worker ants find food, like leaves, and bring it back to the nest.
Let's learn about how bee families work together.
Bee families are like ant families. They live and work together in a family, or colony.
Bees' nests are called hives. Look how smart they are to make this hive.
Bee families have worker bees. This worker bee is getting food from a flower.
Bee families also have hardworking drones. Some of them take care of the hive.
Look at this brown queen bee laying eggs. Look at the drones. Like ants, they help the queen make eggs.
When all the bees in a colony work together, they can make honey!
What do you know?
How do ant families work together?
One ant family lives in this …
nest.
Drones help this ant to lay eggs.
Queen ant.
These ants carry food to the nest.
Worker ants.
Good job!
See you next time on Guess What! Bye!

Unit 2

Unit topic: On the playground

Topic: Geography – Maps

Question: Where are the places on the map?

Learning objective:

Children should:

- be able to say where places are on a map using the directions: north, south, east, west
- understand that a compass rose can help find places on a map

CLIL 02

Hi again. Welcome back to *Guess What!*
Today we're asking,
Where are the places on the map?
First, let's look at maps and directions.

A map with a compass rose can help us to find places. This compass rose has N, north, on it. We know that Golden Gate Bridge is north of Presidio.
This pirate map has a compass rose, too. Look! In the top left. You can see north and south on it. S means south.
This old map has a compass rose with north, south, east, and west on it. E means east, and W means west.
Look! This man is using a map and a compass to find his way through a forest.
When we have a smartphone, we don't need to carry a map or a compass to find places!

Now listen to where the places are on this map of Central Park.
A compass helps us to find places on a map.
This map of New York Central Park shows what is in and close to the park.
To the southwest of the park, we can see a big shopping mall,
and we can see a zoo in the southeast.
To the west of the park is the Hudson River. It runs from the north to the south of New York State.
In the east of the park, we can see a famous museum with art from around the world.
To the northeast of the park, there's a school.
This map has a compass. It shows N, E, S, and W.
It's easy to find places you want to visit.

Let's learn where places are in the center of London.
Look at this map of central London.
The British Museum is in the north.
The British Museum is very big.
The Tower of London is in the east.
This is the Tower of London at night.
Hyde Park is in the west.
People like walking in this park.
The zoo is in the northwest.
Look at this tiger in the zoo.
And look! The River Thames goes from the south of the map to the east of the map.
It's a very long river.

What do you know?
Where are the places on the map?
The Hudson River is to the …
west.
Central Park Zoo is to the …
southeast.
The school is to the …
northeast.

Good job!
See you next time on Guess What! Bye!

Unit 3

Unit topic: Under the ocean

Topic: Science – Food chain

Question: What's an underwater food chain?

Learning objective:

Children should:

- be able to identify parts of a marine food chain
- understand that the different parts of a food chain are interdependent

CLIL 03

Hi again. Welcome back to *Guess What!*
Today we're asking,
What's an underwater food chain?
First, let's look at the different parts of an underwater food chain.

A food chain shows how different things eat each other.
The food chain for a sea lion looks like this:
seaweed – fish – sea lion.
All food chains start with sunlight.
Sunlight helps plants to make food.
The next part of a food chain is when small animals, like this fish, eat the plants.
And the last part of a food chain is when bigger animals, like this sea lion, eat the small animals.

Now listen to what an underwater food chain is.

Many plants and animals live underwater. How does an underwater food chain work? It needs sunlight, producers, primary consumers, and secondary consumers.
Sunlight shines on the ocean, and some sunlight goes under the water.
Plants use the sunlight to make, or produce, food inside their leaves. We call these plants producers.
Fish and other sea animals can't make their own food. They need to eat, or consume, plants and other fish. Some small sea animals or fish eat underwater plants. We call these fish primary consumers.
Then bigger sea animals or fish, like stingray, eat smaller fish and other sea animals. They are called secondary consumers.
Big secondary consumers like sharks eat animals like seals!

Let's learn about a forest food chain.
A forest food chain starts like an underwater food chain. Sunlight shines on trees and plants, and they produce food.
Animals, like this caterpillar, eat the leaves on forest plants. They're primary consumers.
Animals, like this forest mouse, eat nuts that fall from trees. They're primary consumers, too.
Look at this owl! It wants to eat the mouse! Owls are secondary consumers.
This fox is looking for a forest mouse to eat. Foxes are also secondary consumers.

What do you know?
What's an underwater food chain?
Underwater food chains start with this.
Sunlight.
These make their own food.
Producers.
These eat producers.
Primary consumers.

Good job!
See you next time on Guess What! Bye!

Unit 4

Unit topic: Gadgets

Topic: Math – Line charts

Question: How do we read a line chart?

Learning objective:

Children should:

- be able to describe data shown on a line chart
- understand that line charts show changes over time

CLIL 04

Hi again. Welcome back to *Guess What!*
Today we're asking,
How do we read a line chart?
First, let's look at some line charts.

Look at the line on this line chart. It goes up and down a lot.
This man is drawing a line chart. The line goes up, then down, then up again.
This line chart has two lines that go up and down.
Look! This line chart has four lines that go up and down.
The line on this line chart only goes up.

Now listen to how we read a line chart.

This line chart has an axis below it with the days of the week.
On the left, there's an axis with the number of children who used the Internet to do their homework.
Above the days, there's a line between the numbers.
The line shows a rise in the number of children using the Internet between Monday and Tuesday, and between Friday and Saturday.
The line shows a fall in the number of children using the Internet between Tuesday and Friday, and between Saturday and Sunday.
The line also shows a peak on Tuesday. This is the day when most children used the Internet to do their homework.

Let's learn about data on some different line charts.
This line chart shows how the number of people in the world has gotten bigger over time.
This line chart shows data about the number of things a company sold. Look how the line shows three big rises.
This line chart shows different times of the day. Look! The blue line has the highest peak.
This line chart shows months of the year and data about money. This man is looking at the peaks in June and the fall in August.

What do you know?
How do we read a line chart?
The red line starts with a …
rise.
And the blue line starts with a …
fall.
The blue line shows Wednesday has a …
peak.

Good job!
See you next time on Guess What! Bye!

Unit 5

Unit topic: The natural world

Topic: Geography – Volcanoes

Question: What happens when a volcano erupts?

Learning objective:

Children should:

- be able to identify parts of a volcano and what it produces after an eruption
- understand that volcanic eruptions happen all around the world

CLIL 05

Hi again. Welcome back to *Guess What!*
Today we're asking,
What happens when a volcano erupts?
First, let's look at some volcanoes from around the world!
This volcano is in Iceland. Can you see the crater in it?
This volcano is in Japan. It has a lot of snow on the top of it.
Look at this volcano in Ecuador! It's erupting.
And this volcano in Italy is also erupting. Can you see the hot, red lava?
Hot lava is flowing down the side of this volcano in Russia.
Look at the plants growing in the lava rock on Easter Island.
Now listen to what happens when a volcano erupts.
Volcanoes look like mountains, but volcanoes have a vent inside and a crater at the top.
Sometimes they erupt and very hot, red material comes up the volcano's vent and runs into the crater. This hot material is called lava and it is very dangerous.
Next, ash and rocks fly high into the air and the lava runs down the sides of the volcano.
After the eruption, the lava gets colder and it turns to rock. Lava sometimes runs over plants and then they stop growing.
A volcano that erupts is called an active volcano. There are about 15,000 active volcanoes in the world.
Let's learn what happens after a volcano erupts.
For many years after a volcano erupts, the landscape around it is very dry. There is very little plant life … but lava has materials in it that help plants to grow. So later, some landscapes around volcanoes have a lot of plant life.

Look at this tomato plant that is near an active volcano. Can you see the volcanic ash on it?
The lava from a volcano that erupted long ago made these amazing rock shapes.
Look at this black sand beach. When hot lava goes into the cold ocean, waves break it into very small black pieces of sand.

What do you know?
What happens when a volcano erupts?
These things come out of a volcano.
Lava,
ash,
rocks.
Good job!
See you next time on *Guess What!* Bye!

Unit 6

Unit topic: Helping at home

Topic: History – Castles

Question: What were castle homes like?

Learning objective:

Children should:

- be able to identify parts of a castle and some of the objects found inside
- understand how people lived life in castles

CLIL 06

Hi again. Welcome back to *Guess What!*
Today we're asking,
What were castle homes like?
First, let's look at some old castles around the world.

This castle is in Germany. It's big and has tall towers.
This castle is in Britain. It's on a small island in the ocean.
Look at this castle in Turkey. It's very, very old.
And look at this old room under another castle in Turkey. It's dark.
This castle is in Japan. It's very different from European castles.

Now listen to what castle homes were like in the past.
In the past, some people lived in castles. Most castles had water and big walls around them.
The castle walls had tall towers in them. People climbed the towers to see things far away.
Inside the castle there was one very big hall. In this room, families had meals around a long, wooden table and talked and listened to music.
Castles had very big kitchens, and people cooked food on open fires. People ate a lot of meat and also bread, fruit, and vegetables.
Castles had big gardens and people grew their own fruits and vegetables.
It was very dark at night, and there were no lights. People used candles to see in the dark.

Let's learn about the outside of castles in the past.
In the past, people needed to stop their enemies from coming into their castles. Many castles had walls all around them, so it was difficult for enemies to get into the castle.
Some castles were on hills or mountains, so it was difficult for enemies to get to them.
Old castles had small holes in the walls. People inside could throw things at their enemies through these holes.
Some old castles had water all around them. This made it difficult for enemies to get to them easily.

Some old castles had drawbridges. People inside the castle pulled the drawbridge up at night so nobody could come inside.
What do you know?
What were castle homes like?
They had round and square ...
towers.
They had big ...
walls.
In the kitchen, people cooked on an open ...
fire.

Good job!
See you next time on *Guess What!* Bye!

Unit 7

Unit topic: Feelings

Topic: Science – Animal communication

Question: How do animals communicate?

Learning objective:

Children should:

- be able to identify ways animals communicate with each other
- understand that animals use their bodies and a range of sounds to communicate signals

CLIL 07

Hi again. Welcome back to *Guess What!*
Today we're asking,
How do animals communicate?
First, let's look at some land animals communicating with each other.

Listen to these colorful birds! How are they communicating?
Now listen to how this cheetah communicates.
Listen to this monkey communicating. Look how it makes sounds with its mouth open and closed. It's angry.
These two cats like each other. Look how they communicate this.

And these two pandas like each other, too. Can you see how they communicate this?
Look at these giraffes. They're angry. Look how they use their necks to communicate this.

Now listen to how animals communicate.
Different animals communicate in different ways. Many animals use sounds to communicate with each other. Birds sing, lions and tigers growl, and turtles can hiss.
Chimpanzees touch hands to say "Hello"!
Some animals, like frogs and spiders, change color to send messages to each other.
Animals communicate how they feel with their bodies, heads, mouths, and ears. Animals show they are happy in different ways.
Polar bears move their heads from side to side, some wild cats purr, and excited elephants flap their ears.
Animals show they are angry in different ways, too. Elephants move very fast, bears growl, and snakes and crocodiles hiss.

Now, let's learn how some other animals communicate.
Listen to this dolphin making clicking sounds to communicate under the ocean.
Listen to this penguin communicating. When penguins are on land, they communicate by making loud sounds.
Now listen to all these penguins communicating at the same time. Can you hear the different sounds?
These seals are communicating. Can you hear their barking sounds?
Now listen to how these frogs communicate with a croaking sound.
Whales sing to each other. Listen to this whale's song.

What do you know?
How do animals communicate?
Some animals …
change color.
Some animals …
growl.
And some animals …
hiss.

Good job!
See you next time on *Guess What!* Bye!

Unit 8

Unit topic: Outdoor sports

Topic: Physical education – Body parts

Question: What makes our bodies move?

Learning objective:

Children should:

- be able to identify parts of our bodies we use while doing a range of sports
- understand that each part of our bodies plays an important role in physical exercise

CLIL 08

Hi again. Welcome back to *Guess What!*
Today we're asking,
What makes our bodies move?
First, let's look at the many ways we move our bodies.

Look at this basketball player. He's moving every part of his body.
This snowboarder is also moving every part of his body.
These women are fencing. They're moving their arms and legs a lot. The muscles in their arms and legs are very strong.
This climber is using his arms and legs to get up the ice waterfall. He also has strong arm and leg muscles.
Look at these divers. They're moving their legs more than their arms to move through the water.
This man is moving his arms more than his legs to move his kayak through the water.

Now listen to what makes our bodies move.
We move our bodies a lot for sports because we run, jump, bend, and stretch. We use our bones, muscles, and joints.
Two or more bones meet at our joints. Elbows are joints in our arms, and knees are joints in our legs.
We have lots of muscles in our body, from our faces to our feet.
Muscles are connected to our bones. Muscles get longer or shorter to make our joints and bones move.
We need strong bones, muscles, and joints for sports.
Some sports, like hiking, use our leg muscles.
Some sports, like rowing, use our arm muscles.
Some sports, like rock climbing, use leg, arm, and other muscles in our body.

Let's learn about what makes our bodies move when we're biking.
This biker needs strong muscles to move his legs up and down so his bike moves along the road.
This biker needs strong arm and leg muscles to turn his bike on the ground.
This BMX biker needs strong arm muscles to turn his bike in the air.
This BMX biker needs strong muscles all over his body to jump his bike from rock to rock.
This mountain biker needs strong leg muscles to ride up the hill.

What do you know?
What makes our bodies move?
Our joints.
Our muscles.
Our bones.

Good job!
Bye!

Let's collaborate! Level 5 Cambridge Life Competencies Chart

Unit	CAMBRIDGE LIFE COMPETENCIES
0	**Social Responsibilities:** learning about other countries and cultures **Learning to Learn:** brainstorming facts and checking them to prepare an encyclopedia page **Digital Literacy:** searching for photographs and information about a country online
1	**Creative Thinking:** designing and decorating a families album page **Learning to Learn:** writing questions for an interview with a family member, then summarizing the information; giving and responding to peer feedback **Communication:** creating and leading an interview with a family member
2	**Creative Thinking:** designing and decorating signs for a sustainable school **Social Responsibilities:** thinking about sustainable behaviors at school and how to enforce them **Digital Literacy:** searching for photographs of sustainable behaviors online
3	**Social Responsibilities:** learning about endangered sea animals **Communication:** making eye contact with an audience to attract and keep their interest **Digital Literacy:** using multiple sources to check information about endangered sea animals; creating a digital presentation
4	**Critical Thinking:** collecting and presenting survey data on screen time; analyzing and drawing conclusions about survey results; making recommendations based on the data **Creative Thinking:** generating ideas on how to reduce screen time **Digital Literacy:** exploring ways of maintaining digital wellbeing through reducing screen time
5	**Creative Thinking:** making a quiz about another country **Learning to Learn:** recognizing different types of quiz questions and their features **Digital Literacy:** searching for information about a country online; using multiple sources to check information found online; creating a digital quiz
6	**Communication:** creating and leading an interview with a family member about chores **Critical Thinking:** creating a plan to do more chores at home and reflecting on the success of the plan **Social Responsibilities:** taking responsibility for chores at home; helping others
7	**Creative Thinking:** exploring connections between emotions and people, places or things; creating a collage to express feelings **Emotional Development:** expressing feelings through art **Digital Literacy:** searching for photographs that represent a feeling online
8	**Creative Thinking:** using humour and other creative techniques when creating a video script **Social Responsibilities:** discussing which sports or activities are best to stay healthy **Digital Literacy:** filming a video on staying healthy
All Units	**Communication:** using appropriate language (can include some L1) at different stages of the project; managing conversations with others in the group; communicating clearly and confidently in group tasks and during the final presentation of their work **Collaboration:** taking personal responsibility for their own contribution to group tasks; working effectively with others including supporting and encouraging them where necessary; appropriately sharing roles and tasks within the group; dealing with issues and conflicts that may arise

Let's collaborate!

Our group: _____ Unit: _____

How did we do?

1 **In your group, think about your project. Check (✓) the boxes.**

Step 1 Plan	☺	😐	☹
Our group listens to the instructions.			
Our group understands the projects.			

Step 2 Create	☺	😐	☹
Our group participates.			
Our group works well together.			

Step 3 Present	☺	😐	☹
Our group presents the project well.			
Our group is happy with our project.			

2 **Write one good thing about this project.**

_____

_____

_____

_____

_____

3 **How can your group work better in the next project? Write one idea.**

_____

_____

_____

_____

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Let's collaborate!

Teacher's Evaluation Form

Name(s): _____

Level: _____ Unit: _____ Date: _____

Group or individual performance grades:
4 = Exceeds expectations; 3 = Very good; 2 = Satisfactory, 1 = Needs improvement.

Step 1 Plan

Grade	Area / Outcomes
	Use of information and resources
	Planning and organization

Step 2 Create

Grade	Area / Outcomes
	Collaboration
	Creativity

Step 3 Present

Grade	Area / Outcomes
	Presentation skills
	Final product

Cambridge Life Competencies

Students showed (✓) / did not show (✗) evidence of the following competencies during this project.

✓ / ✗	Competency (refer to the Cambridge Life Competencies Chart)
Comments:	

Overall grade: _____

General comments:	Area(s) of improvement:

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Key: U = Unit

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