

Student's Book Page 63



Grammar: Review of imperatives, *How much/many*.

Vocabulary: Key vocabulary from the unit.

Materials: *Optional:* A large, soft ball.

Warm-up

Vocabulary review

If students are keeping a vocabulary booklet, get them to look through the unit and write down all the new vocabulary in their booklets. If not, get them to make a vocabulary booklet following the guidelines in unit 1, page 13.

Tell students that they can organise the words in any way they like. Provide suggestions for categories: *main courses, starters, side dishes, desserts, vegetables, fruit, cooking instructions*, etc.

Review

The Printer's Quiz

► MATCH THE WORDS AND MAKE DISHES.

Ask students about their favourite dishes: *What's your favourite type of (cake/soup/omelette)?*

Tell students that they should try to make as many dishes as they can, combining the words in activity 1. Elicit some dishes orally.

Students match the words to make different dishes.

► WRITE THE NAMES OF THE DISHES.

Students write the dishes in the space provided. Ask volunteers to read some of their dishes out loud.

► COMPLETE THE COOKING INSTRUCTIONS.

Point to the illustrations. Say: *These are instructions for different recipes.*

Students complete the instructions using the verbs in the text box.

Volunteers read their answers out loud.

► PLAY A GUESSING GAME.

Choose one of the baskets without telling anyone. Students ask you questions to guess which one it is. Students should use the model questions in their books as a guide.

Divide the class into pairs. Students choose one of the baskets and ask each other questions to guess which basket their partner has chosen.

Wrap-up

Guess the word!

Students choose a word from their vocabulary booklet (see Warm-up) and write a definition for it or use the word in a sentence.

Students read their definition or sentence out loud. If students have written a sentence using the word, they should omit the key word when they read the sentence. The rest of the class guesses the word.

Optional activity

Vocabulary review catch

Students stand in a circle.

Throw a ball to a student and say: *main course*.

The student names a main course and throws the ball to another student, who in turn, names another main course, and so on.

When a student drops the ball or cannot name a main course, the game starts over again.

Play the game several times with different categories: *drinks, desserts*, etc.

Answer Key

① Write: tomato salad, cheesecake, cheese omelette, frit cake, chocolate cake, carrot cake, carrot soup, carrot sauce, fruit salad

Complete: 1. Chop; 2. Mix; 3. Fry; 4. Add; 5. Peel; 6. Bake

Activity Book

Page 63, activities 1 and 2.

Key

Positive: a, some, is; Negative: isn't, any, isn't; Question: Is, Are, many, any, much

1. side dish; 2. mix; 3. add; 4. chop; 5. peel; 6. bake; 7. starter; 8. wash; 9. fry; 10. dessert

Grammar module: Countable and uncountable nouns

Countable nouns

Countable nouns are items that can be counted individually. They can be singular or plural.

A singular noun is preceded by *a/an*:

There is a banana.

There is an egg.

A plural noun is preceded by *some* in positive sentences and *any* in negative sentences and questions:

There are some grapes.

There aren't any eggs.

Are there any biscuits?

To ask about quantity, we use *How many*:

How many apples have you got?

Uncountable nouns

Uncountable nouns are items that cannot be counted. Liquids and gases are always uncountable. Some solids are uncountable as well.

Uncountable nouns are preceded by *some* in positive sentences and *any* in negative sentences and questions:

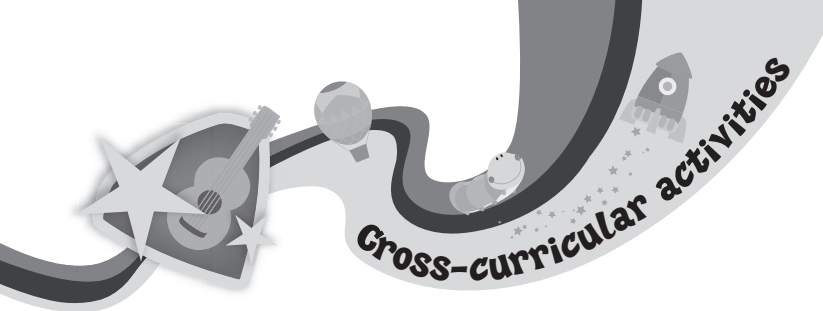
There is some oil.

There isn't any flour.

Is there any water?

To ask about quantity, we use *How much*:

How much apple juice have you got?



Art: Chocolate-scented play dough

Materials: 1 1/4 cups flour, 1/2 cup cocoa powder, 1/2 cup salt, 1/2 tablespoon cream of tartar, 1 1/2 tablespoons cooking oil, water.

Preparation: Mix the flour, cocoa powder, salt and cream of tartar. Add the cooking oil and a cup of boiling water. Stir quickly and mix well. Cook over a low heat until the dough forms a ball. When cool, knead with your hands.

Directions:

Give each student a piece of dough. Get them to mold the dough into different shapes. The dough will smell delicious, but students should not eat it.

Cooking: Chocolate fondue

Materials: 5 squares semisweet chocolate, 1/2 can sweetened condensed milk, 1/4 cup milk, cubes of fruit or cake and/or vanilla biscuits, toothpicks.

Directions:

In a heavy saucepan, melt the chocolate over a low heat, stirring constantly. Stir in the condensed milk until smooth. Add the regular milk and stir until blended. Pour the mixture into a bowl. Students use toothpicks to dip fruit, cake or biscuits into the chocolate.

Social studies: Children and snacks

Materials: Paper.

Directions:

Divide the class into small groups. Students write questions to find out what snacks their classmates eat, where they eat them, when/how often they eat them, whether they buy or make them. Check questions around the class.

Then each group asks other groups in the class and/or other students in the school.

Groups present their results.

Project: Eating a healthy diet

Materials: Magazines with photos of different types of food, 1 large piece of white paper, tape, paper (1 piece per student).

Preparation: Draw the food pyramid on a large piece of white paper. Label each section of the pyramid: *cereal and grains*, *fruit and vegetables*, *dairy products*, *meat and proteins*, *fats and sugars*. Indicate in each section the number of servings that should be eaten in one day.



Directions:

Distribute magazines. Students cut out pictures of food. Emphasise that they should look for individual food products and not dishes that include a mix of different foods.

Display the food pyramid on the wall. Students tape their pictures onto the correct part of the food pyramid. Distribute paper.

Tell students to divide the paper into five columns, one for each day of the school week.

Tell students to keep the chart for a week and to write down all the food they eat each day. (If the food is a dish, tell them to break it down as best as they can into its components, paying attention to the food pyramid categories. For example, spaghetti with meat sauce would be listed as three items: *pasta* (cereal and grains), *tomato sauce* (fruit and vegetables) and *meat* (meat and proteins.)

After one week, collect the "food diaries" and hand them out to different students.

Students add up the number of servings of cereal and grains, fruit, vegetables, etc. for each day.

Students write a recommendation to their classmate about his/her diet: *You didn't eat a lot of fruit. You ate a lot of fats and sugars. You should eat more fruit and vegetables.*

Divide the class into pairs. Students plan a balanced diet for one day with the correct number of servings from each food pyramid category.

Students illustrate their diet with pictures of the food and dishes.

Collect students' work and display it next to the food pyramid.



Vocabulary	Grammar
<p>Energy words: <i>biomass, coal, crop, earth, energy, rubbish, gas, geothermal energy, heat, non-renewable energy, oil, renewable energy, solar power, sun, water, wind, wood</i></p> <p>City words: <i>flat, building, canal, city, greenhouse, main entrance, cinema, museum, car park, park, recreation area, recycling plant, restaurant, road, sports centre, stadium, theme park</i></p> <p>Furniture and parts of a room: <i>armchair, bath, wardrobe, cupboard, door, floor, fridge, shower, sink, sofa, cooker, toilet, wall, washing machine, window</i></p> <p>Verbs: <i>announce, arrive, buy, cheer, clap, decompose, drive, fall in love, get angry, get married, joke, laugh, leave, meet, print, run out, say, sing, speak, test, think, travel, try</i></p> <p>Adjectives: <i>amazed, bad, best, bright, brilliant, circular, creative, difficult, famous, hungry, incredible, mad, magnificent, nervous, organic, perfect, pleased, simple, wild</i></p> <p>Adverbs: <i>badly, beautifully, carefully, dangerously, happily, loudly, noisily, proudly, quickly, quietly, slowly, well</i></p> <p>Time expressions: <i>ago, in the year (1850), last week/year/month, next week/year/month, tomorrow, weekend, yesterday</i></p> <p>Other words: <i>advert (isement), attic, audience, cleaning liquid, competition, ground, holiday, invention, inventor, judge, lab, letter, lunch, map, micro-camera, microprocessor, money, outer space, peace, present, postcard, prize, prototype, responsibility, robot, snack, soap, suit, technology, test, thing, ticket, war, washing powder, winner</i></p>	<p>Future with will: <i>We will live in flats. We won't use cars. Will you go to university? Yes, I will./No, I won't. There will be a park. Will there be any cars? There won't be any oil.</i></p> <p>Future with will (Wh questions): <i>How will it read the question? What time will we leave? Where will they meet? What will they buy?</i></p> <p>Past simple (questions with Who): <i>Who wrote the first test?</i></p> <p>Adverbs (regular and irregular): <i>She's walking quickly. He's playing well.</i></p>
<p>Functional language: <i>Change places with the winner. Throw again. Go (forward/back) two spaces. Go back to Start. Miss a turn.</i></p>	<p>Multiple intelligence: Interpersonal intelligence (page 96)</p>

Teaching tip

Classroom postbox

A great way to encourage writing is to set up a classroom postbox. Find a cardboard box and cut a horizontal hole in it for the post slot. Invite students to decorate it. Make sure that you place the box in a location that is easily accessible to all students.

Students can write letters and postcards in English to their classmates and/or to you. You can also send letters to students.

Designate Friday afternoon as post delivery day. This will serve to heighten students' excitement and participation.



Grammar: Future with *will*: *We will live in flats. We won't use cars. Will we use money?*

Vocabulary: *Flat, suit, money, robot, holiday, city, soap, ground, solar-powered.*

Warm-up

In the future

Ask a volunteer to write the current date on the board, including the year.

Ask the student questions about his/her daily habits:

How do you get to school? What sports do you do?

What kind of clothes do you wear?

Rub out the year from the date and replace it with the year 2100. Say: *Now imagine we are in the year 2100.*

Ask the same kind of questions but using the future:

How will we get to school? Will we play football?

What kind of clothes will we wear?

Poster 6

Display Poster 6. Explain that the poster shows a city in the future. Elicit how life will be different: *Buildings will be more modern. There won't be any cars. There will be canals.*

Grammar presentation

① Listen and tick or cross the pictures. 36

Ask volunteers to describe the pictures: *What are the people doing? What are they wearing? What means of transport can you see? What are the buildings like?*

Divide the class into pairs. Students discuss the pictures and decide whether they think they are true or false representations of what will happen in the future.

Students tick or cross the pictures using the key. Tell them to write their marks in pencil next to, not inside, the boxes.

Play Track 36. Students listen and fill the boxes using the key.

Track 36

Hi, everyone. Today we're talking to Professor Annie Quack. She's an expert in technology for the future. Professor Quack, welcome to our show. We have got lots of letters from listeners with questions about the future. This listener asks, "Will we live in flats in the future?"

Oh yes, we will. There won't be enough land, so we will all live in very tall blocks of flats.

Another question: "Will we travel in cars?"

Oh no, I don't think so. Cars will disappear soon. We will use solar-powered helicopters.

Ah, here's a question from twelve-year old Sophie. "Will children still go to school in the future?"

No, children won't go to school, but they will study. They will study at home using the Internet.

Will we still use books?

Oh, yes! We will use books but they won't be made of paper. They will be small computer screens. We will press a button to turn the page.

What about our clothes? Will we wear a special suit?

Maybe to protect us from the sun?

Oh, no! I don't think so. I think we will wear the same clothes, comfortable blue jeans and a T-shirt!

Play Track 36 again. Students check their answers.

Ask questions about the text: *Will we live in flats?*

Will we use books? Will we wear the same clothes?

- Circle the correct options.

Read the first sentence out loud with the two options.

Ask a volunteer to read the sentence with the correct option only.

Students complete the activity individually.

Controlled practice

② Ask a classmate questions about the future.

Ask two volunteers to read the sample dialogue out loud.

Divide the class into pairs. Students ask each other questions about the future. Encourage them to use the prompts in their books and their own ideas.

Optional activity

Make a poster of a perfect future.

Divide the class into pairs.

Students think how things could change so that the future would be perfect. They write sentences about a perfect future and draw a picture to illustrate their ideas.

Collect students' work and display it on the wall under the heading *A perfect future!*

Wrap-up

A future with robots

On the board, write: *We will have robots at home.*

Tell students to imagine that in the future, everybody will have robots at home.

Students write five things we will not do in the future because robots will do them for us.

Volunteers read their sentences out loud.

Answer Key

- ① 1. will; 2. won't; 3. will; 4. won't; 5. won't; 6. won't

Activity Book

Page 64, activities 1 and 2.



Grammar: Future with *will*: *Will you go to university? Yes, I will./No, I won't.*

Vocabulary: *War, peace, outer space, get married, travel, fall in love, hungry, bad, mad.*

Warm-up

How old will you be?

Draw the following table on the board:

How old will you be on...?

15/01/2015	
20/03/2020	
05/06/2025	
25/08/2030	
01/10/2035	
25/12/2040	

Ask students at random: *How old will you be on (January 15th, 2015)?*

Students answer orally.

Students copy the table into their notebooks and complete it by calculating their age on the different dates.

Divide the class into pairs. Students compare their answers.

Controlled practice

① Draw your route for the future.

Tell students to think about all the things they will and won't do in the future. Ask several questions using the prompts in the activity: *Fay, will you go to university?* Students answer orally.

Students look at the route and draw their own path in pencil.

- Interview a classmate.

Divide the class into pairs. Students ask each other questions about the future. They draw their partner's route in a different colour.

Go over the answers with the class: *How many people will travel to another planet?*

Optional activity

Developing writing

In their notebooks, students write a summary of their own and of their partner's routes: *In the future, I will fall in love but I won't get married. Alex will fall in love and he will have children.*

Ask volunteers to read their summaries out loud.

Grammar practice

② Listen and complete the song. 37

Tell students to imagine what the world will be like a thousand years from now.

Ask questions: *Do you think we will travel to other planets? Do you think we will have lots of wars? Do you think people will be hungry?*

Write the following on the board:

The world will be a different place. We'll live in peace. We won't have wars.

Point out that 'll is the contraction of *will* and *won't* is the contraction of *will not*.

Students might find the pronunciation of 'll and *won't* difficult initially. Write several short sentences on the board using the contractions. Ask volunteers to read the sentences out loud and correct their pronunciation. Students look at the song in activity 2 in their books. Explain that this is a very optimistic song about the future.

Students read through the text of the song.

Play Track 37. Students listen very carefully and complete the text. They should be especially careful of the difference between *will* and 'll.

Play Track 37 again. Students check their answers.

Track 37

The future song

(See Student's Book page 65, activity 1.)

- Listen and sing the song.

Divide the class into groups of five or six students. Students look at the words in the song and decide on some mimes to do as they sing along.

Play Track 37. Students sing along and do the mimes in their groups.

Choose a group to perform their song and mimes for the rest of the class.

Repeat with other groups.

Vote on the best performance.

Wrap-up

Printer's raccoon

Point to the raccoon at the bottom of the page.

Choose a volunteer to read the text out loud.

Students look through the unit and find the sources of energy.

Answer Key

① From top to bottom: *will, 'll, 'll, 'll, 'll, 'll, will, will, 'll, won't, won't, won't, won't, will*

Activity Book

Page 65, activity 1.



Grammar: Future with *will*: *Will they invent a special pen? Yes, they will. How will it read the question?*

Vocabulary: *Attic, competition, prize, micro-camera, microprocessor, test, get angry, think, laugh, joke, print, difficult, brilliant, simple, perfect, creative.*

Warm-up

Connecting to students' experiences: *I hate it!*

Divide the class into pairs. Students make a list of all the household chores and school tasks they hate doing.

Choose two volunteers to come to the board. Divide the board in half. Write *Chores at home* on one side of the board and *Tasks at school* on the other.

Volunteers write what they hate doing in note form under the headings on the board. Help them to abbreviate the text if necessary.

Say: *Imagine that you could invent a machine to do all of these things! This is what our story is about today.*

Developing reading

Story: *Young inventors*, part 1 38

Students look at page 66 of their books. Read the title out loud.

On the board, write: *Dan, Chelsea, Angie, Joe*. Explain that these are the main characters in the story. Chelsea and Angie are girls, Joe and Dan are boys. Explain that the four children are friends and they often spend time together after school.

Ask various students the following: *Who do you spend time with after school? What do you do? Where do you go?*

Play Track 38. Students listen and follow along in their books.

Track 38

Young inventors, part 1

(See Student's Book page 66.)

Pause the CD after each paragraph and ask general comprehension questions:

Where were the children? Why was Dan so excited?

What was Angie's suggestion? What were Joe's

suggestions? How will the pen read the questions?

How will the pen find the answers? How will the pen

write the answers? Do you think it is possible to make this invention?

Divide the class into small groups.

Students silently read the story again.

Tell them to underline the words in the story they don't understand.

In groups, students try to work out the meaning of the words. Provide assistance if necessary.

Optional activity

Reading out loud

On the board, write: *asked, exclaimed, told, said, shouted, continued, answered, explained, replied.*

Students look through the text and underline these words.

Explain that these words tell us how something is said.

Ask volunteers to read the story out loud. Tell them to use the appropriate tone of voice paying special attention to the verbs above.

In your book, underline any words that are mispronounced.

When students have finished reading, copy the words onto the board and model the correct pronunciation.

Reading comprehension

① Read and match the questions with the answers.

Students cover the answer column with their hand.

Volunteers read the questions out loud. The rest of the class calls out *yes* or *no* as the answer.

Students uncover the answer column. Read the first question again. Tell students to find the correct answer on the right-hand side.

Students match the questions with the answers.

Wrap-up

Your own invention

Remind students of the list of chores and tasks they brainstormed in the Warm-up activity.

Divide the class into small groups.

Students invent a machine or device to perform a task or chore they hate doing. They draw and write a description of their invention.

Students present their inventions to the class.

Answer Key

① 1.No, they won't; 2.Yes, they will; 3. Yes, it will; 4. Yes, it will; 5. No, it won't

◆ Activity Book

Page 66, activities 1–3.

Key

① 1. attic; 2. creative; 3. difficult; 4. brilliant; 5. brainstorm; 6. microprocessor; 7. Internet; 8. robot; 9. competition

② think hard–To concentrate; look for–To try to find something.

③ 1. Yes, they will. 2. No, they won't. 3. Yes, they will. 4. No, it won't. 5. Yes, it will. 6. Yes, it will. 7. No, it won't. 8. Yes, it will.



Grammar: Past simple (questions with *Who*): *Who wrote the first test?*

Vocabulary: *Lab, attic, responsibility, prototype, invention, judge, audience, inventor, winner, prize, announce, cheer, test* (noun and verb), *clap, incredible, nervous, perfect, wild, pleased, difficult, amazed, best, magnificent, proudly.*

Warm-up

First part of the story

Ask students what they remember about the story *Young inventors*. Write any key words they produce on the board.

Divide the class into pairs. Students prepare a brief summary of the story so far without looking at their books.

One member of each pair reads the summary out loud. Students vote for the best summary.

Play Track 38. Students follow the first part of the story on page 66 of their books.

Developing reading

Story: *Young inventors*, part 2 39

Students look at the second part of the story on page 67 of their Student's Book.

Play Track 39. Students listen and follow along in their books.

Track 39

Young inventors, part 2

(See Student's Book page 67.)

Pause the CD after each paragraph and ask general comprehension questions:

Where did the children have their lab? How did they test their invention? Did their invention work well? What did they decide to call the pen? Were the judges impressed with the Smartpen? Who did the test at the exhibition? What did the audience do when the children received their prize? Were the children in the audience happy? Were the teachers in the audience happy?

Students read the text in their books in silence.

Tell students to underline any words they do not understand.

Students write the unknown words on the board.

Invite volunteers to explain the words.

Then ask other volunteers to read the story out loud.

In your book, underline any words that are mispronounced.

When students have finished reading, copy the words onto the board and model the correct pronunciation.

1 Read and answer the questions.

Divide the class into pairs. Students read the questions and circle the answers in the second part of the story.

Grammar practice

Write the first three questions from activity 1 on the board. Draw a circle around the word *Who*. Tell students to call out answers for the three questions and write their answers next to the questions:

Who worked hard every afternoon? The children

Students follow the same procedure in their notebooks for the remaining three questions.

Critical thinking

Another great invention!

Divide the class into groups of four. Tell students that they are going to be young inventors.

Explain that inventions are usually created to solve problems that exist in everyday life. Students brainstorm ideas for an invention.

Groups design, describe and draw their own invention.

Then they give their invention a name.

Groups present their inventions to the class.

Wrap-up

Grammar recognition

Write the following words from the story on the board: *announced, nervous, study, minutes, lab, prototype, amazed, cheered, pleased, presented, test, best, incredible, perfect, wild, responsibility, audience, judges, winners, inventors, stage.*

Students read the story again and circle the words.

In their notebook, they classify the words into verbs, nouns or adjectives.

Answer Key

1. The children; 2. Erin; 3. Joe; 4. Chelsea; 5. The judges; 6. Chelsea, Dan, Angie and Joe

Activity Book

Page 67, activities 1 and 2.

Key

1 micro-camera, biscuits, computer, mobile phone, notebooks, microprocessor, rubbers, pens, pencils
Tomorrow the children will buy glue, card, lemonade, a sharpener, paper clips and scissors.



Grammar: Adverbs (regular and irregular): *She's walking quickly. He's playing well.*

Functional language: *Change places with the winner. Throw again. Go back two spaces. Go forward two spaces. Go back to Start. Miss a turn.*

Vocabulary: *Speak, drive, sing, say, quickly, slowly, loudly, quietly, noisily, carefully, dangerously, well, badly, happily, beautifully.*

Materials: Slips of paper, dice, game counters.

Preparation: *Action slips* (1 slip for every 2 students): Write actions on separate slips of paper: *walking, running, speaking, dancing, eating, reading, singing, writing, jumping, drinking, flying, sleeping, driving, swimming, drawing, thinking...*

Warm-up

Mime it!

Divide the class into two groups.
Hand one group the *Action slips* (see Preparation). The students with the slips walk around the class miming the actions.
The students in the other group touch the miming students and ask them: *Are you (walking)?* If they guess correctly, they sit down together.
Continue until all the students are sitting down.

Grammar presentation

On the board, write: *slow, quiet, good*. Elicit the fact that these are adjectives.
Elicit nouns that we can use with these adjectives: *a slow animal, quiet music, good food*.
Explain that adjectives are used to describe nouns. Do not clean the board.
On the board, write: *walk, sing, play*. Elicit the fact that these are verbs.
Explain that to describe verbs, we need a different type of word. These words are called adverbs. Write *adverbs* on the board.
Point to the adjectives you wrote. Explain that we can make adverbs from the adjectives. Point to the adjective *slow* and add *ly*. Do the same with *quiet*. Point to *good*. Explain that the adverb of *good* is irregular. Write the word *well*.

Grammar practice

① Listen and number the sentences. 40

Play Track 40. Students listen and number the pictures in the correct order.

Track 40

He's speaking quietly. Write number 1.
They're playing badly. Write number 2.
She's walking quickly. Write number 3.

He's playing well. Write number 4.
He's speaking loudly. Write number 5.
He's driving dangerously. Write number 6.
She's walking slowly. Write number 7.
She's driving carefully. Write number 8.

Play Track 40 again. Students check their work.
Check answers: *Which picture is number (1)?* Students call out the answer.

Free practice

② Play *The adverb game*.

Write the following instructions on the board and explain each one: *Change places with the winner. Throw again. Go back two spaces. Go forward two spaces. Go back to Start. Miss a turn.*
Divide the class into groups of four. Students play the game in their groups.

♥ Health education

On the board, write: *He is driving dangerously*.
Explain that car accidents are the number one cause of death among young people.
Ask the following questions:
Where should small children and babies sit in the car, in the front or in the back? (Small children and babies should sit in the back.)
What should you always do before the car starts? (Fasten your seat belt.)
Think of three things you should never do while the car is moving. (Touch the driver, fight with your brother/sister, distract the driver, unfasten your seat belt, throw objects out the window, etc.)

Wrap-up

Verb/adverb combinations

Brainstorm a list of action verbs on the board.
Students choose an action and think of an adverb to go with it. Make sure that the combination makes sense: for example, *singing quietly* is acceptable but *singing dangerously* is not.
Students write their verb/adverb combination in their notebooks. Walk around and check the combinations.
Students take turns standing up and miming their actions. The rest of the classes guess both the verb and the adverb: *Are you (walking quietly)?*

◆ Activity Book

Page 68, activities 1 and 2.

Key

① *From top to bottom, slowly, quickly, carefully, quietly, dangerously, noisily, happily, well*
② *dangerously, quietly, badly, carefully, happily, loudly, noisily, well; 4, 7, 6, 8, 2, 5, 1, 3*



Grammar: Future with *will* (*Wh* questions): *What time will we leave the school? Where will they meet? What will they buy?*

Vocabulary: *car park, map, theme park, ticket, technology, lab, cinema, robot, snack, lunch, present, postcard, main entrance, arrive, leave, buy, meet, get, try.*

Materials: Cutout 1.

Warm-up

Wh questions

Write the following cues on the board:

What time...?

What...?

Where...?

When...?

Write the following sentence on the board: *I will play football in the park next Saturday at 1:00 p.m.*

Rub out *1:00 p.m.* and draw a line in its place.

Ask: *What question can we ask to find out this information?* Ss: *What time will you play football?*

Repeat with: *football-What...?*

in the park-Where...?

next Saturday-When...?

Controlled practice

1 Ask a classmate and complete the itinerary.

Tell students to imagine that they are going to visit a theme park. Ask them to name some famous theme parks that they have visited or heard of.

Tell them to look at the picture and ask: *What do you think is the theme of this park? Why?*

Students find cutouts 1A and 1B.

Divide the class into pairs: one student is A and the other is B. Students cut out the corresponding half of the cutout and ask each other questions to complete the itinerary. Students should not look at each other's cutouts.

Ask a volunteer to read the completed text out loud.

Reading practice

- Read the itinerary and draw the route.

Ask questions to help students locate the places in the itinerary: *Where will you start? Where will you go next?*

Students find the different attractions and follow the route with their fingers.

Finally, students read the itinerary again and draw the route in their books.

Ask *before* and *after* questions: *Will you visit the cinema before or after you visit The Future of the Seas exhibition?*

Writing practice

- Ask a classmate.

In pairs, students answer the questions.

They write the answers in their notebooks.

Optional activity

Write an itinerary.

Divide the class into eight groups.

Assign one of the attractions from the theme park (omit the gift shop) to each group.

Students work together and write an itinerary of the activities available at their attraction: *Space Exploration Labs: We will see a new spaceship. We will try on special clothes for astronauts.*

Groups present their attractions to the class.

Wrap-up

A different field trip

Read the following words out loud. Students underline them in their itinerary in Cutout 1: *bus, school car park, Future Parks, map, ticket, this technology, snack, take a trip, Space Exploration Labs, robots, lunch, Astronauts', pizza, presents, postcards, main entrance.*

Students write different words in place of those they have underlined. Remind them that they need to make sure that the text still makes sense.

Volunteers read their texts out loud.

Activity Book

Page 69, activities 1 and 2.

Key

1. How many children will go on the trip? What will they do after lunch? Where will they buy presents? What film will they see? What time will they arrive back at school?

5, 3, 2, 1, 4

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



Grammar: Future with *will*: *There will be more people. There won't be any oil.*

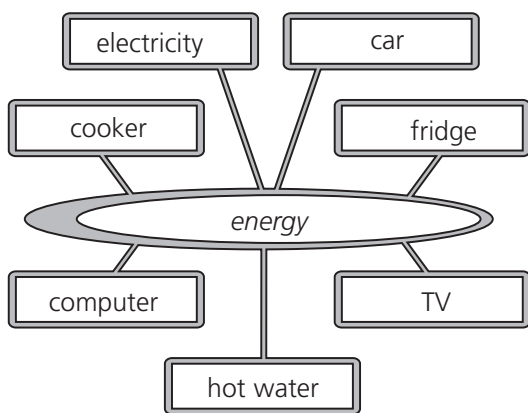
Vocabulary: *Energy, biomass, rubbish, crop, wood, gas, heat, geothermal energy, heat, earth, sun, wind, water, oil, coal, renewable, non-renewable, run out, decompose.*

Warm-up

Thinking about energy

Write: *energy* on the board.

Tell students to think about all the things we use which need energy. Write their ideas as a mind map on the board:



On the board, write the following:

We can't see energy.

Energy is never created or destroyed. It just changes.

Explain that these are two curious facts about energy.

Vocabulary presentation

Draw simple pictures of the following on the board: a rubbish bin, a field of sweetcorn, a forest, the sun, a windmill, a river, an oil rig, a gas tank, a barbecue and a volcano. Write the following words randomly around the pictures: *rubbish, crops, wood, sun, wind, water, oil, gas, coal, heat from the earth.*

Choose volunteers to come to the board and match the words with the pictures.

Ask students what these things have got in common. Explain that they are all sources of energy.

Developing reading

① Read the text and underline the sources of energy.

Students silently read the text and underline the sources of energy.

Write *renewable* and *non-renewable* on the board.

Encourage students to explain the difference between the two. *Renewable* means we will always have this source of energy. *Non-renewable* means that we will

not always have this source because it is limited in supply.

- Label the pictures.

Students label the pictures of the sources of energy. Check answers: *What are the three non-renewable sources? What are the five renewable sources?*

Free practice

② Look at the graphs and ask your partner.

Explain that the first graph refers to the world population, and the second graph shows what will happen to coal, gas and oil reserves in the future. Read the questions about the graphs out loud.

Divide the class into pairs. Students write five questions about the graphs using *will*.

Students exchange and answer each other's questions. Invite several pairs to read their questions and answers out loud.

Grammar practice

③ Complete the sentences with *will* or *won't*.

Ask questions about the graphs: *Will there be more people or fewer people in the year 2050? Will there be more oil or less?*

Students complete the sentences in their books. Volunteers read their sentences out loud.

Wrap-up

Renewable energy

Write the last sentence from the text in activity 1 on the board: *We should all try to use more renewable energy and reduce our use of non-renewable energy.* Discuss the meaning of the sentence with students. Divide the class into pairs.

Students imagine a future in which we only use renewable sources of energy. For example, tell them to imagine that everything is solar-powered.

Students write sentences saying why it will be a better world: *There will be unlimited energy. Energy will be cheaper. There won't be any pollution from cars.*

Tell students that the technology now exists to use much more solar power. Do a quick 'hands up' survey to find out if anyone uses solar power at home.

Encourage them to think of the reason we don't use more solar power: *Who earns money from oil, gas and coal? Would they lose money if we used more solar power?*

Answer Key

① *Non-renewable*: coal, gas, oil; *Renewable energy sources*: sun, water, wind, geothermal, biomass

② 1. *will*; 2. *won't*; 3. *will*; 4. *won't*

Activity Book

Page 70, activities 1 and 2.



Grammar: Future with *will*: *Will there be any cars?*

Vocabulary: *City, block of flats, greenhouse, stadium, sports centre, canal, road, recycling plant, cinema, park, restaurant, museum, circular, organic.*

Warm-up

More or less?

Ask students about the problems in their city or town: *Is there too much traffic? Is there too much pollution? Are there enough parks?* Write the key words on the board: *pollution, traffic, parks, sports centres, museums, schools, gardens, houses.*

Divide the board in half. Write: *more* on one side and *fewer/less* on the other side.

Students imagine their ideal city for the future in terms of more and less of certain things.

Students take turns coming up and writing a word on the board in each of the categories. After each student, ask the other students whether they agree or disagree. Students explain their opinions.

Controlled practice

① Listen and write *T* (True) or *F* (False). 41

Ask questions about the illustration: *What can you see? Is this a city of today or of the future? What does the man in the photograph do?*

Students silently read the sentences.

Students come to the board and write any words they don't understand. Ask if anyone can help explain the words. If not, explain them yourself.

Play Track 41. Students listen and write *T* or *F*.

Track 41

Hi! I'm Robert Macintosh. I'm an architect. This is a plan I have designed for cities of the future. Cities of the future will be circular. On the edge of the main circle, there will be special parks. In the parks, there will be cinemas, sports centres, restaurants, museums and stadiums. In the cities of the future, there will be fewer blocks of flats than houses. Every family will have a small house and a small garden. Also, every house will have a greenhouse. In this greenhouse, families will grow organic food. In the future, people will eat more organic food. Also, people will work at home on their computers. So they won't need cars to drive to work. People will travel by boat or bicycle. Therefore, there will be more canals than roads. All the water for the gardens, parks and farms will be recycled. And people will use renewable energy. The energy will come from the sun and biomass. Also, there won't be any rubbish because there will be more recycling plants.

Play Track 41 again. Students check their answers. Check answers with the whole class.

Free practice

- Test your partner's memory.

Ask questions about the cities of the future: Will they

be rectangular? Will they be circular? Will there be any cars? Will there be roads?

Divide the class into pairs: A and B. Student B closes his/her book. Student A asks student B questions about the city of the future and counts the correct answers. Students swap roles. The student with the reads highest number of correct answers is the winner.

Optional activity

Environmental education

Discuss the importance of recycling rubbish. Tell students that plastic bottles (for fizzy drinks and water) are one of the worst sources of contamination in the world. Every day, millions of plastic bottles are thrown away. Explain that whenever possible, we should all try not to buy liquid in a plastic bottle.

Brainstorm ways in which we can recycle plastic bottles: *Cut off the tops and use them as storage containers in the classroom for pens. Glue the tops onto the bottoms of chair legs to stop them from scraping. Paint them, cut them up and use them to make stained-glass windows, etc.*

For homework, ask each student to think of an original way to reuse one or more plastic bottles.

Students bring in their object to show the class and/or draw a picture and explain how plastic bottles can be reused.

Craft activity

The Printer's Project

Read the instructions out loud.

Students draw a plan for their future city. They can use their ideas from the Warm-up activity.

Students invent a name for their city. They label their city and write a short description. Write prompts on the board: *There will be more..., There won't be any..., There will be lots of..., People will...*

Students present their design to the class.

Wrap-up

Questions with *will*

Students write five questions about an imaginary city of the future using *will*.

Students ask each other their questions and refer to the city plans they made in *The Printer's Project* in order to answer.

Answer Key

① 1. F; 2. T; 3. T; 4. T; 5. T; 6. F; 7. T; 8. T; 9. F; 10. T

◆ Activity Book

Page 71, activities 1 and 2.

Key

① 1. Yes, there will. 2. Will there be; No, there won't. 3. Will there be; No, there won't. 4. Will there be; Yes, there will. 5. Will there be; Yes, there will. 6. Will there be; No, there won't.



Reading focus: Interpreting adverts.

Vocabulary: Letter, postcard, advert, person, place, thing, cleaning liquid, washing powder, famous, bright, badly, loudly, slowly, quickly, well, quietly.

Materials: Magazine and/or newspaper adverts (1 per pair of students), old magazines and newspapers, card.

Warm-up

Adverts

Divide the class into pairs. Give each pair one magazine or newspaper advert.

Write the following questions on the board:

What type of product is the advert for?

What is the name of the product?

Would you like to buy this product? Why?/Why not?

Students discuss and write their answers to the questions. Volunteers display their advert and read their answers out loud.

Ask: *Where do you usually see adverts?*

Ask individual students: *Have you got a favourite advert? Which one?*

Developing reading

① Read and answer the questions.

Students look at the advert.

Ask the following questions: *Is this an advert for clothes? Is it an advert for a car? What is it for? What is the name of the product? How many times is the name repeated? What kind of punctuation marks can you see in the advert? What colours can you see? Are the colours bright? Why are these windows special?* Students read the questions and circle the answers in their books.

Ask the questions out loud. Individual students answer.

Developing reading

② Read the letters and complete the sentences.

Explain that the people who write and design adverts always think of the people who might buy their products and what they need.

Students silently read the four letters.

Write the following sentences on the board:

Somebody who has got problems getting to work.

Somebody who has got problems with the noise in his house.

Somebody who has got problems sleeping.

Somebody who needs to paint his house.

Volunteers come to the board and write the names of the people next to the sentences.

Ask questions about the letters: *What problem has Jane got? Why does Daniel need to paint his house so quickly? Why does John say his house is like a disco? How does Sarah get to work?*

Students look at the adverts in activity 2. Tell students to identify the products: *What is Quick Colour? Is it a type of food?*

Students complete the sentences with the names of the products.

Volunteers read their sentences out loud.

Grammar practice

- Underline four adverbs in the letters and write the opposites.

Elicit examples of adverbs: happily, carefully, etc.

Students underline the adverbs in the letters. Then they write the opposites in their books.

Optional activity

Multiple intelligence: Interpersonal intelligence

Many of your students will be at the age where they want products with famous brand names. Give examples of famous brands of sports shoes, clothes, computer games, mobile phones, fizzy drinks and so on. Explain that companies spend very large amounts of money on advertising each year. Adverts are designed to make us want to buy things even if we don't really need them and even if we could buy a similar product that is cheaper and just as good. This is why we say that adverts *manipulate* consumers.

Wrap-up

Advert collages

Divide the class into small groups. Give each group a piece of card, glue and scissors.

Display magazines and newspapers.

Assign a category of adverts to each group: *cars, clothes, technology, food and drink, cosmetics and perfume, household goods, toys*, etc.

Students cut out all the adverts they can find for their category and make a collage.

Display the collages on the wall with a heading for each one.

Answer Key

- ① 1. c; 2. c; 3. a; 4. exclamation marks, product name

Activity Book

Page 72, activity 1.

Key

- ① do, badly; rides, dangerously; run, slowly



Grammar: Future with *will*: *There will be a park.*

Vocabulary: *Floor, wall, door, window, building, cooker, fridge, cupboard, sink, toilet, washing machine, bath, shower, wardrobe, armchair, sofa.*

Materials: Cutout 2, slips of paper (1 per student), Plasticine, toothpicks. *Optional:* graph paper.

Preparation: *Word slips:* On separate slips of paper, write the following words: *bathroom, kitchen, living room, bedroom, dining room, bed, sofa, chair, table, shower, toilet, bath, sink, armchair, cooker, fridge, dining table, washing machine, wardrobe, cupboard, park, swimming pool, school, hospital, shopping centre, recycling plant, cinema, greenhouse, block of flats, stadium.*

Warm-up

Rooms in the house

Draw a picture of a house on the board.

Students think of as many different rooms as they can: *kitchen, living room, dining room, toilet, bathroom, bedroom, attic, basement...*

Ask volunteers to write the words on the board.

Divide the class into as many groups as there are rooms written on the board.

Assign a room to each group. Students make a list of all the things (furniture or other objects) that you find in that room.

A representative for each group comes to the board and writes the list of words under his/her group's room.

Craft activity

① Make your ideal house for the future.

Read the list of materials and instructions out loud. Explain the key. These are the lines that architects use when they are drawing plans for buildings. Draw the lines used for marking the windows, doors and walls on the board.

Students cut out the pieces of furniture in Cutout 2. Students design and draw a floor plan for their ideal house for the future.

- Describe your house to a classmate.

Ask a volunteer to come to the front of the class with his/her design from activity 1.

Ask questions about the house the student has designed: *How many (bedrooms) will there be? Will there be (an armchair) in the (main bedroom)?*

Divide the class into pairs. Students describe their houses to each other.

Craft activity

② Work in groups to design a town.

Elicit the types of buildings and services students would like to have in their town: *swimming pool, health centre, library, sports centre, shopping centre, cinema, etc.* Write a list on the board.

Read the instructions out loud and explain the steps. Divide the class into groups. Students construct their ideal town using their floor plans. They can draw any other public buildings they would like to have.

- Present your town to the class.

Students display their designs on a central table. Invite a representative from each group to describe their town to the rest of the class.

Optional activity

Make a word search

Write the following categories on the board: *rooms in a house / furniture / buildings in a town.*

Distribute graph paper. Students outline a 12 x 12 grid. Then they fill in the grid (one letter per square) with as many words from the unit related to these categories as they can. They can write the words horizontally or vertically.

Students fill in the rest of the squares with random letters to make a word search.

Students swap word searches with a partner.

Students race each other to find all the words. The first student to find all the words is the winner.

Wrap-up

Which word?

Distribute the *Word slips* (see Preparation).

Choose a volunteer to describe the word on his/her slip but without saying the word: *I wash my hair here. It's in the bathroom. It isn't a bath.*

The student who guesses correctly is next to describe his/her word.

Continue until everyone has described a word.

Note: If students find this too difficult, describe the words yourself.

◆ Activity Book

Page 73, activities 1 and 2.

Key

Structure: window, door, wall; *Rooms:* attic, living room, bathroom, kitchen; *Furniture and equipment:* toilet, washing machine, armchair, cupboard, sofa, TV, shower, sink, cooker; inventions



Grammar focus: Identifying past, present and future sentences. Contractions: *It's = it is*.

Vocabulary: *Yesterday, tomorrow, weekend, next week/year/month, last week/year/month, in the year (1850), ago*.

Materials: Cutout 3, slips of paper (1 per student), paper.

Preparation: Optional: *Contraction slips:* Write the following contractions on separate slips of paper: *it's, he's, we're, I'm, you're, they're, I'm not, isn't, aren't, can't, wasn't, weren't, shouldn't, he'll, won't, doesn't, didn't, don't*. Write the full forms on another set of slips.

Warm-up

Yesterday, today, tomorrow

Write the following text on the board:

Yesterday was _____. Today is _____.

Tomorrow will be _____.

Students name the missing days of the week.

Do the same with the months:

Last month was _____. This month is _____.

Next month will be _____.

Underline the time expressions in the sentences.

Underline the verbs. Explain that we change the tenses of the verbs in accordance with the time.

Grammar practice

① Tick (✓) the sentences that tell us about the future.

Six volunteers stand up and read the sentences out loud.

Say: *Sit down if your sentence is about the past. Sit down if your sentence is about the present.* Ask the students who are still standing to read their sentences out loud again.

Ask: *Which word in the sentence tells you that the sentence is about the future?* Ss: *Will!*

Students tick the sentences in their books.

Ask: *Which sentences tell us about the past?* Ss:

Numbers 2 and 6. Tell students to identify the words that give us this information.

Repeat with the sentence about the present.

- Underline the key words for the future.

Students underline the words in the sentences.

② Make sentences with a partner.

Make three sentences (one in the past, one in the present and one in the future), using the words in the table.

Tell students to colour the verbs and the time expression for the present in red; the verbs and the time expression for the past in blue and the verbs and

the time expression for the future in green.

Divide the class into pairs.

Set a five-minute time limit. Students write as many different sentences as they can in the given time.

- How many sentences did you make?

Students count the sentences they wrote and complete the blank. The students with the most sentences reads them out loud.

Optional activity

Contractions

Write the following words on the board: *won't, can't, we're, shouldn't, will not, cannot, we are, should not*.

Ask volunteers to match the contractions with their full forms.

Divide the class into two groups. Hand one group the *Contraction slips* with the contracted forms.

Hand the other group the slips with the full forms.

Students walk around reading what is on their slip out loud until they find their partner.

Grammar game

③ Make and play a language game.

Students cut out the word cards in Cutout 3.

Divide the class into groups of four.

Group members mix all of their word cards together and place them in a pile face down on the table.

They take turns turning over a card and reading it.

They keep the word cards they turn over until they can form a sentence. The sentence can be positive, negative or a question.

When students can make a sentence they place it on the table. The student with the most sentences at the end of the game is the winner.

Wrap-up

Play Red, blue or green?

Distribute paper. Students draw, colour and cut out three circles (approx. 10 cm in diameter). They colour the circles red, green and blue respectively.

Write the following key on the board:

red = present, blue = past, green = future.

Read sentences from the book out loud.

Students hold up the corresponding coloured circle.

Any student holding up the wrong colour is out.

Continue until there are only three students remaining. These students are the winners.

Answer Key

① Tick: 1, 4, 5

Activity Book

Page 74, activities 1–3.

Key

① *Past:* yesterday, last week, six years ago, last year, in the year 1850, last month; *Future:* next month, in the year 2050, next weekend, next week, next year; tomorrow

③ 1. He is; 2. will not; 3. We are; 4. She will; 5. You are; 6. cannot; 7. were not; 8. did not

Student's Book Page 75



Grammar: Review of future with *will*, adverbs.

Vocabulary: Key vocabulary from the unit.

Materials: Paper.

Preparation: *Verb tables:* Photocopy the verb tables from Activity Book page 75 (1 per student).

Warm-up

Game: *Pass the verb tables!*

Distribute the *Verb tables* (see Preparation).

When you say *Go!*, students start to complete the tables. When you say *All change!*, students pass the verb table to the classmate sitting next to them. You need to establish the direction of the changes as they pass the tables from row to row.

Get students to swap their verb tables frequently. The first student to completely finish a table stands up. He/ she is the winner.

Review

The Printer's Quiz

► COMPLETE THE LISTS.

Students complete the lists with words from the unit. They should try to do this first without looking through their books.

► COMPLETE THE SENTENCES WITH THE CORRECT ADVERBS.

Read the first sentence out loud. Ask: *How does Frank drive?* Students may say: *badly* or *dangerously*. Both answers are correct.

Continue with the other sentences.

Students complete the sentences with adverbs.

► FIND SOMEONE WHO WILL...

Tell students to think about themselves in the future.

Point to a student at random and ask: *Will you live in a different country?*

Continue with other questions from the chart.

Students walk around the classroom asking their classmates the questions. When they get a positive answer, they write their classmate's name and move on to the next question.

Optional activity

Follow-up questions

Demonstrate how we could get more information from the table in activity 3. When we ask: *Will you invent something?* and somebody answers: *Yes, I will*, we could ask: *What will you invent?*

Elicit other follow-up questions: *Which team will you play for?* *Will you be a reporter for TV or the radio?* *Where will you live?* *How will you travel?* Students ask follow-up questions for activity 3 and write the answers in their notebooks.

Wrap-up

Energy words review

Write the following headings on the board:

non-renewable sources of energy and *renewable sources of energy*. Elicit their meanings.

Tell students to imagine that they are explaining to an alien from Mars what these terms mean and to give examples.

Divide the class into pairs. Students write their explanations.

Answer Key

1. badly, dangerously; 2. quickly; 3. well; 4. slowly; 5. loudly

Activity Book

Page 75, activities 1–4.

Key

1 *Positive:* will, will, will, will, will, will; *Negative:* I, You won't, won't, won't, won't, They won't; *Question:* Will, Will, she, it, Will we, Will; *Short answers:* you will./No, you won't. he will./No, he won't. she will./No, she won't. it will./No, it won't. we will./No, we won't. they will./No, they won't.

2 won't; She'll

3 slowly–quickly; well–badly; dangerously–carefully; loudly–quietly; happily–sadly

Grammar module: Future with will

Positive

I will eat.
You will eat.
He will eat.
She will eat.
It will eat.
We will eat.
You will eat.
They will eat.

Negative

I won't eat.
You won't eat.
He won't eat.
She won't eat.
It won't eat.
We won't eat.
You won't eat.
They won't eat.

Question form

Will I eat?
Will you eat?
Will he eat?
Will she eat?
Will it eat?
Will we eat?
Will you eat?
Will they eat?

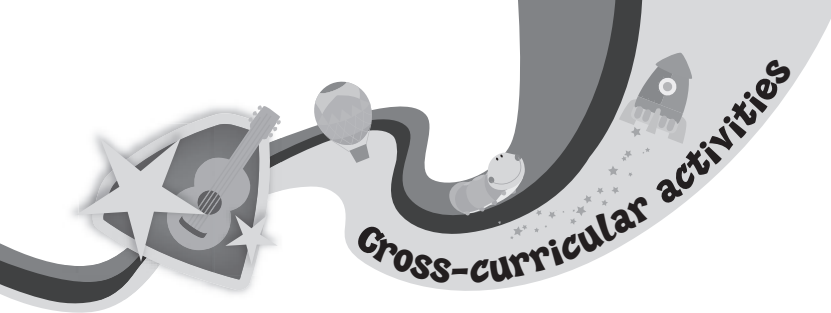
Short answers

Yes, I will./No, I won't.
Yes, you will./No, you won't.
Yes, he will./No, he won't.
Yes, she will./No, she won't.
Yes, it will./No, it won't.
Yes, we will./No, we won't.
Yes, you will./No, you won't.
Yes, they will./No, they won't.

Adverbs

Adverbs are used to describe how an action is carried out. Most adverbs are formed by adding "ly" to the adjective: *badly, dangerously, carefully, loudly, quietly, noisily, quickly, slowly*.

The adverb for good is irregular: *well*.



Language arts: Future chain

Materials: Per student: 5 card strips (8 cm x 60 cm), coloured pencils and marker pens, glue.

Directions:

Distribute the materials. On each strip, students write something they think will happen in the future: *There will be robots in every house. Children will study using the Internet.*

Students decorate each strip with pictures. Then they fold each strip into a circle and glue all the strips together so that they make a paper chain.

Display the chain in the classroom.



Project: Will it rot?

Materials: Biodegradable waste (vegetable peelings, bread, leaves) and non-biodegradable waste (clingfilm, aluminum foil, glass), soil, 2 large containers.

Directions:

Make two compost heaps in covered containers: one with soil, vegetable peelings, bread, leaves and water, and the other with soil, clingfilm, aluminum foil, glass and water. Students check occasionally over the following weeks and note which begins to rot. Conclude that while some items contribute to the soil, others do not.



Vocabulary	Grammar
<p>Computer words: attachment, chat, computer, date, document, e-mail, e-mail address, emoticon, Internet, printer, topic, virus, website</p> <p>Computer verbs: attach, copy, help, open, paste, print out, receive, save, search, send, surf, turn on</p> <p>Feelings: happy, insecure, angry, nervous, sad, scared, sleepy, surprised</p> <p>Punctuation marks: apostrophe, capital letter, colon, comma, hyphen, parentheses, full stop, semicolon</p> <p>Technology: answer machine, mobile phone, DVD, fax machine, telephone, text message</p> <p>Verbs: blink, close, cross, cry, fall, frown, get, joke, laugh, lie, lift, lock, move, nod, open, pinch, push, rub, shake, shrug, smile, think, touch, wink</p> <p>Food: bread, caramel, cheese, chocolate, cone, cream, cup, doughnut, ham, ice cream, ketchup, lettuce, mango, mayonnaise, sandwich, strawberry, sugar, syrup, tuna, whipped cream</p> <p>Other words: alarm, art dealer, button, catalogue, ceiling, clue, detective, earring, eyebrow, floor plan, gang, hallway, insect, jewelry, line, machine, museum, net, photo, pool, private, problem, robber, shoulder, slide, square, statue, text message, thief/ thieves, thumb, warehouse, water park</p>	<p>Zero conditional: When you open the door, an alarm rings. When you push button A, you get a cone. What happens when you push button B? When you put sugar in water, it dissolves.</p> <p>Past simple: I turned on my computer.</p> <p>Will for spontaneous decisions: I'll phone her.</p>
<p>Functional language: Saying e-mail addresses.</p>	<p>Multiple intelligence: Interpersonal intelligence (page 108), Mathematical intelligence (page 111)</p>

Teaching tip

Helping children express their feelings

It is important to make the classroom a safe place for students to express their feelings.

Older children often find it difficult to express their feelings openly for fear of appearing childish or being made fun of.

Offering children outlets to share their experiences and express their concerns and fears can be helpful for several reasons:

1. Expressing fears or concerns can relieve tension or anxiety.
2. Hearing other children's feelings may help them realise that they are not alone in their fears or concerns.
3. Interaction between children and teachers or

between children that involve the sharing of feelings can build a sense of security and trust.

Following are two strategies to encourage students to express and validate their feelings in class:

- 1) Art or writing projects can be used to describe experiences and express feelings. Encourage students to express themselves freely by keeping a journal, drawing pictures or writing poetry.
- 2) Group discussions that allow students to talk about their feelings may help them understand that others may be feeling the same way and reassure them that many of their reactions are normal. Be sure to make positive comments about students' contributions and always end the discussion on a positive note.



Vocabulary: *Computer, e-mail, Internet, document, virus, printer, help, surf, print out, save, copy, paste, send, open.*

Materials: Pictures of the different parts of a computer: computer monitor, mouse, keyboard, tower, mouse pad, printer, cable, disks. *Optional:* Access to a computer room.

Warm-up

Vocabulary presentation

Display the computer pictures and present the parts: *This is the computer monitor.* Elicit other words related to computers: *e-mail, Internet, website, document, computer games.*

Make a list on the board of the words and phrases.

Vocabulary presentation

① Answer the questions.

Read question 1 out loud.

Students circle *Yes* or *No* in their books.

Read the second question out loud. Allow volunteers to answer orally. Then tell students to write the answer in their books.

Continue with question 3.

Read question 4 out loud. If necessary explain the meaning of *surf the Internet: going from one website to another.* Students record their answers.

Read question 5 out loud. Allow students to answer orally. Write their answers on the board. Students record their answers.

Read the first option for question 6 out loud. Students record their answers.

Of the students who answer positively, ask for volunteers to explain how they use the Internet to visit a museum.

Repeat with the other options for question 6.

Read the first option for question 7 out loud. Make sure students understand the meaning of *save a document.* Students record their answers.

Again, of the students who answer positively, ask for volunteers to explain how to save a document.

Repeat with the other options for question 7.

- Compare your answers with a classmate.

Divide the class into pairs. Students compare answers. Make sure students do not simply compare books, but that they ask the questions orally.

Controlled practice

② Number the computer icons and invent your own.

Explain to the class that computers use small pictures called icons to give simple messages or instructions. Each icon visually illustrates an instruction.

Volunteers read the phrases in the box out loud. Make sure that all students understand the meaning. Point to the illustrations. Explain that these are the type of small pictures used as computer icons. Students number the pictures. Point to the two blank icons. Read the text under them. Tell students to draw icons for these messages.

Optional activity

In the computer room

Take students to the computer room.

Review the parts of the computer: *monitor, keyboard, mouse, etc.*

Write a series of instructions on the board:

Turn on the computer.

Open a word document.

Write a letter to me on the document.

Save the document.

Print out the document.

Students follow the instructions.

Wrap-up

Printer's raccoon

Point to the raccoon at the top of the page. Read the text in the speech bubble out loud.

Tell students to think carefully about where they have seen this combination of letters. Give them a hint: *Every time you use a computer, you see this combination of letters.*

Give students a few minutes to look through the unit and find the letter combination. If necessary, help them spot it on the keyboard on page 84 of their books.

Answer Key

② 4, 5, 3, 2, 1, 6

Activity Book

Page 76, activities 1 and 2.



Vocabulary: *joking, happy, sad, scared, laughing, sleepy, angry, surprised, crying, comma, full stop, colon, semicolon, hyphen, parentheses, apostrophe, capital letter.*

Materials: Cutout 1, slips of paper (1 per student), bag.

Preparation: *Emotion slips:* Write adjectives of feeling on separate slips of paper: *sad, happy, bored, worried, crazy, angry, sleepy.* Each word can appear on more than one slip of paper.

Warm-up

Guess how I feel!

Place the *Emotion slips* (see Preparation) in a bag and pass it around the class. Each student takes one slip. Students say: *Good morning/afternoon* to the rest of the class in the tone of voice indicated on the paper. The rest of the class guesses how the student feels: *You're sad.*

Vocabulary review

① Listen to the song and number the words. 42

Point to the emoticon symbols at the bottom of the illustration. Ask: *What are these? Where do you see them?*

Say: *These are called emoticons and we use them in e-mails.* Explain that the word *emoticon* is a combination of two words: *emotion* and *icon*. It refers to an icon that illustrates an emotion.

Point to the words in the column on the left-hand side and read them out loud. Students repeat.

Play Track 42.

Students listen and number the words in the order they hear them.

Track 42

The emoticon song

(See Student's Book page 77, activity 1.)

Divide the class into pairs. Students swap books. Play Track 42 again. Students check each other's answers.

- Complete and sing the song.

Students complete the song lyrics with the words in the left-hand column.

Play Track 42 again. Students sing along with the song.

Optional activity

Mime the song

Divide the class into small groups. Assign an emoticon to each group. In groups, students think of a mime and/or facial expression for their emoticon.

Play Track 42. Students stand up and mime their assigned emoticon while the rest of the class sings.

Vocabulary presentation

② Make emoticons.

Draw the emoticon for happy :-) ____ on the board. Say *This is a happy face.* Point to the colon. Say: *These are the eyes.* Repeat with the hyphen (the nose) and the parenthesis (the mouth).

Explain that emoticons can be made from ordinary punctuation marks.

Students look at activity 2 in their books.

Read the names of the punctuation marks out loud.

Tell students to identify the emoticons from punctuation marks, for example: *Find an emoticon with a colon, an apostrophe and a parenthesis.*

Students cut out the punctuation marks from Cutout 1.

Students make emoticons with the punctuation marks.

Divide the class into pairs. Students explain the emoticons they have made: S1: *It means "I'm feeling lazy."*

- Glue in symbols and complete the sentences.

Write different adjectives of feeling on the board: *lazy, tired, bored, sick, confused, excited,* etc.

Students choose three adjectives and invent new emoticons using the cutouts. Students glue the cutouts for their emoticons into their books. Then they complete the sentences.

Tell students to describe and explain their new emoticons to the rest of the class.

Wrap-up

Punctuation dictation

Dictate the following sentences to the class:

John is kind, funny, and clever. He's always joking and laughing. His sister, Anna, is crazy. Her hair is short, purple and very curly. She loves sandwiches with fish, ham and cucumbers.

Students write the sentences in their notebooks and write in the correct punctuation.

Dictate the sentences again, but this time include the indications for punctuation: *John is kind comma funny comma and clever full stop...*

Students correct their work.

Answer Key

① 2, 1, 9, 7, 4, 8, 5, 6, 3

Activity Book

Page 77, activities 1 and 2.

Key

① 1. handsome; 2. strong; 3. happy; 4. surprised; 5. sad; 6. crazy; 7. sleepy; 8. scared; 9. good; 10. lazy



Grammar: Past simple: *I turned on my computer.*

Vocabulary: *Surf, send, turn on, search, print out, detective, robber, museum, jewellery, hallway, floor plan, website, art dealer, e-mail, clue.*

Warm-up

Class trips

On the board, write the heading: *Class trip to a museum*. Below the heading, divide the board in half and label one column *Advantages* and the other *Disadvantages*.

Divide the class into pairs. Students discuss what they like and don't like about going on class trips to museums. Encourage them to think of all the aspects of the trip: *being with your friends, being out of school, riding the bus, getting tired, walking a lot*, etc.

Developing reading

Story: *Robbery at the city museum, part 1* 43

Students look at the illustrations on pages 78-79. They name everything they can see and write a list on the board: *police officers, boy, museum, computer, map, girl, phone, newspaper*. Play Track 43. Students listen and follow along in their books.

Track 43

Robbery at the city museum, part 1

(See Student's Book page 78.)

Pause the CD after each section and ask general comprehension questions:

Is Phil a private detective? Where did Phil go? What strange things did he notice? Who did Phil hear talking? What was the problem at the museum? Did Phil find any clues at the museum? Was part of the museum closed? What did Phil do when he got home? How did he find a floor plan of the museum? Which room was closed? What was in the room? What do art dealers do?

Grammar practice

Students silently read the story in their books again. Write the following headings on the board: *Nouns / Adjectives / Verbs*.

Review the meaning of the headings with the class. Students choose fifteen words from the story that they would like to learn. They classify the words into the categories: *Nouns: museum, detective, floor plan*, etc.; *Adjectives: mysterious, long, famous*, etc.; *Verbs: noticed, stepped, found*, etc.

Students write the words in their notebooks and then write one sentence for each of the words. Finally, different volunteers read their sentences out loud.

Optional activity

Past tense review

Draw a chart on the board with two columns. Write a heading for each column: *Past / Present*.

Tell students to read the first part of the story again and underline all the verbs.

Tell students to come to the board, one by one, and say and write both forms of one of the verbs they have underlined.

Reading comprehension

① Read and number the verbs.

Read the verbs out loud. Students look for the verbs within the text.

Finally, students number the verbs in order of their appearance in the text.

- Tell a classmate what Phil did on the computer.

Write a list of sequencing words in the wrong order on the board: *later, finally, then, first, next*.

Students use the verbs and sequencing words to explain exactly what Phil did when he got home.

Students write the account in their notebooks.

Volunteers read the sentences out loud in the correct order.

Wrap-up

My own story ending

Divide the class into pairs. Ask students: *How do you think the story will end?*

Students write an ending to the story in their notebooks. They should write at least five sentences. Collect the story endings and save them for the next lesson.

Answer Key

- ① 1. turn on; 2. surf; 3. search; 4. print out; 5. send

Activity Book

Page 78, activities 1 and 2.

Key

① 1. He was on a class trip. 2. No, he wasn't. 3. No, he didn't. 4. Because there was a robbery at the museum. 5. He surfed the Internet to look for the city museum site. 6. The floor plan of the museum. 7. A collection of pre-Columbian jewellery. 8. They buy and sell works of art. 9. He made a phone call.

② *From top to bottom:* 6. Phil made a phone call. 1. The robbers stole the Chihuahua Collection. 5. Phil found information about art dealers. 2. Phil's class arrived at the city museum. 3. Phil saw a sign in a hallway. 4. Phil turned on his computer.



Grammar: *Will* for spontaneous decisions: *I'll phone her.*

Vocabulary: *Problem, catalogue, art dealer, website, warehouse, text message, earring, gang, thief/thieves, private.*

Materials: Story endings from the previous lesson.

Warm-up

Key words 43

Ask students what words they remember from the story *Robbery at the city museum*.

Students write down all the words they can remember from the first part of the story.

Elicit the words and write them on the board.

Play Track 43. Students follow the first part of the story on page 78 of their books.

Developing reading

Story: *Robbery at the city museum, part 2* 44

Students look at the story on page 79.

Play Track 44. Students listen and follow along in their books.

Track 44

Robbery at the city museum, part 2

(See Student's Book page 79.)

Pause the CD after each paragraph and ask general comprehension questions:

What were Phil and Matt looking for? Where did they work the next morning? What did Matt find?

Where was the art dealer? Who did Matt phone?

Why? What did they send Lucy? What did Lucy find?

How did Lucy contact Matt and Phil? What did the text message say? What was in the photo? Were the police interested? Who did they arrest?

Students silently read the text in their books

Tell students to underline any words they do not understand.

Students write the unknown words on the board.

Ask volunteers to explain the words.

Then choose different volunteers to read the story out loud.

In your book, underline any words that are mispronounced.

When students have finished reading, write the words on the board and model the correct pronunciation.

Grammar practice

1 Read and complete the sentences with *before* or *after*.

On the board, write: *I'll = I will.*

Tell students to look through the story and circle all the examples of *I'll*.

Ask students to read the sentences out loud.

Make sure students understand *before* and *after*.

Students complete the sentences.

Volunteers read the sentences out loud.

Optional activity

Classroom chores

Tell students to think about the classroom chores that need to be done during the week.

Make a list of the chores on the board: *Tidy the bookshelf. Water the plants. Clean the board. Take out the rubbish. Hand out materials. Collect the books. Pick up paper from the floor. Turn off the lights after class.*

Draw a weekly calendar on the board with a large space below each weekday.

Each member of the class volunteers for at least one of the chores. S1: *I'll water the plants on Monday.*

Make a note of the names and corresponding chores on the calendar. Make sure students carry out the chores.

Wrap-up

Write questions.

Divide the class into pairs. Students write one comprehension question for each section of the story. Pairs swap notebooks and answer each other's questions.

When pairs have finished, check questions and answers around the class.

Answer Key

1. before; 2. after; 3. after; 4. before; 5. after; 6. before

Activity Book

Page 79, activities 1 and 2.

Key

1 *art dealer*—Someone who buys and sells works of art.

museum—A place where you go to see works of art.

pre-Columbian—Objects from the period before Christopher Columbus's trip to America. *jewellery*—Objects people wear such as necklaces, earrings and rings.

art collector—Someone who collects works of art. *web sites*—Pages on the Internet where you can find specific information. *warehouse*—A large building where you can keep a lot of things. *earring*—Jewellery that you can wear in your ear.

2 *From top to bottom:* I'll organise the CDs. I'll buy the drinks. I'll clean the bathroom. I'll bake the cake. I'll sweep the living room. I'll make the sandwiches. I'll decorate with balloons.



Grammar: Zero conditional: *When you open the door, an alarm rings.*

Vocabulary: *Line, square, telephone, alarm, statue, net, ceiling, lock, fall, open, ring, turn on.*

Materials: *Optional:* Graph paper or large piece of card, coloured chalk or marker pens.

Warm-up

In a museum

Elicit a list of all the people who work for a museum and write the words on the board: *artists, art experts, art professors, custodians, guide, security guards, information desk attendants, cloakroom attendants, ticket sellers, waiters, cooks, cleaners, etc.* Ask volunteers to explain what each person does: *An artist makes the artwork for the museum.* Make sure that they identify the role of the security guards.

Grammar presentation

① Listen and match the phrases. 45

Ask the class: *Is it easy to rob a museum? Why not?* On the board, write: *security system.* Explain that museums (and many other buildings) have mechanisms to help prevent robberies. Students look at activity 1 in their books. Point to the different elements in the illustration and ask: *What's this?* Supply the answer if necessary. Make sure that students notice the net, the coloured lines and the alarms. Play Track 45. Students match the sentence halves.

Track 45

We've got a very good security system at the city museum. All the rooms have got the same system.
When you open the door, an alarm rings.
When you open the windows, an alarm rings.
When you cross the red line, the door locks.
When you cross the green line, the windows lock.
When you stand on a black square, the floor opens.
When you stand on a yellow square, the lights turn on.
When you touch the statue, a net falls from the ceiling.
When the net falls from the ceiling, the telephone rings in the police station.

Play Track 45 again. Students check their work. Ask pairs of students to read the completed sentences out loud:
S1: *When you open the door,...*
S2: *an alarm rings.*

- Test your partner's memory.

Tell students to close their books.

Ask: *What happens when you open the door?*

Divide the class into pairs.

Students take turns testing each other's memory. One student from each pair should close his/her book while the other asks a question about the security system.

Optional activity

Design a security system for the classroom.

Divide the class into groups of three or four.

Each group should develop two or three ideas for the security system.

Attach a large piece of paper to the board. Draw a sketch of the classroom on the paper.

Ask the groups to come to the board and explain their security ideas: *When you open the door, a telephone rings in the headteacher's office.*

Help students draw their security devices on the sketch using coloured chalk or marker pens.

Wrap-up

Look at grammar!

Point to the grammar box at the bottom of the page. Students read the key sentence. Choose a volunteer to write the sentence on the board.

Ask: *How many verbs are there in this sentence?*

Ask a different volunteer to underline the verbs.

Rub out *you* and *an alarm* from the sentence. Write: *he* and *alarms* in their place.

Ask a different volunteer to come to the board and change the verbs accordingly.

Repeat with different key sentences from the book.

Make sure students add the final "s" to the verbs when necessary.

Activity Book

Page 80, activities 1 and 2.

Key

- ② 1. boils; 2. freezes; 3. When, dissolves; 4. put, sinks; 5. When, floats



Grammar: Zero conditional: *When you push button A, you get a cone. What happens when you push button B?*

Vocabulary: *Ice cream, sandwich, doughnut, cone, cup, strawberry, mango, chocolate, syrup, whipped cream, bread, ham, cheese, tuna, mayonnaise, ketchup, lettuce, sugar, caramel, button, machine, push, get.*

Materials: Cutout 2.

Warm-up

Vocabulary review

Draw two circles on the board. Write: *ice cream* inside one circle and *sandwich* inside the other.

Draw eight lines coming out of each circle.

Divide the class into pairs. Students copy the word spiders into their notebooks.

Students complete the word spiders with words related to the categories.

Ice cream: chocolate, strawberry, vanilla, lemon, cone, cup, cold, sweet, etc.

Sandwich: bread, ham, cheese, mayonnaise, tuna, tomato, plate, delicious, etc.

Provide vocabulary if necessary.

Tell students to read their words out loud and make two big word spiders on the board.

Craft activity

① Make a vending machine.

Explain that the illustration shows a vending machine. Ask students what kind of snacks you can buy from a vending machine.

Draw students' attention to Cutout 2.

Point to the first line of text. Explain that students can make a sandwich machine, a doughnut machine or an ice cream machine.

Next, students choose one label from each line and glue the labels onto the illustration of the vending machine in their Student's Book.

Explain that the label from line A goes in the space by button A in the illustration, etc.

Controlled practice

② Show your machine to a classmate.

Interview a student about his/her vending machine:

T: *What type of vending machine have you got?*

S1: *An ice cream machine.*

T: *What happens when you push button A? What do you get?*

S1: *You get a cone.*

Students silently read the model dialogue.

Divide the class into pairs. Students ask each other about their vending machines using the model dialogue.

- Complete the instructions for your vending machine.

Students complete the instructions describing how their machine works.

Volunteers read their instructions out loud.

Optional activity

A useful gadget

Tell the class that you want to invent a gadget that helps you do your job.

Draw a rectangle on the board and add some buttons.

Point to one of the buttons and say: *When I push this button, everyone stops talking.*

Continue with three more buttons: *everyone stands up; everyone writes his/her name; everyone tidies his/her desk.*

Pretend to push one of the buttons. Students must remember the instruction and carry it out.

Divide the class into small groups. Tell students to invent a gadget that will help them do their job (i.e. learn English).

Students draw their gadget and identify the functions it can carry out.

Students present their gadget to the rest of the class.

Wrap-up

The lazy-kid machine



Poster 7

Display Poster 7 and the *Condition and result* poster cutouts.

Point to the robot. Explain that this is a machine to help children who are too lazy to do their chores. Point to and read the title of the poster out loud.

Point to the first picture. Ask: *What happens when you push the orange button?* Ss: *It makes a pizza.*

Continue with the other pictures.

Tell students to label the pictures with the *Condition* and *Result* poster cutouts.



Activity Book

Page 81, activities 1 and 2.

Key

① 1. large, coffee; 2. B, G, tea; 3. a large cup of hot chocolate with extra milk; 4. ready



Grammar: Zero conditional: *When you touch the end of your nose, you are probably lying.*

Vocabulary: *Wink, nod, shake, shrug, smile, lift, frown, blink, move, pinch, cross, rub, touch, joke, close, think, lie, eyebrow, shoulder, thumb, nervous, insecure.*

Materials: Graph paper (1 piece per student).

Warm-up

Multiple intelligence: Interpersonal intelligence

Talk to the class about non-verbal communication. Explain that it is possible to know how someone is feeling by the way they look or move. Leave the classroom and enter again. Tell students to guess how you are feeling. Do not say anything but clearly indicate an emotion by your facial expression and the movement of your body. Ss: *You're happy.* Invite different volunteers to walk around the classroom acting out different emotions: Ss: *Claudia's tired.*

Vocabulary presentation

① Look and number the explanations.

Point to the first photo and read the verb underneath: *Wink*. Wink at students to clarify the meaning. Tell students to wink to check comprehension. Repeat with the other photos. Students read and number the sentences according to the action they describe. Check answers around the class. Practise the vocabulary further by asking questions: T (nodding): *What am I doing?* Ss: *You're nodding.*

- Complete the speech bubbles.

Tell students to reflect on what these different facial gestures mean: *What does it mean when you wink?* Ask a volunteer to read the text in the boxes out loud and make sure that all the students understand. Students complete the empty speech bubbles. Volunteers read the speech bubbles out loud.

Reading comprehension

② Read and complete the sentences.

Explain to the class that body language is not only about facial gestures but also about how we move our bodies. Read the first text out loud. Ask a volunteer to do the movement described in the text. Repeat with the other four texts. Students complete the sentences. Volunteers read the sentences out loud.

Optional activity

Guess what I'm feeling.

Explain that body language can vary from person to person. We have all got our own individual ways of moving our body and face to show how we are feeling. Write a list of adjectives of feeling on the board: *angry, tired, bored, excited, happy*. To one side of the list, write a skeleton sentence:

When I'm _____, I _____.

Students choose one of the adjectives and write a sentence on a piece of paper describing their typical gestures and body movements when they feel the emotion: *When I'm (excited), I (jump up and down).* Walk around the class providing help with vocabulary as necessary.

Get students to come to the front one by one and read their sentence out loud, leaving out the adjective: *When I'm _____, I rub my eyes a lot.* Then they mime their typical gestures or body movements when they feel a certain way. The rest of the class guesses how the student is feeling:

Ss: *Tired.*

The student says whether or not the class have guessed correctly and then reads his/her sentence out loud again, this time including the adjective.

Wrap-up

Word search

Distribute a piece of graph paper to each student. Students outline a 10 x 10 grid on their paper. They complete the grid using the new vocabulary from this lesson (verbs for gestures and facial movements). Tell them to write one letter per square. Then students fill in the rest of the grid with random letters. Divide the class into pairs. Students swap grids with their partner. They look for and circle the words.

Answer Key

① 3, 7, 6, 5, 2, 1, 4

Speech bubbles: 1. I'm joking. 2. No! 3. Yes! 4. I don't know. 5. I'm really angry. 6. I'm happy. 7. I'm surprised

Activity Book

Page 82, activities 1 and 2.

Key

① 1. it means "Yes". 2. it means you're lying. 3. it means you're joking. 4. it means "No". 5. it means you're angry. 6. it means you don't know the answer. 7. it means you want to protect yourself. 8. it means you're thinking.
② 2. He's winking. 3. He's frowning. 4. She's smiling. 5. He's shrugging. 6. She's shaking her head. 7. He's nodding. 6, 7, 3, 5, 2



Vocabulary: Telephone, e-mail, text message, fax machine, mobile phone, answer machine, emoticon, chat, joke, surprised, happy.

Materials: Encyclopaedias and reference books about inventions or access to the Internet, 6 squares of coloured paper, tape. *Optional:* Card.

Preparation: *Timeline tags:* On each square of coloured paper, write the following dates: 1750, 1800, 1850, 1900, 1950, 2000.

Warm-up

Communication technology

Ask: *How do we communicate today?*

Students list different communication devices in their notebooks. Elicit answers and write them on the board: letter, telephone, mobile phone, Internet chat rooms, e-mail, etc.

Developing listening

① Listen and write the dates for each invention. 🎧 46

Read the introductory text out loud. Play Track 46. Students listen and point to the inventions as they are mentioned.

Track 46

Communication technology is developing all the time. Tim Jennings is here to tell us about some of the most important inventions in the history of communication technology. Now Tim, which was the first important invention?

Well, the first important invention was the fax machine.

The first version of the fax was invented in 1843.

And when was the telephone invented?

The telephone was invented in 1870, almost 30 years after the first fax machine.

And what was the next important invention after that?

The answering machine was the next important invention. It was invented in 1935.

What about modern communication technology? What was invented first, the mobile phone or e-mail?

E-mail was invented first. The first e-mail to go from one computer to another was sent in 1971.

When was the mobile phone invented?

The mobile phone was invented over a long period of time, but the first call from a mobile phone was made in 1973.

What other modern communication inventions are important?

I think that text messages are very interesting. The first two-way messages were sent in 2000.

Thank you, Tim. That was very interesting.

Ask questions about the inventions: *Which was invented first, the mobile phone or the fax?*

Play Track 46 again. Students write in the dates.

② Read and answer the questions.

Read the introductory text out loud. Ask: *Do you chat with your friends on the Internet?* Explain that the

illustration shows a computer screen with a chat room. Students read the text from the chat room.

Read the first question out loud. Students identify the nicknames of the children in the chat.

Read the remaining questions out loud.

Students write the answers.

Optional activity

Mobile phone fun

Ask students what we can do with a mobile phone: *talk to a friend, take photos, see the person we're talking to, play games, send text messages, tell the time, send an e-mail, etc.* Divide the class into small groups. Students invent a new type of mobile phone incorporating any new functions or details they can imagine. Each group draws a sketch of its phone on a piece of card and labels its functions. Groups present their mobile phone to the class and explain how it works.

Developing writing

The Printer's Project

Students read the instructions. Divide the class into small groups. Students discuss their ideas and choose an invention. Provide encyclopaedias and reference books or take a class trip to the computer room. Tell students to make sure they can answer all the questions.

Each group makes a presentation in front of the class. Encourage other students to ask questions: *Who invented it? When? What is it made of? How do we use it?*

Attach the *Timeline tags* (see Preparation) to the wall. Students attach pictures and texts to the appropriate sections of the time line.

Wrap-up

♥ Health education: Internet safety

Lead students in a discussion about Internet safety.

Ask: *How do you know who you are communicating with in a chat room? Is it easy to lie? Who checks the information?* Establish basic rules: Never arrange

to meet a stranger, only use chat rooms that are for children and never give out your name or address.

For more information on Internet safety you can refer to: www.saferinternet.org/www/en/pub/insafe/index.htm

Answer Key

② 1. three; 2. a football match; 3. cartoonkid; 4. beachboy; 5. balletgirl; 6. balletgirl; 7. beachboy

◆ Activity Book

Page 83, activities 1 and 2.

Key

① 1. Maths, Geometry and Astronomy. 2. She was eighteen. 3. It could solve very difficult Maths problems. 4. It could save information and solve Maths problems. 5. She invented the codes for the Analytical Engine. 6. b



Reading focus: Reading and identifying the parts of an e-mail.

Vocabulary: *Insect, slide, water park, pool, holiday, photo, beach, e-mail, attachment, date, topic, huge, scared, send, receive, attach.*

Materials: Slips of paper (1 per student), bag, paper (1 piece per student).

Preparation: Write students' names on separate slips of paper.

Warm-up

Critical thinking

Ask students if they have got any family members who live far way from them. Ask how they stay in touch: *Do you talk on the phone? Do you write letters? Do you send e-mails?*

On the board, write: *Advantages of e-mail* and *Disadvantages of e-mail*.

Divide the class into pairs. Each pairs makes a list of advantages and disadvantages.

Write students' ideas on the board:

Advantages: It's quick. You don't need a stamp. It's very cheap. It won't get lost in the post...

Disadvantages: You need a computer. You can't touch an e-mail...

Developing reading

① Number the parts of the e-mail.

Point to the illustration. Say: *This is a computer screen. What can we see on the screen? Ss: An e-mail.*

Ask: *What computer icons can you see?* Students explain the icons.

Explain that e-mails always have a similar format and require similar information.

Read the text out loud.

Students number the information.

In pairs, students compare their work.

- Answer the questions.

Divide the class into pairs. Students read the questions to each other and discuss the answers.

Ask a volunteer to read the first question to the class. Students answer orally.

Continue with the rest of the questions.

② Look at the text messages and underline the abbreviations.

Point to the illustration of the mobile phones. Ask: *What are these?* Ask students if they understand the text messages.

Read the introductory text out loud. Point to the messages on the mobile phones. Ask: *Can you see the abbreviations?*

Students underline the abbreviations in the text messages.

- Circle the correct options.

Divide the class into pairs. Students decide what the abbreviations mean.

Check answers:

T: *What does "u" mean?*

Ss: *You.*

Finally, volunteers read the messages out loud using words in place of the abbreviations.

- Write out the complete message in your notebook.

Students write out the messages in their notebooks. Check answers around the class.

Optional activity

Sentence chain

Tell students to think of all the steps that have to be followed in order to send an e-mail.

Start off the chain: *Turn on the computer.*

Elicit the next step: *Turn on the computer and connect to the Internet.*

The next steps are: *Click on the e-mail icon. Click on the new message icon. Write the receiver's address. Write the subject of the e-mail. Write the e-mail. Click on the send message icon.*

Help students complete the chain by providing vocabulary if necessary.

Wrap-up

Write a text message.

Distribute paper.

Get students to draw the screen of a mobile phone on their piece of paper.

Place the slips of paper with the students' names in a bag. Each student takes a slip of paper.

Students write a message to the classmate whose name they have drawn from the bag. Make sure they write their classmate's name on the top of the paper.

Explain that they have only 25 character spaces to write the message. Encourage them to use emoticons and abbreviations.

Collect the messages and redistribute them accordingly.

Students read and answer their messages.

Answer Key

① 4, 6, 2, 4, 1, 5

② 1. you; 2. to; 3. today; 4. please; 5. great; 6. see

Activity Book

Page 84, activities 1 and 2.

Key

② From left to right: gr8; thx; c u; pls, 2day; r u



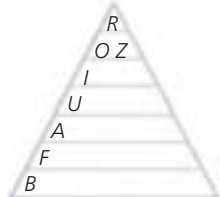
Functional language: Saying e-mail addresses.

Vocabulary: *Mobile phone, computer, DVD, e-mail address; numbers, letters of the alphabet.*

Warm-up

Review the alphabet

Draw a triangle on the board. Divide the triangle into seven horizontal sections. In the bottom section, write the letter *B*; in the next, *F*; in the next, *A*, then, *U*; then *I*; then *O* and *Z*, and finally, *R*.



Students copy the triangle into their notebooks. Explain that all of these letters, except *O*, *R* and *Z* rhyme with or follow the same pronunciation pattern as other letters of the alphabet.

Students complete the sections of the triangle with letters that rhyme or have got the same pronunciation pattern.

Choose students to come to the front and complete the triangle, saying each letter as they write it:



Language practice

1 Listen and number the e-mail addresses. 47

Read one of the e-mail addresses out loud: *m-a-r-y at t-o-p-w-o-r-d dot com*.

Explain the parts of an e-mail address. Point to the text to the left of @. Say: *This is the name*. Point to the @ symbol. Say: *This symbol is "at"*. Point to the text to the right of @. Say: *This is the Internet server*.

Point to the last letters of the e-mail address. Say: *These letters tell you which country the sender is registered in*. Play Track 47. Students number the addresses.

Track 47

- 1: m-a-r-y at t-o-p-w-o-r-d dot com
- 2: p-i-e-r-r-e dot l-e-n at c-h-a-i-s-e-l-o-n-g-u-e dot f-r
- 3: t-e-r-r-y-g-o-l-d- at f-u-t-u-r-e-f-u-n dot p-e
- 4: s-t-e-v-e hyphen b-l-o-c-k at s-i-d-e-s-t-e-p dot m-x
- 5: j-e-a-n-m-a-h-o-n-e-y at w-i-l-l-o-w dot i-e
- 6: p two dot t-e-n at f-r-e-e-t-i-m-e dot e-s
- 7: j-o-e two dot s-m-i-t-h at s-c-h-o-o-l-z-o-n-e dot n-z
- 8: z-o-e ten at f-i-n-d-m-e dot co dot u-k

Students swap books.

Play Track 47 again. Students check each other's answers.

- Invent an e-mail. Dictate it to a classmate.

Students invent an e-mail address and write it in their notebooks. Divide the class into pairs. Students dictate their address to their partner.

2 Read and complete the Venn diagram.

Explain that the red section shows all the children with DVDs. The orange section shows all the children with DVDs and computers. Repeat with the other sections. Read the first sentence out loud.

Students write the numbers in the Venn diagram.

3 Ask your classmates and complete the chart.

Students record the answers using tally marks. Students walk around the class asking each other questions: *Have you got a (mobile phone)?* They record the answers in their books. Then they record the totals in the last column.

Check that they have all got the same results.

- Make a Venn diagram with your results.

Students draw three overlapping circles and label each one. They transfer the results from their survey onto the Venn diagram.

Ask questions so that students can complete the intersecting sections of the diagram: *How many students have got a mobile phone and a computer?* Count the hands. Students record the answer.

Optional activity

Multiple intelligence: Mathematical intelligence

Help students transfer the information from the Venn diagram into percentages. Ask: *What percentage of the class has got a mobile phone?*

Write the sum on the board:

$(\text{Number of children with mobile phone}) \div (\text{number of children in class}) \times 100$.

Repeat for computers and DVDs.

Wrap-up

Connecting to students' experiences

Interview students who have got mobile phones: *Who bought you the phone? Who pays the phone bill?*

Ask if they have limits on how often they can call and where they can use the phone.

Activity Book

Page 85, activities 1 and 2.

Key

- 1 com-international company; mx-Mexico; es-Spain; uk-United Kingdom; fr-France; ie-Ireland; pe-Peru; nz-New Zealand
- 2 1. 66.6%; 2. 33.3%; 3. 25%; 4. 25%; 5. 50%



Grammar: Zero conditional: *When you put sugar in water, it dissolves.*

Vocabulary: Key vocabulary from this unit.

Materials: Cutout 3, dice (2 per pair). *Optional:* Paper (1 piece per student).

Warm-up

Robot chores



Poster 7

Display Poster 7.

Tell students to describe the robot's functions: *It makes pizza. It washes the clothes. It turns on the TV.*

Distribute the *Condition* and *result* poster cutouts.

Point to the coloured button in the first picture.

Ask: *What happens when I push the orange button?*

Ss: *It makes a pizza.*

Tell the student with the *Condition* poster cutout for the first picture to go up and place it on board.

(Explain that the *Condition* poster cutouts all contain the word *When*.)

Then tell the student with the corresponding *Result* poster cutout to go up and place it next to the *Condition* cutout, forming a complete sentence: *When you push the orange button, it makes a pizza.*

Repeat the procedure with the other pictures on the poster.

Grammar practice

① Read the sentence and circle the correct explanation.

Read the first sentence out loud. Ask: *Is that true? Does this always happen?*

Point to the options in the box.

Students circle the correct option (b).

② Look and underline the verbs.

Read sentence 1 out loud. Ask: *How many verbs are there in the sentence?*

Students underline the verbs.

Repeat with the other sentences.

- Classify the parts of the sentences.

Write the initial sentence on the board: *When you put sugar in water, it dissolves.* Underline the verbs.

Say: *There are two parts to this sentence.* Draw a box around each part of the sentence.

Point to the first part of the sentence. Say: *This is the condition.*

Point to the second half of the sentence. Say: *This is the result.*

Students classify the sentences in activity 2 in the chart.

Choose students to read the conditions and results out loud.

- Circle the correct options.

Students read the sentences and circle the options. Volunteers read the sentences out loud.

Optional activity

Poster 7

Divide the class into pairs. Tell students to think of more useful functions for the *Lazy-Kid Machine*.

Distribute paper. Students illustrate their idea and write a sentence describing it: *When you push the orange button, it makes the bed.*

Students show their drawings and explain their idea to the rest of the class.

Students vote for the four best ideas. Add the corresponding illustrations to the poster.

③ Make and play a language game.

Students silently read the instructions. Ask questions to make sure students understand what they have got to do: *Where do you put the card? How many cards do you turn over?*

Students cut out the parts of the game in Cutout 3.

Divide the class into pairs and give each a pair of dice.

Students take turns throwing the dice and turning over two corresponding cards (according to the dots on the dice and the dots on the back of the cards).

They place the cards on the game board to make meaningful sentences.

The first student in each pair to complete the board is the winner.

Wrap-up

What do you do when...?

Write the following words on the board: *happy, bored, angry, hungry, sad, sleepy* and *tired*.

Review the meaning of the words with the class.

Ask a student: *What do you do when you're happy?*

Lead the student in answering: *When I'm happy, I laugh.*

Repeat with *bored, angry, hungry, sad, sleepy* and *tired*.

Repeat the procedure several times until all students have participated.

Answer Key

② Underline: 1. open, rings; 2. push, locks; 3. close, turns; 4. put, turns on; Condition: When you open the door, When you push the button, When you close the door, When you put money in; Result: an alarm rings, the door locks, the light turns on, the machine turns on; Circle: 1. when; 2. present simple; 3. condition

Activity Book

Page 86, activities 1 and 2.

Key

① From left to right: 5, 4, 8, 7, 3, 2, 9, 6

Student's Book Page 87



Grammar: Review of zero conditional.

Vocabulary: Key vocabulary from the unit.

Materials: Paper.

Preparation: *Optional: Icon sheet:* Print out the tool bar on a computer showing the different icons. Make 1 copy per pair of students.

Warm-up

Vocabulary review

If students are keeping a vocabulary booklet, get them to look through the unit and write down all the new vocabulary in their booklets. If not, get them to make a vocabulary booklet following the guidelines in unit 1, page 13.

They can organise the words in any way they like.

Provide suggestions for categories: *computer words, emoticons, facial expressions/gestures, etc.*

Review

The Printer's Quiz

► COMPLETE THE SENTENCES.

Point to the first picture. Ask: *What's he doing?* Imitate the gesture (blinking). Elicit the answer: *He is blinking.* Continue with the rest of the pictures. Students complete the sentences.

- Match the speech bubbles with the pictures. Read the text in the speech bubbles out loud. Students match the speech bubbles with the pictures. Ask volunteers to come to the front and read the speech bubbles out loud. Encourage them to do the facial movements and read with expression.

► LABEL THE COMPUTER ICONS.

Point to the illustrations. Say: *These are types of computer icons.* Students complete the labels.

Optional activity

Computer icons

Divide the class into pairs. Distribute the *Icon sheets* (see Preparation).

Working in pairs, students label as many of the icons as they can.

Students come to the board, draw one of the icons and say what it means: *This means "copy".*

Provide help with vocabulary if necessary.

► LOOK AND COMPLETE THE SENTENCES.

Describe the machine to the class: *This is a cake machine. It's got three buttons. It can do three different things.*

Students complete the sentences.
Volunteers read their sentences out loud.

Wrap-up

Guess the word!

Students choose a word from their vocabulary booklet (see Warm-up) and write a definition for it or use the word in a sentence.

Students read their definition or sentence out loud. If students have written a sentence using the word, they should omit the key word when they read the sentence. The rest of the class guesses the word.

Answer Key

Complete: smiling, nodding, shrugging, frowning, winking;

Label: From top to bottom: print out, send, surf, attach; Look and *Complete:* 1. mixes the ingredients; 2. When you push, the machine bakes the cake; 3. When you push, the machine decorates the cake

Activity Book

Page 87, activities 1–3.

Key

1. I learn a lot and get good marks. 2. I'm sleepy in the morning. 3. it turns into ice. 4. it evaporates. 5. he plays computer games with me. 6. my teacher gets angry with me. 7. I go to the doctor. 8. you get a drink. 9. she smiles and sings.

Movement: smile, wink, blink; *Feeling:* I'm angry. I'm joking. I'm surprised.

Grammar module: Zero conditional

We use the zero conditional to talk about facts or certainties.

When you put sugar in water, it dissolves.

When I wake up, I have a glass of juice.

We use the present tense for the verb showing the condition.

We use the present tense for the verb showing the result.

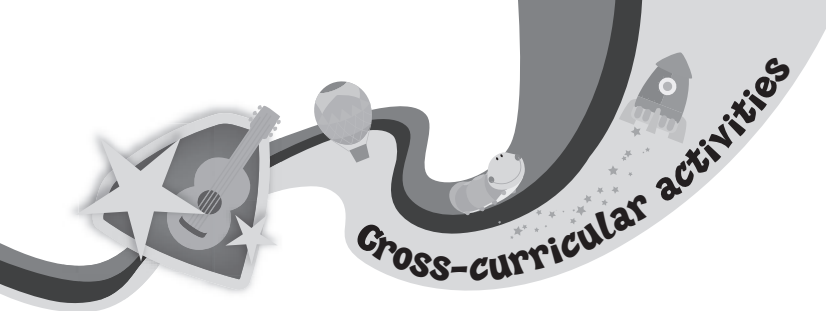
Condition	Result
When you <u>put</u> sugar in water,	it <u>dissolves</u> .
When I <u>wake up</u> ,	I <u>have</u> a cup of coffee.
When you <u>push</u> the button,	a bell <u>rings</u> .

Note that the condition and result can be reversed:

When you push the button, a bell rings.

A bell rings when you push the button.

We insert a comma between the two clauses when the condition appears first.



Science: Left brain v right brain

Materials: Paper (7 pieces per pair), coloured markers.

Preparation: *Colour sheets (1 set per pair):* Write the following colours in large block letters so that the outline can be coloured in: *red, green, black, purple, yellow, orange, blue.*



Directions:

Distribute the *Colour sheets*. Students colour in the words using a different colour from what each word says. For example, colour in the word *red* with a green marker pen, and so on.

Divide the class into pairs. Students swap sheets with their partners. Then they take turns trying to say the *colour* of each word on the sheet, rather than reading the word itself. Tell students to do this as quickly as possible.

Conduct a class discussion on how easy or difficult the task was. Explain why the task is difficult: *The right side of the brain is competing with the left side-the right side is better at identifying colour and the left side at processing language. Most people are left-brained, so it's easier to read the word than say the colour.*

Language arts: Prediction pockets

Materials: Card, stapler.

Directions:

Review the basic geometric shapes with students: *triangle, octagon, circle, square, diamond, rectangle.* Distribute materials.

Help students cut out five geometrical shapes from the card.

Show them how to make pockets by cutting out and stapling half the shapes onto each shape.



Students decorate their pockets.

Students write five predictions for the following week on separate small pieces of paper: *I'm going to find some money in the playground.*

They put a prediction in each pocket.

After one week, students check their predictions.

Project: Design and build a robot.

Materials: Paper, cardboard boxes, corrugated cardboard, thin marker pens, stickers, buttons, glue.

Directions:

Divide the class into groups of three or four and give a piece of paper to each group.

In groups, students plan how they will make their robot and what materials they will need.

Students make a sketch of the robot indicating which materials are needed for which parts.

They should add a control panel to the robot.

Students discuss what functions the robot will be able to carry out.

Students write an instruction brochure explaining how the control panel works.

Students make their robots.

Have a class exhibition displaying all the robots and the instruction brochures.

In groups, students explain their robots to the rest of the class.



Vocabulary	Grammar
<p>Countries: Argentina, Australia, Brazil, Canada, Chile, China, Colombia, Cuba, Egypt, England, France, India, Italy, Japan, Kenya, Mexico, New Zealand, South Africa, Spain, Thailand, United States, Venezuela</p> <p>Languages: Arabic, Chinese, English, French, German, Italian, Japanese, Portuguese, Russian, Spanish</p> <p>Adjectives: calm, colourful, comfortable, enormous, exciting, exotic, experienced, famous, fantastic, freezing, fun, hungry, luxurious, mysterious, noisy, sick, spectacular, spicy, sweet, tasty, warm</p> <p>Verbs: bark, dive, enjoy, get (married), miss, sail, splash, stun, take (a cruise), walk</p> <p>Holiday/travel words: binoculars, boat ride, brochure, country, cruise, euro, exhibition, hotel, language, museum, passport, plane, postcard, ship, stamp, travel document, travel log, vaccination, visa, world</p> <p>Sailing words: deck, fishing net, harbour, horizon, land, life ring, overboard, sailboat, seasick, wave</p> <p>Weather: cloudy, rain, snow, storm, sunny, windy</p> <p>Other words: chopstick, chore, date, disaster, disease, e-mail, kangaroo, malaria, millionaire, mobile, orangutan, papyrus, rain forest, recipient, reserve, sender, stamp, surfboard, typhoid fever, university, yellow fever</p>	<p>Future with <i>going to</i>: I'm going to travel. When are you going to leave?</p> <p>Future with <i>will/won't</i>: Will you be a millionaire? Yes, I will./No, I won't. Ryan will tell his classmates about his adventure. Molly won't travel around the world again.</p> <p>Future (possibility) with <i>may/might</i>: Rosie might buy two hot dogs. It may be cold.</p> <p>Certainty (<i>will/won't</i>) v possibility (<i>may/might</i>): It will rain tomorrow. It may be sunny.</p> <p>Past simple: Which countries did she visit in 2004? What did you buy?</p> <p>Adjective/noun collocations: a luxurious car mysterious jungle trails</p>
<p>Functional language: Do I need a visa? How long are you going to stay? Here's your visa and passport. Can I see your passport, please? Are you here on holiday or on business? Have a good trip. Here you are.</p>	<p>Multiple intelligence: Spatial intelligence (116), Mathematical intelligence (127)</p>

Teaching tip

Pronunciation of cognates and semi-cognates

In this unit, students will be working with country names. Many of these names may be written the same (or nearly the same) in English as in the students' L1, but have different pronunciation. For example, if a student's L1 is Spanish, *China* and *Australia* are cognates, but their pronunciation is considerably different. For this reason, you should dedicate time to practising the pronunciation of country names.

You might also want to explain that some names of cities and places vary in different languages. Some examples in English and Spanish are *London–Londres*, *New York–Nueva York*, *Rome–Roma*, and so on. This happens mainly with cities that are historically significant, but not usually with newer cities.



Grammar: Future with *going to*: *I'm going to travel. When are you going to leave?*

Vocabulary: *China, Japan, Egypt, France, Canada, Spain, Kenya, Brazil, Cuba, Chile, world, Chinese, English, Japanese, Russian, German, Arabic, Italian, French, Spanish, Portuguese.*

Materials: Slips of paper, Post-it notes. *Optional:* Paper, atlas.

Preparation: Write the following on Post-it notes: *Africa, America, Europe, Asia, Oceania, Antarctica, Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean. Country strips* (1 per pair): Write country names (*Mexico, United States*, etc.) on one half of each strip of paper and the language spoken in that country (*Spanish, English*, etc.) on the other half. Cut the strips of paper in half. *Optional: Puzzles:* Use the poster to trace around each country in Europe. Make six photocopies of each tracing.

Warm-up

Label the map.



Poster 8

Attach the poster to the board.
Distribute Post-it notes (see Preparation) with the names of the continents and oceans.
Tell students holding the notes to go to the poster and label the map. The rest of the class corrects and guides.

Vocabulary presentation



Poster 8

Write the following country names on Post-it notes: *Canada, United States, Mexico, Colombia, Venezuela, Brazil, Argentina, England, France, Italy, Cuba, Chile, Spain, Egypt, Kenya, South Africa, India, Thailand, China, Japan, Australia* and *New Zealand*.
Hold up a note and ask: *Do you know where (Canada) is?* Volunteers come to the board and label the map with the notes.
Copy the names of the languages on page 88 onto the board. Point to one of the countries labelled on the map and ask: *Which language do they speak in this country?* Continue in the same manner with the rest of the countries and languages.

Controlled practice

① Listen and number the countries on the world map. 48

Students cover the words to the song with a sheet of paper. Ask questions about the location of some of the countries in the song: *Where is (China)?* Students respond: *In (Asia).*

Play Track 48. Students listen and number the places in order. Play Track 48 again. Students listen and check their answers.

Students read the song and correct their work.

Track 48

All over the world

(See Student's Book page 88, activity 1.)

- Circle the languages you are going to speak on the route.

Ask a volunteer to read the names of the languages out loud. Ask questions about where these languages are spoken: *Do they speak English in Canada? Do they speak German in India?*

Tell students to imagine that they are going to follow the route they sang about in the song. Students circle the languages they are going to speak on the route. Ask a volunteer to name the languages.

② Plan a trip to a foreign country.



Poster 8

Students choose a country they would like to visit and write its name in their book. Then they write the answers to the question clues.

- Ask a classmate about his/her trip.

Divide the class into pairs. Students ask and answer questions about their trip. Students make a note of their partner's answers in their notebook. Ask volunteers to tell you about their classmate's trip.

Optional activity

Multiple intelligence: Spatial intelligence

Divide the class into six groups.
Distribute the *Puzzles* (see Preparation).
Students cut out the country shapes and write the names of the countries on the shapes. They will need to use an atlas as a guide for some of the smaller countries. Set a time limit. Students reconstruct the continent on the floor.
The first group to finish is the winner.

Wrap-up

Find your partner.

Hand out the *Country slips* (see Preparation). Students walk around the classroom looking for their partners. When they find their partner, they sit down.
Check the activity by asking: *Which country have you got? Which language is spoken there?*



Activity Book

Page 88, activities 1 and 2.

Key

① *Countries:* Canada, France, Brazil, Chile, China, Egypt;
Languages: English, French, Portuguese, Spanish, Chinese, Arabic;
international



Grammar: Past simple: *Which countries did you visit? What did you buy?*

Vocabulary: *United States, Mexico, Colombia, Venezuela, Argentina, England, Italy, India, Thailand, South Africa, Australia, New Zealand, hat, bus, pizza, plate, papyrus, lion, elephant, kangaroo, parrot, chopstick, surfboard, rainforest, mobile.*

Materials: Cutout 1, dice (1 per group of 3 students).

Warm-up

World famous sites

Poster 8

Write a list of famous world sites on the board: *The Great Wall, The Statue of Liberty, The Tower of London, The Eiffel Tower, The Taj Mahal, The Sydney Opera House, The Leaning Tower of Pisa, The Kremlin, The Great Pyramid, Chichen Itzá, etc.*

Students ask questions to discover which countries these famous sites are in: *Is it in (Italy)? Do they speak (English) there?*

Controlled practice

① Play *The travel game*.

Read and explain the instructions.

Students cut out the instruction cards and souvenir cards in Cutout 1 and place them face down on the table in two separate piles.

Students play the game in groups. They make a note of the countries they visit and the souvenirs they gather while playing the game and write them in their chart.

- Interview a classmate.

Divide the class into pairs. Using the model dialogue as a guide, students take turns asking and answering questions about the countries they visited and the souvenirs they gathered while playing the game. They use the chart they completed to answer the questions.

Connect to students' experiences

Ask students about their own travel experiences: *Have you ever travelled? Where did you go? Which places did you visit? What did you buy? Who did you travel with? How did you travel? What did you see? What did you eat? Who did you meet? Did you take any photos? Did you like it? Why/not?*

Optional activity

Where did I go?

Poster 8

Tell students to listen and guess which countries you visited.

Say: *I ate pancakes with maple syrup and I saw some baby seals. Where did I go?* Students guess: *Did you go to (Canada)?*

Continue asking, using the pictures on the poster as clues.

Once students understand the game, instruct a volunteer to take your role. The student who guesses correctly then takes a turn.

Wrap-up

Backwards hangman

Play *Backwards hangman* with the names of the countries.

This game is the same as traditional *Hangman*, except that the letters of the word being guessed are written from right to left. For example, *France* would be written *ecnarf*.

On the board, draw a line for each letter of the word and draw the hangman's scaffold. Students take turns calling out letters. If the letter is part of the word, write it on the corresponding line. If it is not, draw part of the body and write the letter on another part of the board.

As soon as a student thinks he/she knows the country name, he/she raises his/her hand. If his/her guess is correct, tell him/her to come to the board and write the word from left to right.

Continue until a student guesses the word or until the hanged man's scaffold is complete.

◆ Activity Book

Page 89, activities 1 and 2.



Grammar: Review of past, present and future verb tenses.

Vocabulary: *Surprise, travel log, e-mail, harbour, sailboat, disaster, storm, seasick, wave, life ring, deck, binoculars, horizon, overboard, stun, bark.*

Warm-up

My trip around the world



Poster 8

Display the poster. Tell students to imagine that they are going to travel around the world.

Write the following questions on the board: *How are you going to travel? Where are you going to start from? Which countries are you going to visit? (Write 10 countries.) What are you going to see? (Write 5 things.)* Students answer the questions in their notebooks.

Developing reading

Story: *The Pickford family adventure, part 1* 49

Tell students to look at the pictures on page 90. Explain that this is a story about a family who has a very special adventure. Ask questions about the family: *How many members are there? How many children? Are the children all boys? What kind of pet have they got?* Read the title of the story out loud. Ask students if they can guess what kind of adventure the family has. Play Track 49. Students listen and follow along in their books.

Track 49

The Pickford family adventure, part 1

(See Student's Book page 90.)

Pause the CD after each section and ask general comprehension questions:

What surprise did the parents have for the children? Was Molly happy with the idea of travelling around the world? What did dad say? How did Ryan think the family was going to travel? How did the family travel? When did Ryan send his first e-mail? What address did he send it to? Who is Brownie? Did Brownie stay at home? Where was the family when Brownie fell overboard? What did dad do? How did dad see Brownie? Did the family rescue Brownie?

Students silently read the story in their books again and underline any words they do not understand. Students write the unknown words on the board. Ask volunteers to explain the words.

Then get volunteers to read the story out loud.

In your book, underline any words that are mispronounced. When students have finished reading, write the words on the board and model the correct pronunciation.

Optional activity

Brownie's adventure

Tell students to imagine how scared Brownie must have been when she was all alone at sea.

Tell students to imagine that they are Brownie and write a short paragraph describing the event from the point of view of the dog. Tell them to think about what happened to Brownie between the time she fell overboard and the time she was rescued. Write the following questions to help students write their paragraph: *How did you feel? What did you see? What did you hear? How did it smell? Was it cold or hot? What did you do when you saw the boat? How did you feel when you were rescued?*

Reading comprehension

① Read and underline the verbs.

Write the following sentences on the board:

The Pickford children arrived home from school. We've got a surprise for you. We're going to spend a whole year travelling around the world.

Ask questions about the tenses of the sentences: *Which tense is this verb? Past, present or future? How do you know?*

Students read through the story and underline the verbs using the key.

Draw a chart on the board with three columns. Write *past, present* and *future* as headings for the columns.

Invite volunteers to come to the board and complete the chart with the verbs from the story. Make sure the students include the auxiliary verbs as part of the whole verb structure.

Wrap-up

A story ending

Divide the class into pairs.

Ask: *How do you think the story will end?*

Students write an ending to the story in their notebook. They should write at least five sentences.

Collect the story endings and save them for the next lesson.

Answer Key

① *Underline in red:* 're going to send, aren't going to go, are going to send, Aren't going, 're going to leave, is going to come; *Underline in green:* Text 1: arrived, were waiting, said, were stunned, said, said, said, drove, pointed, exclaimed, looked, cried, said, was, finished, said, sailed; Text 2: had, was, was, hit, fell, tried, was, threw, heard, felt, passed, sat, were thinking, heard, got, scanned, was hanging, turned, rescued; *Underline in blue:* Text 1: have got, 's, suppose, can do, have got, have to start, can't leave; Text 2: 're sailing

Activity Book

Page 90, activities 1 and 2.

Key

① 1. said; 2. sailed; 3. is sailing; 4. is writing; 5. is going; 6. are going

② *From left to right:* There was a really bad storm. Suddenly, a huge wave hit our boat. Brownie fell into the sea. Dad threw a life ring into the water.

Student's Book Page 91

Grammar: Review of past, present and future verb tenses, question forms.

Vocabulary: *Land, reserve, orangutan, fishing net, splash, dive, miss, calm, sick, sweet.*

Warm-up

Key words 49

Ask students what they remember from the story *The Pickford family adventure*.

Students write down all the words they can remember from the first part of the story.

Elicit the words and write them on the board.

Play Track 49. Students follow the first part of the story on page 90 of their books.

Developing reading

Story: *The Pickford family adventure, part 2* 50

Students look at the story on page 91.

Play Track 50. Students listen and follow along in their books.

Track 50

The Pickford family adventure, part 2

(See Student's Book page 91.)

Pause the recording after each paragraph and ask general comprehension questions:

When was the family in Borneo? What did Rosie do there? What did Molly do? What did Ryan do? Where was the family in July? What was wrong with the dolphin? How did the family help the dolphin? What did the dolphin do then? Who saw the coast of France first? What time did she see it? Did the children miss having TV on the sailboat? When will Ryan see his friends again? How has Ryan changed?

Students read the text in their books in silence.

Ask students to underline any words they do not understand.

Students write the unknown words on the board.

Ask volunteers to explain the words.

Then volunteers read the story out loud.

In your book, underline any words that are mispronounced.

When students have finished reading, copy the words onto the board and model the correct pronunciation.

Optional activity

Another Pickford family adventure

Write the following dates from the story on the board: 15/12/2005, 13/04/2006, 25/07/2006, 01/09/2006.

Students say the dates out loud.

Divide the class into groups of five.

Each group picks another date (between two of the e-mails) and writes a short paragraph about another Pickford family adventure.

Tell students to include where they went, what they saw, what happened, and whether they liked it or not.

A spokesperson from each group reads the adventure out loud.

① Read and answer the questions.

Write the first question on the board. Draw a circle around the auxiliary verb: *Did*. Explain that this word gives us a good clue as to how the question should be answered.

Read question number one out loud. Students respond using the corresponding auxiliary verb.

Repeat the procedure with the next question. Once you are satisfied that students understand how to answer the questions correctly, tell them to write the answers in their books.

Choose volunteers to read the questions and answers out loud. Students correct their work.

Wrap-up

Writing questions

Divide the class into pairs. Students write one comprehension question for each section of the story in their notebooks.

Pairs swap notebooks and answer each other's questions.

Go over the questions and answers with the whole class.

Answer Key

① 1. Yes, they did. 2. Yes, she was. 3. No, he wasn't. 4. No, they didn't. 5. No, they won't. 6. Yes, they will.

◆ Activity Book

Page 91, activities 1 and 2.

Key

① 1. Yes, they did. 2. No, it didn't. 3. Yes, they did. 4. No, it wasn't. 5. No, they didn't. 6. No, they didn't. 7. Yes, they will. 8. Yes, they will.

② 5, 7, 2, 4, 3, 6



Reading focus: Extracting information from brochures and postcards.

Vocabulary: *Postcard, brochure, boat ride, sender, recipient, museum, exhibition, euro, spicy, tasty, enormous, noisy, fantastic, freezing, enjoy.*

Materials: Index cards (1 per student). *Optional:* Entertainment section of a newspaper, tape.

Preparation: *Optional:* Cut out various adverts from theatres, cinemas, museums or art galleries from a newspaper.

Warm-up

Mind maps

Make two circles in the centre of the board and write the word: *France* inside one of them and the word: *Museum* inside the other.

Individual students come to the board and write all the words they can think of related to *France* or the word *museum* around the corresponding circles:

France: Paris, French, Eiffel Tower, cheese, etc.

Museum: painting, exhibition, sculpture, etc.

Help students with difficult words and spelling.

Developing reading

① Read and answer the questions.

Tell students to look at the postcard on page 92.

Students silently read the postcard and underline with red pencil all the places Daniel visited. Ask individual students to read the underlined words out loud.

Divide the class into pairs. Students read the postcard again and answer the questions.

Divide the class into groups of four. Students check their answers.

Walk around the class monitoring the activity and helping students with unknown vocabulary.

Developing writing

- Write three more questions in your notebook and ask your partner.

Write the following on the board: *Where is Daniel? Did Daniel enjoy the tour of Versailles?* Students answer the questions orally. Write the answers on the board. Explain that we can ask two types of questions. One type begins with the auxiliary verb and is answered yes or *no* + the auxiliary.

The second type begins with a question word and requires a full answer. Students write three questions in their notebooks about the postcard using any of the two types of questions.

Divide the class into pairs. Students swap notebooks and write the answers to their partner's questions in his/her notebook. Students return their notebooks and check the answers.

Developing reading

② Read the brochure and answer the questions.

Ask students what Daniel saw in the Louvre Museum. Explain that when we go to museums, art galleries and exhibitions, there are brochures with all the information we need to know.

Read the first section of the brochure out loud and ask questions about the opening days and hours: *Is the museum open on Fridays? Is it open in the afternoons? On which days is it closed?*

Repeat the procedure with the other sections.

Students read the brochure again and answer the questions in their notebooks.

Get various students to read their answers out loud. Students check their work.

Optional activity

Let's go to...

Attach the adverts (see Preparation) around the classroom.

Divide the class into pairs.

Write the following questions on the board:

Where will you go? What will you see? How much will it cost? What time will you go there? Which day will you go?

Tell students to walk around the classroom and look at the adverts. Each pair decides which cultural event they are going to visit or see.

Students make a note of the information they need to answer the questions on the board.

Volunteers talk about the cultural event they are going to visit or see.

Wrap-up

Play Word Wizards.

Write the following text on the board:

Find...

a type of money.

a day of the week.

a nationality.

the name of a famous painting.

the name of a famous museum.

the name of a famous cathedral.

the name of a famous palace.

Divide the class into groups of four. Students find the corresponding words in the texts on page 92 and make a note of them. The first group to finish is the winner.

Activity Book

Page 92, activity 1.

Key

① *Adjectives for food:* delicious, tasty, spicy; *Adjectives for weather:* wet, sunny, freezing; *Adjectives for people:* noisy, friendly, kind; *Adjectives for buildings:* enormous, modern, old



Grammar: Future with *will/won't*: *Will you be a millionaire? May/might*: *She may live in France. She might be famous.*

Vocabulary: *Plane, ship, hotel, museum, baseball, millionaire, university, child/children, country, language, get married, famous.*

Materials: Slips of paper (2 per student), bag.
Optional: 3 paper bags, paper strips (3 per student).

Warm-up

Play Fortune for next weekend.

Distribute slips of paper.

Students write one prediction for next weekend with *will* on one slip and another prediction with *won't* on another slip: *You will have a surprise visitor. Your favourite team won't win the match.*

Collect the slips and put them in a paper bag. (Read the fortune slips before you put them in the bag to ensure that none of the fortunes are overly negative.) Walk around and let students draw two slips from the bag. Tell them that they are going to read their fortune for next weekend. Encourage each student to read his/her fortune slips out loud.

Grammar presentation

Tell students that you've got a dog named Fang and that next week is Fang's birthday.

Write the following on the board: *Ideas for Fang's birthday: bone? park? toy?*

Say: *Next Saturday, Fang will be three years old.*

I've got some ideas for his birthday, but I'm not sure.

I might give him a bone. I may take him to the park.

Or I may buy him a toy. I still don't know.

Write the following outline on the board:

Next _____, I will be _____ years old.

I might _____.

I may _____.

Students think about their own birthdays and ideas for celebrating it, and complete the information.

Divide the class into pairs. Students deduce a rule for the use of *will*, *may* and *might*.

Grammar practice

① Listen and tick (✓), cross (X) or put question mark (?).

Play Track 51. Students listen and mark the things James will do and the things he won't do on his holiday.

Track 51

Hey, Lisa, did you know that I'm going to the USA next week for my holiday?

Really? That sounds like fun. Are you going to go by plane?

Yes, I am. I love travelling by boat but the journey is very long. So I'm not going to go by boat.

Are you going to go to New York?

I may go to New York. It depends on time. My first stop

is San Francisco.

Oh, that's such a beautiful city. You'll love it. It's very expensive though. Are you going to stay in a hotel?

No, I'm not. I might stay with friends. We'll see.

How long are you going to stay for?

I'm definitely going to stay for 10 days and I may stay as long as a month. It depends how much money I spend!

So, are you going to visit the museums in San Francisco? They're wonderful.

Oh, no, I don't think so. I visited too many museums when I went to France!

So what are you going to do?

Well, I may go to a baseball game, or two!

Oh, James!

Reading practice

② Use the key to complete the chart for yourself.

Tell students to imagine what their lives will be like in the future.

Students read through and complete the questions for themselves.

- Ask a classmate and complete the chart for him/her.

Divide the class into pairs. Students take turns asking and answering the questions.

Students complete the chart for their classmates.

Optional activity

More fortune telling

Each student writes three phrases on separate strips of paper: *get married, be a millionaire, be a film star, be poor, be happy*, etc.

Label three bags with: *You will, You may* and *You might*. Students fold their papers and put them in the corresponding bag.

Individual students come to the front, take a paper from each bag and talk about their fortune: *I will get married. I might be a film star. I might be happy.*

Wrap-up

Circle the words.

Each student chooses five words from the lesson.

Students make a 10 x 10 grid in their notebooks and write the words letter by letter in the squares, horizontally, vertically or diagonally.

Then they fill in the remaining squares with random letters.

Divide the class into pairs. Partners swap notebooks. Then they look for and circle the five words.

Activity Book

Page 93, activities 1 and 2.



Grammar: Adjective/noun collocations: *a luxurious car, mysterious jungle trails*

Vocabulary: *Luxurious, warm, colourful, fantastic, experienced, exotic, comfortable, spectacular, exciting, mysterious, fun, transparent, underwater, swimming, diving, skiing, hiking, cruise.*

Warm-up

Dictation: Where can you do it?

Make four columns on the board. Write the following headings for each column: *at the beach, in the mountains, in a city, in the forest*. Tell students to copy the columns and headings into their notebooks. Dictate action words: *walking, swimming*, etc. Students write the words under the correct headings in their notebooks. Volunteers come to the board and write the words. Students check their answers.

Controlled practice

1 Listen and number the holiday advertisements. 52

Play Track 52. Students listen and number the adverts.

Track 52

What are you going to do this summer, Jack?
I'm going to go hiking in the rain forest in Costa Rica. There's a fantastic holiday with trips to different national parks to see the wildlife. I want to take pictures of birds.

That sounds exciting!

Which holiday is Jack going to go on? Write number 1.

Hi, Christine!

Oh hi, Nancy!

Christine, we're busy planning our summer holiday. We're taking a trip to New York. Do you want to come with us?

Oh that's really nice of you, Nancy but I'm not going on holiday this summer.

Why not?

I'm going to take a holiday in the winter this year. I'm going to go skiing in the Rockies. I'm going to rent a cabin.

What a great idea!

Which holiday is Christine going to go on? Write number 2.

Glenda, I've got a surprise for your birthday.

Really? What is it?

We're going to go on a cruise around the world!

Bob, you're joking! It's my dream come true!

Well, you deserve it! The ship has got a swimming pool, cinemas and a gym. And we're going to visit sixty countries! Sixty countries? That's fantastic!

Which holiday are Bob and Glenda going to go on? Write number 3.

I've just planned my holiday for this year.

Really? Where are you going?

The Caribbean!

Wow! Are you going to lie on the beach all day?

No, actually I'm going to go diving. I want to take pictures of tropical fish.

Oh, that sounds like fun.

Which holiday is Dean going to go on? Write number 4.

Play Track 52 again. Students check their work.

Ask: *Which holiday is Jack going to go on? What is he going to do?*

Repeat the procedure with Christine, Glenda and Bob, and Dean.

- Complete the speech bubbles.

Students complete the speech bubbles using the information from the adverts.

Vocabulary presentation

- Underline the adjectives in the texts.

Ask a volunteer to read the first advert out loud.

Students underline the adjectives in the text:

warm, transparent, tropical, amazing, underwater, experienced, friendly, safe. If students call out *fun*, explain that this word is sometimes an adjective and sometimes a noun.

Repeat the procedure with the other adverts.

- Think of different nouns to complete the adjective phrases.

Write the following phrases on the board: *a luxurious car, some colourful birds, some exotic food*. In pairs, students discuss when we use *a/an* and when we use *some*: *a/an* for singular nouns; *some* for plural and uncountable nouns.

Students complete the phrases with different nouns.

Optional activity

Adjectives

Divide the class into groups of five.

Write the following words on the board: *food, scenery, wildlife* and *activity*.

Tell students to brainstorm a list of at least five adjectives they could use to describe each of the nouns.

Ask a volunteer from each group to read his/her list out loud. Discuss and correct.

Wrap-up

Where are you going?

Divide the class into pairs.

Students choose one of the holiday adverts and say why they have chosen that particular holiday: *We are going to... because we like... and we want to...*

Different pairs explain their choice to the rest of the class.

Answer Key

1. Complete the speech bubbles: 1. hiking; 2. skiing; 3. a cruise; 4. diving. Underline: 4. warm, transparent, tropical, amazing, underwater, experienced, friendly, safe; 2. luxurious, cosy, warm, fantastic, Exciting, fun; 3. different, luxurious, Comfortable, tasty, bored; 1. exotic, beautiful, mysterious, colourful

Activity Book

Page 94, activities 1 and 2.

Key

1. Michael, diving; 2. Diane, hiking; 3. Lena, skiing



Grammar: Past simple: *Which countries did she visit in 2004?*

Functional language: *Do I need a visa?*

Vocabulary: Passport, visa, vaccination, disease, travel document, malaria, yellow fever, typhoid fever, brochure.

Materials: Index cards (1 per student), holiday brochures and magazines.

Warm-up

Who is it?

Copy the following on the board:

Last name: Date of birth: Nationality:

First name: Place of birth:

Distribute index cards. Students copy and complete the information. Collect the cards and redistribute. Each student stands up and reads the information on the card except for the first name: *(His) last name is (Alvarez). He's (Spanish). He was born on (January 13th, 1996). He was born in (Albacete). Who is it?* Students take turns guessing who the information belongs to.

Controlled practice

① Complete the passport.

Tell students to look at the passport and the information in the word box in their books. Ask questions: *What's her first name? What's her passport number?* Students answer orally. Students complete the passport in their books.

Connecting to students' experiences

Explain that a passport is an identity document. Ask if students know what kind of information is contained in a passport. Ask students who have travelled to a different country if they got a stamp in their passports when they arrived. Explain that this is a visa. The stamp has the name of the country and the date we arrive there.

- Answer the questions.

Tell students to look at the visa stamps and ask: *How many countries did she visit? When did she arrive in Japan? Which country did she visit first? Which country did she visit last?*

Then students look at the visas again and answer the questions in their notebooks. Students check their answers with the student sitting next to them.

② Read and interview a classmate.

Ask a volunteer to read the text out loud. Help him/her with any difficult words.

Point to the chart. Explain the information: *If you travel to Kenya, you need a visa and you need three*

vaccinations.

Write the names of the diseases on the board: *malaria, yellow fever and typhoid fever.* Tell students that malaria and yellow fever are transmitted by mosquitoes. Typhoid fever is caused by a bacteria found in water. Explain that these diseases are more common in hot climates.

Divide the class into pairs. Students take turns asking and answering questions using the model dialogue as a guide.

Optional activity

♥ Health education

Explain to students that all babies have vaccinations when they are very small to protect them from bad diseases. Write the following on the board:

In 1786, Dr Edward Jenner _____ the first vaccine. It was for a terrible _____ called smallpox. He injected people with a very small _____ of the disease. Their bodies made _____. These antibodies _____ us from the disease. Thanks to Dr Jenner's _____, nobody suffers from smallpox today.

Write the following words in a box: *dose, protect, discovered, antibodies, discovery, disease.*

Volunteers complete the blank spaces. Students copy the text into their notebooks.

Craft activity

The Printer's Project

Divide the class into pairs. Read the instructions out loud. Distribute holiday brochures and magazines. Students imagine their ideal holiday. Then they write a short text about the features of their holiday, make a list of the things needed and illustrate their work with cutouts from the magazines and brochures. Display the brochures around the classroom.

Wrap-up

When you go to..., you can...

Write the following countries on the board: *Kenya, Peru, Italy, China and India.* Divide the class into pairs. In their notebooks, students write about the things they can see or do in each country: *When you go to China, you can visit the Great Wall of China.* Pairs read their sentences out loud.

Answer Key

① From top to bottom: Arnolds; Jane; Dec 12th , 1988; British; 7022809421; Brighton, Sussex; Aug 7th , 2002; Aug 7th 2012

◆ Activity Book

Page 95, activities 1 and 2.

Key

① 1. Woman. 2. Simons. 3. Leslie. 4. Australian. 5. Australia. 6. Sydney. 7. 19 Sep 1985. 8. 02/08/99. 9. 07/08/09.



Functional language: *How long are you going to stay? Here's your visa and passport. Can I see your passport, please? Are you here on holiday or on business? Have a good trip. Here you are.*

Vocabulary: *Passport, personal data, visa, stamp, date, country.*

Materials: Cutout 2, potatoes (half a potato per student), teaspoons, paint or ink. *Optional:* Reference books on different countries, Internet access.

Warm-up

How many countries can you name?



Poster 8

Display Poster 8.

Tell students to write the numbers from 1 to 16 in their notebooks. Draw students' attention to country number 1. Students write the name of country 1 in their notebooks: *Canada*. They continue with the rest of the countries. (Note: Some countries may be repeated.) Then students say the names of the countries out loud. Write the country names on the board. Finally, students look at the corresponding pictures for each country at the bottom of the poster and write a sentence about what tourists can do in each country: *In Canada, you can buy maple syrup*. Check answers around the class.

Craft activity

① Make your passport and a visa stamp.

Students cut out the passport information sheet in Cutout 2.

Students complete their passports with their personal data. Then they either glue a photo of themselves or draw a picture in the passport.

Read the rest of the instructions out loud.

Demonstrate how to cut away parts of the potato using the spoon in order to make a stamp.

Students ask their classmates to stamp their passports and complete the visa stamps with country names and dates.

Write some sample dates on the board: *30/12/2003, 28/09/2004*, etc. Make sure that the students understand that the dates should all be past dates.

Optional activity

My trip

Students choose a country from the stamps in their passports. Write the following cues on the board: *Country, city, language, important buildings/sights/monuments/museums, food, how many people, interesting facts*.

Students look for information about their chosen country in reference books or on the Internet. Then they write a short text about the place they chose.

Volunteers read their texts out loud.

Controlled practice

② Complete the dialogue.

Tell students to look at the photos. Explain that the woman is an immigration officer. She works at the airport and she stamps visas.

Students look at the texts below the photos.

Ask a volunteer to complete the first question. Read the answer and ask the class if they think it is correct.

Repeat the procedure with the other parts of the dialogue. Students complete the texts.

- Listen and check your answers. 🎧 53

Play Track 53. Students listen and check their work.

Track 53

Good morning, Gentlemen. Can I see your passports, please?

Yes, of course. Here you are.

How long are you going to stay here?

Just for one week.

Are you here on holiday or on business?

On holiday. We're going to visit our family.

Here's your visa and your passport. Have a good trip.

Thank you very much. Goodbye.

Controlled practice

- Role-play with a classmate.

Students do a role-play using the passports they made in activity 1.

Encourage them to do the role-play from memory. They can use the phrases in activity 2 as prompts if necessary.

Critical thinking: Globalisation of customs

Tell students to think about Santa and Christmas trees.

Ask students if their parents or grandparents knew about Santa or Christmas trees. Encourage students to think about how these cultural ideas were introduced into their country and where they are originally from. Elicit other foreign customs that are influencing traditions native to their country.

Wrap-up

Back writing

Divide the class into pairs.

Each student chooses five words from the unit.

Students take turns writing the words on their partner's back.

The pair that guesses the most words correctly wins.

Activity Book

Page 96, activities 1 and 2.

Key

- ① 1. 23/06/2003. 2. India. 3. Australia. 4. Samuel. 5. Samuel. 6. India. 3, 2, 1



Grammar: Certainty v possibility with *will/won't/may/might*: *It may/might rain. It will be sunny.*

Vocabulary: *Cloudy, windy, sunny, rain, snow, storm, raincoat, shorts, T-shirt, coat, boot, sandal, dress, jumper, trousers, sunglasses.*

Materials: *Optional:* Maps of your region (1 per student), 6 index cards.

Preparation: *Weather cards:* On index cards, draw the symbols for the following weather: *cloudy, snow, storms, windy, rain, sunny.*

Warm-up

Weather vocabulary

Display the *Weather cards* on the board (see Preparation). Write the weather words on the board: *cloudy, snow, storms, windy, rain* and *sunny*.

Point to the symbols. Explain that these are universally used symbols to indicate weather conditions.

Invite individual students to come to the board and match the symbols with the words.

Read the words out loud. Students repeat.

Explain that people who study the weather are called meteorologists. Explain that meteorologists study the weather and produce a forecast (a prediction about the weather).

Grammar box

Explain that weather forecasts are very accurate these days but they are never 100% accurate. Sometimes meteorologists are more certain about the weather forecast, but other times when conditions are volatile, they cannot be so sure.

When they are sure, they say: *Tomorrow it will rain.*

When it is a possibility but not a certainty, they say: *Tomorrow it may/might rain.*

Controlled practice

① Listen and draw the symbols on the weather maps. 🎧 54

Ask students what they think the weather will be like tomorrow in each place.

Play Track 54. Students listen and draw the weather symbols on their maps.

Track 54

Good evening everyone. Here is the weather forecast for international travellers.

If you are going to Canada, take plenty of warm clothes with you. It may be very cold tomorrow with a maximum temperature of -8° Celsius. It will be cloudy all day and it might be windy in the afternoon. It may also snow during the night.

If you are in St. Lucia in the Caribbean, here is your weather forecast. In the north of the island, it will be sunny and hot. However, there may be storms and heavy rain in the south of the island. So stay on the beaches on the north side of the island!

If you are travelling to Paris, France, tomorrow, don't forget your raincoat. It will be cool and windy and it will rain in the afternoon.

Play Track 54 again. Students check their work. Ask questions about the finished maps: *Will it be sunny in Lake Louise? What will the weather be like in Paris?*

② Match the words with the pictures.

Ask students to think about the types of clothes that they wear according to the weather: *What do you wear when it's raining? Do you wear a coat when it's hot and sunny?*

Students match the words with the pictures.

Students exchange books with their classmates to check the activity.

Free practice

③ Choose a place and ask your partner for advice.

Say: *I'm going to Paris tomorrow. What clothes should I take with me?* Students offer suggestions: *Take a jumper because it may be cold.*

Repeat the procedure with Saint Lucia and Lake Louise, Canada.

Students choose two of the places and complete the sentences in their books.

Optional activity

The weather forecast

Hand out the maps of your region.

Students draw symbols on the map to make a weather forecast for their region for tomorrow.

Ask five volunteers to attach their weather maps to the board. Tell the volunteers to imagine that they are meteorologists on TV. They should explain the forecast for tomorrow and tell the viewers what they should wear.

Wrap-up

Why are you going to wear a jumper?

Tell students to choose one of the weather symbols and draw it in their notebooks.

Say: *Stand up if you are going to wear a jumper tomorrow.*

Ask the students who are standing up: *Why are you going to wear a jumper?* Students answer according to the symbol they have drawn: *Because it may snow.* Repeat the procedure with other items of clothing.

◆ Activity Book

Page 97, activities 1–3.

Key

① 1. it will be very sunny. 2. it may be very cold. 3. it might be hot. 4. it will snow. 5. it may rain.



Grammar: Certainty v possibility with *will/won't/may/might*: Molly *won't* travel around the world again in the future. Ryan *might* tell his classmates about his adventures.

Vocabulary: Hungry, chore, walk, fishing.

Materials: Cutout 3, optional: Paper (1 piece per student).

Warm-up

Certainty v possibility

Students make two columns in their notebooks and write the following headings: *Certainty / Possibility*. Explain that certainty means when you are 100% sure something will happen and possibility means when you are not completely sure.

Students write two sentences about two things they are certain will happen and two sentences about two things that might possibly happen.

Volunteers read their sentences out loud.

Controlled practice

① Classify the sentences.

Read the first sentence out loud and ask: *Is that sentence a certainty or a possibility? Which word in the sentence is the clue?* Students respond: *Might*. Repeat the procedure with the rest of the sentences. Students use the key to classify the sentences in their books.

Elicit answers: *Is sentence number one a certainty or a possibility?*

Optional activity

Certainty or possibility?

Distribute paper. Students cut the paper in half and write the letter *C* on one half and the letter *P* on the other half.

Write the words: *certainty* and *possibility* on the board. Explain that *C* stands for certainty and *P* for possibility. Call out some sentences using the following model: *I'll go to France someday. I may visit a museum next week. I might have pasta for dinner tonight. I won't tell a lie*. Students hold up the letter *C* or *P* depending on whether you say *will/won't* or *may/might*. Any students who hold up the wrong letter are out.

Grammar practice

② Read and complete the sentences.

Tell students to look at the picture of Molly. Read the text out loud. Ask questions about the picture: *How many different kinds of food are on sale? How much do the hamburgers cost? How much money has Molly got? Can she buy a hamburger? Why not? Can she buy*

a hot dog? How much change will she get? Can she buy a bag of popcorn? How many can she buy?

Students complete the sentences on their own.

Volunteers read their sentences out loud.

Now tell students to look at the picture of Ryan. Read the text out loud. Ask questions about the picture: *Has Ryan got a lot of chores to do? Why is the dog looking at Ryan? What do you think Ryan is going to do first, the chores or take the dog for a walk?*

Students complete the sentences on their own. Ask volunteers to read their sentences out loud.

Grammar game

③ Tell your classmate's fortune.

Students cut out the chart in Cutout 3.

Point to the pictures. Explain that you are going to ask questions about the future using these pictures. The students are fortune-tellers and they should decide what you are going to do in the future. Write three possible answers on the board: *Yes, you will. No, you won't. Well, you might/may*.

Point to the picture of the house and ask: *Will I live in a big house?* Students raise their hands to answer using one of the answers on the board.

Continue until you have modelled all the questions.

Tell students to write six questions in their notebooks using the pictures as clues.

Divide the class into pairs.

Students then glue the pictures into their *Fortune teller's chart*. Explain that this is what they think will happen to their classmate, not themselves.

Students take turns asking and answering questions according to the pictures in their *Fortune teller's chart*.

Wrap-up

Write about your fortune.

Students write a short text about their future in their notebooks. They can use information from their partner's *Fortune teller's chart* and also include other ideas they have about their future.

Volunteers read their texts out loud.

Answer Key

① 1. P; 2. C; 3. C; 4. P

② From top to bottom: Rosie: buy a hot dog, buy some popcorn; Ryan: go fishing, take the dog for a walk

Activity Book

Page 98, activities 1 and 2.

Key

① Write three sentences that are certain: We will arrive in the Maldives tomorrow. We won't stay in a hotel. We will be at the beach.

Write three sentences that are possible: We may stay there for a few weeks. Ryan, Molly and I may visit an animal reserve in Borneo. I might phone you tomorrow night.



Grammar: Review of past, present and future tenses. Review of *will/won't*, *may/might*.

Vocabulary: Key vocabulary from the unit.

Materials: Post-it notes, a pad of red circular stickers. *Optional:* Coins (1 per pair).

Preparation: Write a capital city on each Post-it note: *Ottawa, Paris, Rome, Beijing, Tokyo, Buenos Aires, Bogota, London, Madrid, Lisbon, Washington D.C., Bangkok*, etc.

Warm-up

Capital cities

Poster 8

Attach the poster to the board. Hand out the Post-it notes. Explain that these are all capital cities. Students go to the poster, locate the country and attach their note. Continue until all the students who know their capital cities have attached their notes. Students who don't know should ask for help: *My city is (Bangkok). Who knows which country it is in?*

Review

The Printer's Quiz

► COMPLETE THE TABLE.

Students complete the table with the missing words. Ask questions to check the answers: *What's the capital of England? What language do they speak in Italy?*

► COMPLETE THE TABLE.

Students look at the table. Choose a volunteer to suggest a word for the first category. Repeat with the other two categories.

Students complete the tables in their books.

Write the categories on the board. Volunteers call out words to complete them. Students check their work.

► LOOK AND COMPLETE THE SENTENCES WITH WILL, WON'T, MAY OR MIGHT.

Explain that Rosie is thinking about her holiday. Write the symbols **X**, **✓** and **?** on the board. Remind the students of their meaning (see page 93 of the Student's Book). Students complete the sentences. Volunteers read the sentences out loud. Students check their work.

Wrap-up

Geography game

Poster 8

Divide the class into two teams. Attach the poster to the board. Hand each team a sheet of red circular stickers.

Explain that they are going to test the other team on their knowledge of the countries in the world.

Each team should make a list of twenty countries they know the location of. Team 1 places the sticky red circles on the countries on their list. Team 2 guesses the names of the countries. If they guess correctly, they win one point. If they guess incorrectly, Team 1 must answer correctly otherwise they lose two points. Continue until all the countries have been named. Change roles and repeat. The team with the most points is the winner.

Optional activity

Multiple intelligence: Mathematical intelligence: Probability

Divide the class into pairs. Distribute the coins. Explain that each pair is going to take turns throwing a coin 20 times. Before starting, pairs write down how many times they predict the coin will land on heads and how many times it will land on tails: *It will land 7 times on heads and 13 times on tails.*

Students take turns throwing the coin. They keep track of how many times the coin lands on heads and how many times it lands on tails.

Students report their results to the rest of the class: *It landed 9 times on heads and 11 on tails.*

The student whose prediction is closest to the actual outcome wins.

Say: *The law of probability says that when a procedure can result in two equally likely outcomes (in this case, heads or tails), the probability of either outcome occurring is 1/2 or 50 percent.*

Answer Key

① Complete: Country: France, Mexico, Italy; Capital city: London, Tokyo, Washington DC, Main languages: English, Japanese, Spanish, English, Italian; Look and Complete: 1. will go to; 2. will take, photos; 3. won't buy, Mexican; 4. won't ride a camel; 5. may write a book about her adventures; 6. might eat a snake

◆ Activity Book

Page 99, activities 1–3.

Key

① 1. PA; 2. F; 3. F; 4. PR; 5. PA; 6. PR

② 1. T; 2. F

③ colourful, experienced, fun, comfortable, exciting, luxurious, beautiful, fantastic, spectacular, exotic

Grammar module

Modals: May/might

May or *might* are modals we use to show that something in the future is possible but not certain. *May* and *might* are used interchangeably. *I may/might go to the cinema tonight.*

Will/won't

When something in the future is certain rather than possible, we use *will* or *won't*.

I'll be 12 years old in February.

I won't go out after 11 o'clock at night.



Game: Around the world

Directions:

Students sit in a circle.

Ask a student to name a place that can be found on a map. Explain that they can name a country, a state, a river, a mountain, an ocean, a lake or a continent.

S1: *China.*

The next student names another place that begins with the last letter of the previous word:

S2: *Africa.*

S3: *Atlantic.*

S4: *Colombia.*

Continue going around the circle until all students have named a place. Go around the circle one more time, encouraging students to think of names more quickly.

Language arts: Class recipe book

Materials: Paper.

Directions:

Ask students to think of their favourite foreign dish.

They draw a picture of the dish and write where it comes from, what it is made of and how it is prepared.

Divide the class into pairs. Get them to ask each other questions about their favourite dish: *What is your favourite foreign food? Where does it come from? What is it made of? How is it prepared?*

Project: Map making

Materials: Oranges (1 per pair of students), permanent magic markers, a knife, card, glue.

Directions:

Hold up an orange and tell students to imagine that it represents the Earth.

Draw a face on one side of the skin and the hair on the other side using a magic marker.

Ask students what they think will happen to the face if you try to make the orange peel flat rather than spherical.

Score lines around the peel and try to peel off the skin in regular sized pieces.

Place the peel on the table and let the students see what has happened to the face.

Explain that this is why it is so difficult to draw a map of the world. We have to try to draw a flat picture of something that is round.

Divide the class into pairs. Distribute oranges.

Tell students to draw an imaginary map on the orange.

They should cover the whole surface with land and sea.

As the students finish, they raise their hands.

Walk around the classroom, scoring the oranges with the knife so that the students can peel them.

Tell students to peel off the skin (as you did) and place the pieces side by side on the table.

Now tell them to try to make a flat drawing of their map on the card.

Finally, they glue the orange peel onto a space on the card to show the spherical form.

Display the maps.



Vocabulary	Grammar
<p>Warm-up and exercise verbs: <i>attack, balance, block, bend, calm, concentrate, hop, jump, lie, lift, move, practise, put, relax, rest, run, shake, stand up, stretch, touch, train, turn, walk</i></p> <p>Parts of the body: <i>ankle, arm, bone, foot, hand, head, heart, knee, leg, muscle, neck, toe</i></p> <p>Health and exercise words: <i>belt, breathing, calorie, coach, diet, energy, gym, heptathlon, high jump, hurdle, javelin, jumping jack, karate, lap, long distance running, martial arts, medal, meditation, movement, pose, pulse, pulse rate, push-up, routine, self-defense, sensation, shot put, sit-up, football, Sumo wrestling, torch, weights, windmill, wrestler</i></p> <p>Adverbs: <i>angrily, badly, beautifully, excitedly, gently, happily, loudly, quietly, sadly, slowly, well</i></p> <p>Adjectives: <i>amazed, blind, calm, clean, fast, mental, negative, physical, slow, strong, tired, tragic, weak</i></p> <p>Other verbs: <i>do, drive, go, pass, quit, spend, take</i></p> <p>Other words: <i>beer, cafeteria, disability, human, interview, map, nap, stew, thoughts, university, village, voice</i></p>	<p>Imperatives: <i>Stand up straight. Turn around. Put your hands on the floor.</i></p> <p>Zero conditional: <i>What happens when you run for five minutes? When you run for five minutes, your pulse rate goes faster. When water freezes, it turns to ice.</i></p> <p>Past simple with when: <i>When Marla was nine years old, a tragic thing happened.</i></p> <p>First conditional: <i>If I work hard, I'll win a medal. If Yoshi gets fat, he'll be a better Sumo wrestler. Will Jack wear a blue belt if he gets to the next level? What will happen if you don't do your homework?</i></p> <p>Comparative adjectives: <i>They get smaller.</i></p>
<p>Functional language: <i>What's the opposite of (happy)? What's your favourite (animal)? Go (forward/back) one space. Change places with a friend. Throw again. Miss one turn.</i></p>	<p>Multiple intelligence: Kinesthetic intelligence (page 139)</p>

Teaching tip

In this unit, students learn to use the first conditional. In contrast to the zero conditional, which is used to explain facts and certainties, the first conditional is used to explain possibilities. Specifically, it has been used to discuss the consequences of hard work and effort: *If you work hard, you'll get on the team.* Following the pattern established in unit 7 with the zero conditional, students classify the parts of the sentence into *condition* and *result*. It is important that students understand the difference between the two parts of the sentences, as it will help them when they start to study different conditional sentences. Give them extra practice with this classification if necessary.

This structure provides an opportunity to reinforce the use of the future with *will*. Make sure that students are clear about the letters hidden in the 'll contraction and that they can form the negative auxiliary verb *won't*.



Grammar: Imperatives: *Stand up straight. Turn around.*

Vocabulary: *Stand up, stretch, bend, jump, shake, touch, hop, turn, put, move, arm, neck, hand, head, leg, toe, knee, ankle, foot, side, around, on, up, over, left, right.*

Warm-up

Body parts

Draw the following chart on the board:

Head	Trunk	Limbs

Explain that the body is made up of three main parts. Point to your head (head and face), trunk (neck, chest and stomach) and limbs (arms and legs) as you name them.

Divide the class into two teams.

Students copy and complete the chart with as many body parts as they can:

Head: face, eyebrow, eye, eyelash, nose, mouth, tongue, lip, tooth, chin, cheek...

Trunk: neck, chest, stomach, back, hip, shoulder...

Limbs: arm, elbow, wrist, hand, finger, thumb, leg, knee, ankle, foot, toe...

The team with the highest number of correct answers is the winner.

Note: Leave the chart on the board for activity 2.

♥ Health education

Remind students that exercise is very important for healthy growth. Specialists say that children should do an hour of exercise every day, such as brisk walking, swimming, cycling or dancing. They also recommend two sessions a week of exercise such as climbing, skipping, jumping or gymnastics.

Design a chart with students for them to use while working through this unit. They should note down the exercise they do each day of the week.

At the end of the unit, discuss the results with the class. Decide how they can improve the amount and type of exercise they are doing.

Controlled practice

① Listen and complete the chant. 55

Write: *warm up* on the board. Explain that before we do any kind of exercise, it is very important to warm up. Explain that if we don't warm up correctly, we can damage our muscles.

Play Track 55. Students listen and touch the parts of the body as they hear them.

Track 55

The warm-up chant

(See Student's Book page 100, activity 1.)

Play Track 55 again. Students listen and complete the song.

- Act out the chant.

Play Track 55 again. Students join in with the chant and do the actions.

- Look at the pictures and complete the instructions.

Students underline all the verbs in the song in activity 1. Write the verbs on the board.

Point to the verbs at random and give instructions: *Stretch your arms above your head. Bend your left knee. Jump to the right.*

Students do the actions.

Ask a volunteer to read sentence one out loud. The rest of the class calls out the missing verb.

Repeat with the rest of the sentences.

Students complete the sentences in their books.

Note: Leave the verbs on the board for activity 2.

Free practice

② Write and act out a chant with a classmate.

You should have the charts for the body parts and the list of verbs on the board.

Divide the class into pairs. Students use the words on the board to write a warm-up chant.

Guide students if necessary: *Write ten instructions for a warm-up routine. Use all the verbs, and at least six different body parts.*

Students should make sure the instructions are physically possible before they write the chant. Students practise their chants in pairs.

Wrap-up

Our own warm-up routines

Divide the class into groups of six (three pairs in each group).

Each group performs the warm-up routines they have written.

Walk around the class observing.

Choose two or three of the best routines. Those pairs come up and give the instructions to the whole class.

Answer Key

① hands; arms; arms, legs; toes; knees; foot; hands; head
Complete the instructions: 1. Stretch; 2. Bend; 3. Shake; 4. Bend; 5. Bend; 6. Hop

◆ Activity Book

Page 100, activities 1 and 2.

Key

① *Warm-up verbs:* stretch, touch, turn, shake, stand up, jump, hop, bend; *Parts of the body:* arm, hand, neck, foot, head, toe, leg, knee

② *From left to right:* 3, X, 2, X, 5, 6, 1, 8, 9, 7, X, 4



Grammar: Zero conditional: *What happens when you run for five minutes? When you run for five minutes, your pulse rate goes faster.* Comparative adjectives: *They get smaller.*

Vocabulary: *Pulse, pulse rate, muscle, bone, human, sit-ups, heart, energy, fast, slow, strong, weak, tired, run, rest, touch, hop; animals.*

Materials: Cutout 1, watches or small clocks that count seconds (1 per pair of students).

Preparation: Tell students to bring in a watch or small clock from home that counts seconds.

Warm-up

Taking your pulse

Tell students to raise their left hand if they are right-handed and their right hand if they are left-handed. Demonstrate how to take your pulse. Explain each instruction as you carry it out:

Hold your raised arm out in front with the palm facing upwards. Relax your arm.

Look for the veins on the inner side of the wrist and press the middle three fingers of the other hand on this point. Move your fingers around and press quite hard until you feel a pulsation. This is your pulse.

Students look for their own pulse.

Walk around the class showing them how to place their fingers. Explain that it is important to be very quiet and to concentrate.

Explain that their pulse shows the heart beats.

Once students have found their pulse, say: *Go!*

Students count how many pulsations they feel.

After one minute, say: *Stop!*

Volunteers write their names and pulse rates on the board. Explain that a normal human pulse rate is around 80 beats/min, but it varies.

If anyone has wildly different rates, then they have made a mistake. Tell them not to worry.

Controlled practice

① Do *The body fitness quiz*.

Students silently read the text. Clarify unknown vocabulary.

Students answer the quiz.

Divide the class into pairs. Students compare answers. Ask the first question out loud. Say: *Raise your hand if you think a is correct.* Repeat for the other options. Give the correct answer.

Repeat the procedure for the other questions.

Discuss any answers that students are unsure about.

Free practice

② Work with a classmate and check your pulse rate.

Divide the class into pairs, making sure that each pair has got a watch or clock that counts seconds. Students find Cutout 1. Read and explain the instructions.

Each student checks his/her pulse rate for one minute before doing each exercise and then for one minute after doing the exercise. (They should rest a minute or two between exercises.) Students complete the cutout with their own pulse rates.

Students then ask their partners for their results and complete the rest of the cutout.

Finally, students complete the sentences in their books. Invite volunteers to read their sentences out loud.

Critical thinking

Tell students to rationalise their results for activity 2: *Why does your pulse rate increase when you do exercise? Which exercise caused your pulse rate to increase the most? Why? Why is your pulse rate faster/slower than your classmate's? Why do the specialists say that exercise should increase your pulse rate in order to be effective? When your pulse rate increases, this means your heart is beating faster. What is happening to your blood? Why does your body need your blood to flow faster when you do exercise? What does your blood carry around your body? What happens if your pulse rate goes very slowly?*

Wrap-up

Class results

Attach one cutout from each pair to the board. Students discuss the class results. Ask questions: *Who had the fastest/slowest pulse rate before/after resting? Who had the fastest/slowest pulse rate before/after exercise 1?*

Answer Key

① 1. a ; 2. b ; 3. b ; 4. a ; 5. c ; 6. a ; 7. b

◆ Activity Book

Page 101, activities 1 and 2.

Key

① 1. 5, 125; 2. When, runs for 10 minutes, his pulse rate is 145; 3. When, does push-ups for 2 minutes, his pulse rate is 135; 4. When, hops on one foot for 1 minute, her pulse rate is 140

② *Slower than human beings:* elephants, horses, gorillas; *The same as human beings:* pigs; *Faster than human beings:* mice, rabbits, dogs

1. faster, 2. faster; 3. the same as; 4. faster
1. slower; 2. faster



Grammar: Past simple with *when*: *When Marla was nine years old, a tragic thing happened.*

Vocabulary: *Football, high jump, heptathlon, university, hurdle, shot put, javelin, long jump, torch, run, train, practise, blind, tragic.*

Materials: *Optional:* Paper.

Warm-up

Mime and guess

Write *Olympic Games* on the board.

Elicit the types of events in the Olympic Games. Provide unknown vocabulary when necessary.

Write a list on the board: *running, swimming, diving, cycling, volleyball, football, gymnastics, long jump, high jump, boxing, Tae Kwan Do.*

Read and mime the sports with the class.

Invite a student to mime a sport. The student who guesses correctly comes up and mimes another sport.

Developing reading

Story: *The story of an Olympic athlete, part 1* 56

Students keep their books closed.

Write the following on the board:

This story is about:

a) *a normal athlete.*

b) *an Olympic gold-medalist.*

c) *a Paralympic athlete.*

Explain the three options.

Play Track 56. Students listen and choose the correct option.

Track 56

The story of an Olympic athlete, part 1

(See Student's Book page 102.)

Play Track 56 again. Students listen and follow along in their books.

Pause the CD after each section and ask general comprehension questions:

What was Marla's favourite sport when she was a little girl? How old was Marla when she started having trouble with her eyes? When did Marla stop playing football? What sport did Marla take up instead of football? Was she good at this sport? What sport did she take up at university? What awards did she win? What did she do in 1996?

Students silently read the story in their books again.

Write the following headings on the board: *Nouns / Adjectives / Verbs.*

Students choose ten words from the story that they would like to learn. They classify the words into the categories.

Students write the words in their notebooks and either draw a simple picture for each word or write a sentence.

Finally, different volunteers read the story out loud.

Optional activity

Connecting to students' experiences

Find out how many students have had their eyes tested. Ask if any students have problems seeing the blackboard from the back of the class.

Students invent a car number plate and write it on a paper rectangle. The letters and numbers should be about one centimetre high.

Divide the class into pairs. One student from each pair stands by the board, the other stands at the back of the classroom. S1 holds up the card. S2 tries to read it. If necessary, he/she steps closer until he/she can read the number.

Ask students how many steps they had to take before they could read the number.

Make a note of any student who had obvious difficulty reading the letters.

Reading comprehension

① Read and complete the sentences.

Read the first sentence half out loud. Students identify the paragraph that talks about Marla when she was a little girl.

Continue with the other sentence halves.

Students complete the activity individually.

Finally, students read their sentences out loud.

Wrap-up

A story ending

Divide the class into pairs.

Ask students: *How do you think the story will end?*

Students write an ending to the story in their notebooks.

They should write at least five sentences.

Collect the story endings and save them for the next lesson.

Answer Key

① 1. her favourite sport was football; 2. she started having trouble with her eyes; 3. she had to stop playing football; 4. she started to train for the heptathlon

Activity Book

Page 102, activities 1–3.

Key

② 1. she developed Stargardt's disease. 2. she stopped playing football. 3. she started doing the high jump. 4. she trained for the heptathlon. 5. she practised seven events. 6. she carried the torch.



Grammar: First conditional: *If I work hard, I'll win a medal.*

Vocabulary: *Blind, amazed, voice, interview, disability, village, cafeteria, gym, map, medal, lap, long distance running, front, drive, quit, pass.*

Materials: *Optional:* Computers with access to the Internet.

Warm-up

Key words 56

Ask students what they remember from the story *The story of an Olympic athlete*.

Students write down all the key words they can remember from the first part of the story.

Elicit the following words and write them on the board: *little girl, play, football, disease, blind, high jump, train heptathlon, Paralympics, torch, etc.*

Play Track 56. Students follow the first part of the story on page 102 of their books.

Developing reading

Story: *The story of an Olympic athlete, part 2* 57

Students look at the story on page 103.

Play Track 57. Students listen and follow along in their books.

Track 57

The story of an Olympic athlete, part 2

(See Student's Book page 103.)

Pause the CD after each paragraph and ask general comprehension questions:

Why did Marla stop doing the heptathlon? What did she start doing instead? How often did Marla train? Why? Was it easy to train every day? What happened in 2000? Did Marla appear on TV? Where did Marla go in August 2000? Where did she stay? What was difficult for Marla in Sydney? What race did Marla compete in? What position did she finish in?

Students silently read the text.

Tell students to underline any words they do not understand.

Students write the unknown words on the board.

Ask volunteers to explain the words.

Then choose different volunteers to read the story out loud.

In your book, underline any words that are mispronounced.

When students have finished reading, write the words on the board and model the correct pronunciation.

Optional activity

What happened to Marla?

Read the *Did you know?* text box out loud.

Ask: *Who watched the 2004 Olympic Games in Athens? Did you see Marla?*

Divide the class into small groups. Students find out what happened to Marla in Athens. They can do research using the Internet.

Reading comprehension

① Read and match.

Students read the sentence halves out loud.

Then they look through the text on page 103 and underline all the sentences that start with *If*.

Students complete the activity individually.

Go over the answers with the whole class.

Marla's life

Tell students to make a list of the main events in Marla's life so far.

Write a list of sequencing words and phrases on the board: *When she was nine...; When she was at secondary school; At university...; In 1996...; In 2000...; At the 2000 Olympics in Sydney...*

Students write sentences, using the sequencing phrases, about the most important events in Marla's life.

Wrap-up

Writing questions

Divide the class into pairs. Students write one comprehension question for each section of the story.

Pairs swap and answer each other's questions.

Go over the questions and answers with the whole class.

Answer Key

① 1. I'll go to Sydney; 2. I'll stay at the Olympic village; 3. I won't get lost in the Olympic village; 4. I won't win the race

Activity Book

Page 103, activities 1 and 2.

Key

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

② 2. run every day; 3. runs every day, run faster; 4. Sharon runs faster, will compete in the school Olympics; 5. Sharon competes in the school Olympics, will win a gold medal; 6. Sharon wins a gold medal, buy her new running shoes
2. run every day; 3. doesn't run every day, run faster;
4. Sharon doesn't run faster, won't compete in the school Olympics; 5. Sharon doesn't compete in the school Olympics, won't win a gold medal; 6. Sharon doesn't win a gold medal, buy her new running shoes



Grammar: First conditional: *If Yoshi gets fat, he'll be a better Sumo wrestler.*

Vocabulary: *Sumo wrestling, wrestler, routine, diet, bread, fruit, beer, stew, weights, calorie, nap, do, lift, practise, take.*

Warm-up

Before or after

Write the following time clauses on the board: *When I get up,...; Before breakfast,...; After breakfast,...; Before lunch,...; After lunch,...; When I finish school,...; Before dinner,...; After dinner,...*

Students copy and complete the sentences with information about their routine on a typical school day. Invite volunteers to read their sentences out loud.

Developing listening

① Listen and number the pictures. 58

Read the text out loud and clarify vocabulary. Play Track 58. Students listen and number the pictures in the order they hear them.

Track 58

Today I am interviewing Yoshi Sumimoto. Yoshi is a young Sumo wrestler. Hi, Yoshi!

Hello.

What is life like as a Sumo wrestler?

Well, I live in a special home for wrestlers. We all train together seven days a week.

So Yoshi, tell me about your daily routine.

Well, I wake up every morning at about 5:00 a.m. I always start my day with a warm-up routine.

What kind of warm-ups do you do?

Well, I do lots of stretching. I stretch my arms, legs and neck. It's important for me to be very flexible.

What do you do next?

After the warm-ups, we do some weightlifting. Then after the weightlifting, we practise wrestling for three hours.

Don't you eat breakfast?

Yes, of course! We eat breakfast after we finish our wrestling practice. We eat a special high-calorie diet because it is important for us to be very fat. A normal person eats 2,000 calories a day, but we eat 7,000 calories a day.

That's amazing. What do you eat?

We eat a stew called "Chanko," it's made with pork and eggs. We also drink a lot of beer. We eat lots of food, much more than a normal person.

What do you do after breakfast?

We relax and take a nap.

You take a nap after breakfast?! That's very strange...

Yes, but it is important for us to sleep after we eat a lot of food.

That's how we get fat. The fattest wrestlers are the best!

That is very interesting...

Play Track 58 again. Students check their work.

Read the key sentences out loud and tell students to call out the corresponding numbers:

T: *I wake up every morning around 5:00 a.m.*

Ss: *Picture 1.*

- Tick (✓) the true sentences.

Read the first sentence out loud. Students raise their hands if they think the sentence is true. Students complete the activity individually.

- Listen again and check your answers. Play Track 58 again. Students correct their work.

Grammar presentation

② Match the phrases to make sentences about Yoshi.

Read the model text in the speech bubble out loud. Then read the phrases in the text boxes.

Explain that there are different possibilities for forming logical sentences with *if* using one phrase from each box. Students match the phrases in the two boxes.

Volunteers make *If* sentences about Yoshi.

Then they use the phrases to write complete sentences with *if* in their notebooks.

Choose volunteers to read their sentences out loud.

Optional activity

Sentence chains

Start off a sentence chain with the conditional:

If I study hard, I'll pass my English test.

A student continues the chain: *If I pass my English test, I'll visit New York in the summer.*

Continue until a student either cannot think of a sentence or makes a mistake. Then start the chain again with a different sentence.

Wrap-up

Grammar focus

Write the following sentence on the board: *If Yoshi trains hard, he'll win the Sumo competition.*

Circle the two verbs. Ask if the verbs are in the past, present or future.

Write: *present* under the first verb and *future* under the second verb.

Help students make other conditional sentences:

T: *What will happen if Yoshi eats a lot?*

Ss: *If Yoshi eats a lot, he'll get very fat.*

Answer Key

① 3, 2, 4, 6, 5, 1

② get fat-be a better Sumo wrestler; train hard-win the Sumo competition; lift weights every day-get stronger; eat 7,000 calories a day-get very fat; do a lot of stretching-get more flexible; lose weight-not be a good wrestler

Activity Book

Page 104, activities 1 and 2.

Key

① 1. wrestler; 2. fat; 3. weights; 4. flexible; 5. nap;

6. calories; 7. beer

② we'll wait for five minutes and then leave; If the bus doesn't start, we'll call some taxis. If it rains, we'll get very wet. If we win, we'll all go to a pizza restaurant to celebrate. If we lose, we'll have three extra hours of practise next week.



Reading focus: Reading dialogues. Identifying adverbs of speech.

Vocabulary: *Excitedly, slowly, angrily, quietly, loudly, gently, happily, sadly, well, badly, beautifully, coach.*

Materials: Cutout 2.

Warm-up

TPR: Move it!

Write the following adverbs on the board: *quietly, noisily, quickly, slowly, happily, sadly.*

Students stand up.

Explain that you are going to give instructions for them to walk around the classroom in a particular way. Say:

Walk quietly.

Continue giving instructions using the adverbs: *dance slowly, walk noisily, sing happily, jump quickly, etc.*

Developing reading

① Circle the correct options.

Students look at the text. Ask: *Who is talking in this text? What is their relationship? What are they talking about?* Explain that this type of text is called a dialogue. Explain that when we read a dialogue it is important to think about the tone of voice. Tell students that actors read scripts, which are dialogues with instructions explaining the tone of voice, gestures and movements. Read the first line of the dialogue out loud (don't read the adverb). Use a lot of emphasis to sound very excited. Ask students which adverb best describes the way you read the sentence.

Students read through the dialogue and circle the correct options in pencil.

- Listen and check your answers. 🎧 59

Play Track 59. Students listen carefully and decide whether they have chosen the correct adverb.

Track 59

(See Student's Book page 105, activity 1.)

Optional activity

Say it loudly!

Divide the class into groups of six.

Students write a simple sentence on a slip of paper.

They then practise saying the sentence in as many ways as possible. They should use the adverbs in activity 1 as a guide.

Groups take turns saying their sentence in the different tones of voice. The rest of the class tries to guess which adverb best describes the tone of voice.

- Practise reading the dialogue with a partner.

Divide the class into pairs. Students choose a role: the coach or Hannah.

Students read the dialogue as if they were practising for a play. Make sure they emphasise the tone of voice. Choose a pair to perform the dialogue for the rest of the class.

② Make a dialogue.

Students cut out the dialogue and the adverbs in Cutout 2.

Read and explain the instructions.

Students cut out the adverbs and glue them into the dialogue. Then they practise the dialogue with a partner.

Pairs read their dialogues out loud. Remind them that they shouldn't read the adverbs out loud but use these words as instructions to modify their tone of voice.

Wrap-up

Printer's raccoon

Read the text in the raccoon's speech bubble out loud. Students look for the answer in the unit. (It means *dead pose*.)

Answer Key

excitedly, quietly, loudly, slowly, angrily, sadly, gently, happily

◆ Activity Book

Page 105, activity 1.

Key

① *From top to bottom:* happy, sad, slow, angrily, loudly, quietly, excited, bad, beautiful, gently, well, carefully
1. angrily; 2. quietly; 3. sadly; 4. happily/excitedly; 5. slowly;
6. gently; 7. loudly

From top to bottom: 7, 1, 3, 4, 5, 6, 2



Grammar: First conditional (questions): *Will Jack wear a blue belt if he gets to the next level?*

Vocabulary: *Martial arts, sensation, breathing, balance, thoughts, self-defense, belt, karate, physical, mental, clean, negative, concentrate, calm, attack, block, practise; colours.*

Warm-up

Chimp training camp



Poster 9

Display Poster 9. Explain that it shows the rules for a summer camp. Present the chimp in the picture: *His name is Super Monkey. Super Monkey is at summer camp. He's very intelligent and very strong. He is usually very good, but he sometimes disobeys.*

Attach the poster cutouts around the poster.

Read the poster cutouts out loud.

Ask a volunteer to come up and attach the two corresponding cutouts next to the first pair of pictures.

Then help him/her make a sentence: *If you paint a picture, you'll get a banana.*

Repeat the procedure with other students.

Developing reading

1 Read and answer the questions.

Write the words: *martial arts* on the board.

Find out what students know about martial arts: *Where do martial arts come from? Can you name any martial arts? What type of clothes do you wear when you do a martial art?*

Find out how many students do a martial art.

Point to the illustration in activity 1. Ask: *What's he doing? What's he wearing?*

Students silently read the text.

Copy the following two columns onto the board:

concentrate	relating to the body
sensation	not positive
breathing	focus
balance	the process of thinking
physical	relating to the mind
mental	not dirty
calm	protecting yourself
thoughts	inhaling and exhaling air
self-defense	equilibrate
clean	perception
negative	relax

Students read the text again and match the words to their meanings. Encourage them to deduce the meaning from the context.

Divide the class into pairs. Students answer the questions orally. Then they write the answers in their notebooks.

Go over the answers with the whole class.

Optional activity

Game: True or false?

Divide the class into two teams.

Students work together in their teams to write six *true/false* statements about the text. Provide assistance if necessary.

Teams take turns saying a statement. The other team says if it is *true* or *false*.

Award teams one point for each correct answer.

Controlled practice

2 Play Karate belts.

Read the introductory text out loud.

Ask students questions about the belts and the photograph: *What colour belt does a beginner have? What colour does an expert have? What colour is Sam's belt? Who is the best? How do you know? Who is a beginner? Who is the worst? How do you know?* Ask two volunteers to read the model dialogue out loud.

Formulate more questions, for example: *Will Sam wear a black belt if he gets to the next level?*

Divide the class into pairs. Students ask each other questions about the karate students following the model dialogue.

Wrap-up

Chess league

On the board, write: *Chess league*.

Explain that there are three levels in the league: beginners, intermediate and advanced.

Draw a table on the board with three columns.

<i>Beginners</i> 0–10 points	<i>Intermediate</i> 11–20 points	<i>Advanced</i> 21–30 points

Explain that a boy called Jim is in the beginner's level and that he has got six points. Write this information in the first column: *Jim: 6 points*.

Ask questions about Jim: *Will he be in the intermediate level if he wins three more points?*

Continue giving information about imaginary players. Complete the table with their information and ask questions.

Students write sentences about the players in their notebooks: *If (Jim) wins (five) points, he will be in the (intermediate) level.*



Activity Book

Page 106, activities 1 and 2.



Grammar: First conditional: *If your muscles relax, you will feel rested.* Imperatives: *Put your knees on the floor.*

Vocabulary: *Bend, stretch, touch, stand up, lie, relax, movement, meditation, pose, pulse, breathing;* parts of the body.

Materials: Relaxing music.

Warm-up

Vocabulary review

Students stand up.

Explain that they are going to do some simple exercises to help them feel relaxed and focused.

Say: *Stand up. Stretch your arms above your head. Stretch your fingers! Lower your arms. Shake your hands and arms.*

Hold your left knee to you chest. Let go. Shake your left leg.

Hold your right knee to you chest. Let go. Shake your right leg.

Bend over. Shake your head. Stand up. Sit down.

Reading comprehension

① Read and write *True* or *False*.

Write the word *yoga* on the board. Ask if any students have heard of *yoga*.

Point to the photo. Say: *All yoga sessions end with this position.*

Students silently read the text in their books.

Write the following questions on the board:

1. *How old is yoga?*
2. *Where did it come from?*
3. *Does yoga help your body?*
4. *In Shavasana, do you move? Do you breathe slowly or quickly?*

Students read the text and answer the questions on the board.

Go over the answers with the whole class.

Point to the sentences below the text.

Choose a volunteer to read the first sentence out loud.

Students reply: *True* or *False*.

Continue with the rest of the sentences.

Students choose seven words from the text that they would like to learn. They write the words in their notebooks and either draw a picture or write a sentence to illustrate their meanings.

② Look at the poses and number the instructions.

Explain that the photos show *yoga* positions.

Invite a volunteer to the front. Read the first sentence out loud. The volunteer does the movement.

Tell the rest of the class to identify the photo.

Continue with the remaining sentences.

Students number the sentences.

Optional activity

Salutation to the sun

Explain to the class that the first three photos in activity 2 show part of a sequence of movements called the *Salutation to the sun*.

Tell students to stand and do the first three positions in sequence.

Explain the positions that follow the position in the third photo. Students follow the instructions:

- 1) *Stretch your right foot back and bend your elbows so your chest is close to the floor.*
- 2) *Bend your back and straighten your elbows. Look up and back.*
- 3) *Straighten your back and bend your elbows.*
- 4) The same as photo 3 but with the opposite leg.
- 5) The same as photo 2.
- 6) The same as photo 1.

Students repeat the sequence of movements.

Developing writing

The Printer's Project

Students silently read the instructions.

Divide the class into pairs. Students invent a pose. They work out how to get into that position from a standing position.

Students write the instructions.

Tell students to read their instructions out loud. The rest of the class follows. Check that the final pose is the pose that the students have drawn. If not, they should adjust the instructions.

Display the drawings and the instructions around the class.

Note: Explain that in *yoga*, lots of positions are named after animals or plants. On Activity Book page 107, students will see examples of these positions.

Wrap-up

Shavasana

Finish the class by practising *Shavasana*. Students lie down following the instructions in activity 1.

Play some relaxing music. Check that students' neck muscles, legs and arms are relaxed. Allow students to lie still for a few minutes.

Answer Key

① 1. *True*; 2. *True*; 3. *False*; 4. *False*; 5. *True*; 6. *False*

② 4, 2, 3, 1

Activity Book

Page 107, activities 1 and 2.

Key

① 1. The cobra; 2. The cat; 3. The eagle; 4. The tree; 5. The dog; 6. The rabbit



Grammar: Zero conditional: *What happens when you eat too much?* First conditional: *What will happen if you don't do your homework?*

Functional language: *What's the opposite of (happy)? What's your favourite (animal)? Go (forward/back) one space. Change places with a friend. Throw again. Miss one turn.*

Vocabulary: *Adverb, adjective, category, verb, clause, continent, capital; countries, school vocabulary.*

Materials: Cutout 3, 26 index cards, a paper bag, game counters (1 per student), coins (1 for every group of four).

Preparation: *Alphabet cards:* Write the letters of the alphabet on separate cards. Put the cards in the paper bag.

Warm-up

Play Language categories.

Students draw a chart in their notebook with four columns. They label the columns: *verb, noun, adjective, and adverb.*

Display the bag with the *Alphabet cards* (see Preparation). Choose a volunteer to be the game master. This student draws a card from the bag, shows it to the class and says the letter out loud.

Students write a word in each column beginning with that letter. The first student to complete all four columns shouts: *Stop!*

Repeat the procedure ten times.

Students count their words.

The student with the highest number of words reads his/her list out loud. Check for errors and declare a winner or move to the next highest number.

Optional activity

Make sentences.

Choose one of the categories from the lists above.

Students write a sentence for each word in the category.

Choose one of the rows from the lists above.

Students write sentences with each part of speech from the row of words.

Then students read their sentences out loud.

Free practice

① Make a board game.

Read the instructions out loud.

Students complete and cut out the cards in Cutout 3.

Walk around providing assistance if necessary.

Ask volunteers to read some of their questions out loud.

Students glue the circles onto their gameboard.

• Play *The racetrack game*.

Divide the class into groups of four. Distribute coins and game counters. Groups choose one gameboard to play on.

Read and explain the instructions. Make sure students understand the meaning of the instructions in the circles.

Players take turns spinning a coin and moving their counters on the gameboard the corresponding number of spaces: *heads* = one space; *tails* = two spaces.

When a player lands on a hurdle, he/she turns over a card and answers the question. If he/she answers incorrectly or cannot answer, then he/she loses a turn.

When groups have finished, they play again using a different game board.

Wrap-up

Question race!

Collect all the question cards from Cutout 3 from all the students.

Place the cards in a bag.

Each student takes five cards from the bag.

Tell students to keep the questions face down on their desks.

Say: *Go!* Students turn over their questions and write the answers in their notebooks.

The first student to finish with correct answers is the winner.

◆ Activity Book

Page 108, activities 1–3.

Key

① 1. Yes, they will. 2. Yes, he is. 3. No, I didn't. 4. Yes, they were. 5. Yes, I will. 6. No, she doesn't. 7. Yes, they are. 8. No, he wasn't.

② *From left to right:* one, three, five



Grammar: Imperatives: *Bend your knee.*

Vocabulary: *Jumping jack, push-up, sit-up, windmill, gym, hop, bend, jump, touch, walk, spend, go, do;* the alphabet.

Materials: Watches that count seconds (1 per pair of students), skipping ropes (1 for every 5 students).

Warm-up

Multiple intelligence: Kinesthetic intelligence

Invite a volunteer to the front of the class.

Tell students that when you say: *Go!* the student is going to start hopping. They should count how many hops he/she does before you shout: *Stop!*

Shout: *Go!* The volunteer hops for one minute. Then shout: *Stop!*

Ask the class: *How many hops did he/she do in one minute?*

Repeat the procedure with another student. This time ask him/her to jump or touch his/her toes.

Students repeat the activity in pairs.

Free practice

① Do the exercises and record your results.

Students look at the photos.

Invite four volunteers to the front to do the exercises.

Name the exercises as the students do them.

Divide the class into pairs. Make sure that each pair has got a watch that counts seconds.

Students take turns doing the exercises, timing each other and counting the number of repetitions.

They record their results in their books.

- Compare your results with a classmate.

Students change partners. Pairs ask each other questions about their performance.

Developing reading

② Complete the chant.

Hold up a skipping rope. Say: *This is a skipping rope.*

Explain that students are going to learn a skipping rope rhyme.

Read the first two lines of the rhyme out loud.

Students read the next lines and complete them with phrases from the box. Make sure students understand that the final word of each line should rhyme with the final letter in the same line.

- Listen and check your answers. 🎧 60

Play Track 60. Students listen and correct their work.

Track 60

(See Student's Book page 109, activity 2.)

- Say the chant while you skip.

Divide the class into groups of five.

Give each group a skipping rope.

Two students in each group swing the rope while another student runs in and skips. The other two students wait their turn. When the student skipping finishes and jumps out the next student jumps in.

You can play Track 60 again while they are skipping to help them remember the rhyme.

Wrap-up

Spelling

Spell words from the unit out loud: *e-n-e-r-g-y.*

Students listen and call out the word.

The first student to call it out correctly, chooses another word and spells it out loud for the rest of the class.

Repeat the procedure several times. Encourage students to do this without writing down the words.

Answer Key

② hop this way, bend down low, bend your knee, touch your shoe

Activity Book

Page 109, activities 1 and 2.

Key

② Sample answers: 1. turtle, tiger; 2. stand up, shake, stretch; 3. Colombia, Canada, Cuba, Costa Rica; 4. send, save; 5. wind, water; 6. Maths, Music



Grammar: First conditional: *If you practise, you'll get better.* Zero conditional: *When water freezes, it turns to ice.*

Vocabulary: Key vocabulary from the unit.

Materials: Cutout 4, paper (1 piece per student).

Warm-up

Summer camp games



Poster 9

Display Poster 9.

Divide the class into two groups. Give one group the *Conditions* poster cutouts and the other group the *Results* poster cutouts.

A student from the first group calls out a condition: *If you sweep the floor,...* A student from the other group completes the sentence with the corresponding result: *you'll watch TV for an hour.* Both students come up and attach their cutouts to the poster.

Finally, students write the conditional sentences in their notebooks.

Grammar review

① Look and classify the sentences.

Read the model sentences out loud. On the board, write: *fact / possibility*. If necessary, give further examples of each.

Tell students to read the sentences and classify them as *fact* or *possibility*.

Ask a volunteer to read the first sentence out loud. Ask: *Is that a fact or a possibility?* Ss: *A fact.*

Continue with the remaining sentences.

Make sure that students notice the difference between the tense of the second verb in the zero conditional and in the first conditional.

② Underline the verbs in each sentence.

Read the first sentence out loud. Remind students to underline all the parts of the verb.

Continue with the other sentences.

Choose volunteers to read the verbs out loud. Make sure that they include the auxiliary *will* where indicated.

• Classify the parts of the sentences.

Read the first target sentence out loud: *If he reads in the car, he'll get carsick.*

Ask: *What part of the sentence is the condition?*

Ss: *If he reads in the car,...*

Ask: *What happens if he reads in the car? What is the possible effect or result?*

Ss: *...he'll get carsick.*

Students write the sentence halves in the chart.

Students individually analyse the other sentences.

Students compare results and correct their work.

• Circle the correct options.

Students read the questions and circle the options. Read the first question out loud. Students answer. Continue with the other questions.

Optional activity

If chain game

Give an example of the chain: *If he studies, he'll win the competition. If he wins the competition, he'll win a lot of money. If he wins a lot of money,...*

Choose volunteers to continue.

Once students have the idea of the *if* chain, start a new chain. Encourage students to keep the chain going for as long as possible.

Possible starting sentences:

If I forget my homework,...

If I work hard,...

If I eat all the chocolates,...

If I clean my room,...

Grammar practice

③ Make and play a language game.

Read the first line of instructions out loud.

Students cut out the cards in Cutout 4.

Read the rest of the instructions out loud.

Divide the class into pairs. Students take turns turning over two cards at a time to make sentences.

If the condition and result make a logical sentence, the student keeps the cards and turns over two more cards. If not, he/she flips the cards back over and it's his/her partner's turn.

The student with the most cards at the end of the game wins. When students have finished playing, ask volunteers to read their sentences out loud.

Wrap-up

Conditions/result table

Distribute paper. Students draw a table with two columns. They label the columns: *Condition* and *Result*. Students glue the cutouts from activity 3 into the table.

Answer Key

① 1. F; 2. F; 3. P; 4. F; 5. F; 6. P

② *Underline:* reads, 'll get; eat, 'll get; rains, won't go; do, 'll get; *Condition:* If he reads in the car, If you eat 7,000 calories, If it rains tomorrow, If you do lots of stretching; *Possible Effect:* he'll get carsick, you'll get fat, we won't go swimming, you'll get flexible *Circle:* 1. Present; 2. Future; 3. Before the condition



Activity Book

Page 110, activities 1–3.

Key

① 1. my mum always buys me a present. 2. my mum will be very happy. 3. the game will be cancelled. 4. we play in the gym at breaktime. 5. breaktime starts. 6. I'll answer it. 7. my pulse goes faster. 8. my stomach will hurt.

② gets, will shout, shouts, won't play, don't play, won't win, don't win, will hate, hate, won't have, haven't got



Grammar: Review of first conditional.

Vocabulary: Key vocabulary from the unit.

Warm-up

Vocabulary review

If students are keeping a vocabulary booklet, get them to look through the unit and write down all the new vocabulary in their booklets. If not, get them to make a vocabulary booklet following the guidelines in unit 1, page 13.

They can organise the words in any way they like. Provide suggestions for categories: *body parts*, *movement verbs*, *martial arts*, etc.

Review

The Printer's Quiz

▶ LOOK AND WRITE YOUR PLANS.

Tell students to think of an activity they can do if it rains tomorrow and another activity they can do if it is hot. Students complete the activity individually.

- Ask a classmate and write his/her plans on the chart.

Ask volunteers to read the model dialogue out loud. Divide the class into pairs.

Students ask each other questions following the model dialogue and complete the chart.

Volunteers read their classmate's plans out loud.

▶ DO A CLASS SURVEY ABOUT PRINT 5.

Read the instructions out loud.

Students choose a category and complete the title of the survey.

Then they ask 15 classmates the model question.

Students look through the book to find the answer.

Make sure that students record the answers in their notebooks, including the name of the song, story or *Printer's Project* and the corresponding unit number.

Finally, students complete the chart.

- Work with the class and complete the sentences.

Have a class vote for the favourite story: *Who likes the story from unit 1 best?* Students raise their hands. Write the result on the board.

Continue with the rest of the units.

Students complete the first sentence.

Repeat with the favourite song and the favourite *Printer's Project*.

Optional activity

Our favourite song

Divide the class into groups of four or five students.

Students in each group choose their favourite song.

Each group performs their favourite song for the rest of the class.

Wrap-up

Guess the word!

Students choose a word from their vocabulary booklet (see Warm-up) and write a definition for it or use the word in a sentence.

Students read their definition or sentence out loud. If students have written a sentence using the word, they should omit the key word when they read the sentence. The rest of the class guesses the word.

Activity Book

Page 111, activities 1 and 2.

Key

③ *Sample answers: Movements:* Stand up, stretch, bend, shake, jump, touch, hop, move, turn; *Parts of the body:* arm, head, hand, toes, foot, ankle, leg, knee, fingers

Grammar module: First conditional

We use the first conditional to talk about possibilities:

If it is hot, I'll go swimming.

If it rains, I won't go to the park.

We use *if* + the present tense to express the condition.

We use the future tense to express the result.

Condition

Result

If it is hot,

I'll go swimming.

If it rains,

I won't go to the park.

Note that the condition and result can be reversed.

I'll go swimming if it's hot.

I won't go to the park if it rains.

In this case, we do not use a comma between the condition and result.



Social studies: Sportswear design

Materials: Card, coloured pencils.

Directions:

Tell students they are going to carry out a survey to find out what kind of sportswear people their age want to wear. Then they are going to design a piece of sports clothing for them.

Divide the class into small groups.

Groups decide what kind of sports clothing they will survey: *sports shoes, tracksuits, hoodies*, etc.

Write the following prompts on the board and explain them: *colours, materials, images, length, size, tight/baggy*.

Groups decide on what questions to ask about their item of clothing: *What colour do you prefer? What's your favourite material?*

Groups design a chart to record the information from the survey.

Then they interview at least 15 people their own age and record what they would like to be included in the design.

Distribute card. Groups sketch a design for their new product, which meets the needs highlighted in the survey.

Groups write a description of the product below the design: *These are shorts. They are made of cotton and Lycra.*

Groups present their designs to the class.

Games: Question marathon

Materials: Index cards (4 per student), dice (1 dice per group), chalk.

Directions:

Take students to the playground or another open space and distribute index cards.

Students write a question on each of their index cards. The questions can be about general knowledge or about things they have studied in this unit. Shuffle the cards.

Distribute chalk and dice.

Divide the class into small groups. Each group draws a 20-square grid on the floor with chalk, big enough so that a student can stand in each square.

Students number the squares 1–20.

Explain the rules of the game: All students start at square 1. A student from each group takes a card, reads the question and answers it. If the answer is correct, he or she throws the dice and advances the number of squares indicated. If the answer is not correct, he or she must remain in the square he or she started in. The first student to reach the last square wins the game.

Project: Invent a dance

Materials: A selection of music (if students do not like any of the music you do, then let them suggest music and bring it to class), props (hats, feathers, scarves, pieces of cloth).

Directions:

Preparation

Explain that students are going to invent a dance.

Explain that they can work on their own, in pairs or in larger groups.

Play some of the selections of music you and/or students have brought in.

Students form groups. Suggest that students with similar musical preferences work together.

Rehearsal

Once students have chosen the music, they can start to invent the dance. Since it is very difficult to invent a dance for a long piece of music, ensure that students choose short excerpts of music.

Tell students to think of the floor pattern and how they dance together as well as the individual steps.

Explain that it is not necessary to invent complicated steps. They can repeat one or two simple steps by adding variations: the number of people doing the step, the direction, the speed, etc.

Encourage students to use costumes and props.

Performance

Groups, pairs and/or individuals perform their dances for the rest of the class.

Analysis

Students choose one of the groups and write a description of their dance. They should describe the music and the dance and express an opinion about it.



Vocabulary: *Santa, dust, chimney, reindeer, sack, elf, boot, snowstorm, ski, sneeze, New Year's eve, drop, lose, fall, after, before.*

Materials: Dice (1 per group of four students), counters (1 per student).

1 Listen and sing the song. 61

Draw a picture of a chimney on the board. Write the word: *chimney* under the picture. Draw a picture of a door and write the word *door* under the picture. Ask: *How does Santa get into the house?*

Point to the chimney and explain that the chimney is full of ashes and dust. Pretend to sneeze. Explain that when dust gets in your nose, you sneeze.

Play Track 61. Students follow along in their books. Encourage them to click their fingers in time to the music.

Track 61

The Santa song

(See Student's Book page 112, activity 1.)

Say: *That's it!* Use gestures to show that you mean: *I've had enough! No more!*

Divide the class into two groups. Play Track 61 again. The students in group 1 sing along. The students in group 2 snap their fingers in time to the music. Repeat, changing roles.

Students look at the song lyrics.

Decide on an action for each line of text:

Line 1: Stretch your arms up as if you are coming down a chimney.

Line 2: Pull in your stomach as if you are trying to squeeze through a small hole.

Line 3: Point to your nose.

Line 4: Mime sneezing.

Line 5: Hold out an open hand as if you were dropping something.

Line 6: Point to your foot.

Line 7: Tumble to the floor.

Line 8: Put your hands on your hips and look angry.

Line 9: Point to the door.

Play Track 61 again. Students sing along and do the actions.

2 Play A Christmas game.

Divide the class into groups of four.

Distribute dice and counters.

Students take turns throwing the dice, moving their counters and answering the questions.

The first student to reach the last flag is the winner.

Singing contest 61

Divide the class into small groups.

Groups practise singing *The Santa song* and miming the actions.

Groups perform the song in front of the class.

Choose the three best groups and get them to perform again.

The class votes on the best performance.

Santa's reindeer

Write the word: *Santa* on the board. Ask students questions about how Santa travels: *Does he travel by plane?*

Write the word *reindeer* on the board. Explain that this is what the animals that pull Santa's sleigh are called. Write the following rhyme on the board:

Santa travels in his sleigh.

His reindeer pull him all the way.

Dancer, Comet, Cupid and Prancer,

Dasher, Vixen, Donner and Blitzen,

And Rudolph with his shiny nose

Lights the way wherever he goes.

Students copy the rhyme into their notebooks and illustrate it.

Get volunteers to stand up and read the rhyme to the rest of the class. Encourage students to read with expression.

Activity Book

Page 112, activities 1 and 2.

Key

① *From left to right:* Dasher, Dancer, Prancer, Vixen, Comet, Cupid, Donner, Blitzen, Rudolph

② December 24–Christmas Eve–the day before Christmas Day; December 25–Christmas Day–the day after Christmas Eve; December 31–New Year's Eve–the last day of the year; January 1–New Year's Day–the first day of the year



Vocabulary: *happy, long, short, dry, wet, rich, poor, light, heavy, bad, sad, good, Santa, gold, bag, sock, bishop, New Year's resolution.*

Materials: Cardboard boxes (1 per student), paint, coloured marker pens, white paper, glue, scissors.

① Make a Christmas chocolate box.

Ask students about the kinds of presents they receive at Christmas time. Ask them if they ever receive or give chocolate.

Explain that they are going to make a chocolate box to give to their parents or a friend for Christmas. Distribute cardboard boxes. Explain the instructions. Students colour in the reindeer and sleigh using marker pens. They cut out the two pictures. They then paint the cardboard box to make it look like the base of the sleigh.

When the box is dry, students glue the sleigh and reindeer cutouts to both sides of the box. Students fill the box with chocolates.

🐱 Make a Christmas garland.

Materials: Card (brown and different shades of green), red Plasticine, glue, pieces of ribbon.

Preparation: Cut strips of brown card to make a continuous wavy line and attach it to the classroom wall.

Directions:

Divide the class into groups of five.

Distribute green card, red Plasticine and ribbon.

In their groups, students draw and cut out different-shaped leaves. They glue the leaves to the line of card on the wall so that they are overlapping and completely cover the brown paper.

Students make small balls from the red Plasticine to represent holly berries. They glue the balls amongst the leaves.

Student make small bows using the ribbon and glue them onto the garland.

🎁 Game: *Santa's sack*

Materials: Red Santa-type hat, paper (half a piece per student).

Directions:

Students sit on their chairs in a circle.

Choose one student to stand in the middle of the circle.

This student is "Santa". Give him/her a hat and a sack.

Explain the rules of the game:

On half a piece of paper, each player writes a present that Santa might have in his sack. Santa collects the pieces of paper and shuffles them. Then he starts to walk around the circle reading out different presents. When a player's present is called, that student walks behind Santa. When Santa says "*reindeer*", everyone has got to find a different chair. The student who is left without a chair becomes the new Santa.

◆ Activity Book

Page 113, activities 1 and 2.

Key

👁 1. Turkey. 2. Green and black. 3. Bags of gold. 4. Into a wet sock.

Left to right: poor, good, long, heavy, happy, wet



Vocabulary: *Horrid, fright, dark, scary, Halloween, night, shadow, monster, ghost, bat, witch, trick, treat, pumpkin, skeleton, broom, wolf, knock, scream.*

Materials: Yellow paper (1 piece per student), string, tape, scissors, dice.

Preparation: Make an origami hanging bat following the instructions in activity 2.

1 Read the Halloween poem. 62

Students silently read through the poem and underline any words they don't understand.

Students come to the board and write the words they have underlined.

Encourage the rest of the class to help explain the meanings.

Write the following words on the board: *night, fright, see, tree, bats, hats, streets, treat.*

Explain that these are rhyming words.

Play Track 62. Students listen and follow along in their books.

Track 62

Halloween night

(See Student's Book page 115, activity 1.)

Ask volunteers to read the poem out loud to the rest of the class.

2 Make a Halloween bat.

Hold up a finished bat (see Preparation) and show students what they are going to make.

Distribute yellow paper. Show students how to make a square and cut it out.

Hold up a paper square and demonstrate how students should fold it. Read each line as you fold.

Students fold their bats and draw the features.

Distribute string.

Students tape a piece of string on the inside centre part of their bat. Students write their name inside their bat.

Hang a long piece of string across the classroom.

Students tie their bats to the string so they are hanging upside down.

Halloween words

Write the following date on the board: *October 31st*. Ask students what we celebrate on this day.

Encourage students to discuss the traditions in their country on or around this day.

Explain that in English-speaking countries this day is known as *Halloween*. Write the word on the board.

Write the following words on the board: *monster, witch, ghost, bat, pumpkin, broom, spider, skeleton, cat, shadow.*

A volunteer comes to the board and draws a picture of one of the words. The rest of the class guesses which word it is.

Continue with other volunteers.

Scary silhouettes

Materials: Cereal box, wax paper, glue, scissors, pencils, paper, hole punch, cotton, tape, torch.

Preparation: *Theatre:* Cut out the front and back of a cereal box 2 cm from the borders, so that just the frame is left. Glue a piece of wax paper over the front of the box to make a screen.

Directions:

Distribute paper and pencils. Students draw the outline of a scary animal or thing (no more than 10 cm in height or length). Then they cut it out and punch out holes for the eyes. They attach a piece of cotton to the back of it with tape.

Display the *Theatre* (see Preparation) and darken the classroom.

Students come up with their objects and dangle them at the back of the box while you shine the torch behind them so that the object makes a silhouette on the wax paper. The rest of the class guesses what the objects are: *Is it a bat?*

Activity Book

Page 114, activities 1 and 2.

Key

1. ghost; 2. bat; 3. wolf; 4. skeleton; 5. broom; 6. witch; 7. monster; 8. spider; 9. pumpkin; Halloween

Instructions for the Halloween game

Read the instructions out loud. Divide the class into pairs. Pairs use one gameboard. Each student colours in four houses on the board at random and cuts out his/her bags of sweets. Students take turns throwing the dice and moving the corresponding number of squares in any direction. Make sure students pay attention to the key.

The first student to collect all of his/her bags of sweets is the winner.



Vocabulary: *Valentine, rose, Cupid, Venus, Psyche, goddess, love, beauty, son, arrow, bow, heart, task, god, jealous, beautiful, angry, naughty, kiss, fall in love, marry.*

Materials: Thick card (1 piece per student, the same size as the picture frame and stand in Activity Book page 115), coloured pencils or marker pens, glue, scissors, photos of the students.

② Read the text and label the pictures.

Write the following date on the board: *February 14th*.

Ask students what we celebrate on this day.

Explain that this is Valentine's Day, a day for love and friendship.

Write the following words on the board: *Cupid, Venus, Psyche*.

Point to the words and ask students if they know anything about these characters.

Explain that they are characters from ancient mythology. Venus was the Goddess of love and beauty. Cupid was her son and Psyche was the daughter of a king. She was very beautiful.

Ask students if they can guess what happened between these three characters. Write their suggestions on the board.

Students silently read through the text and underline any words they don't understand.

Students come to the board and write the words they have underlined.

Encourage the rest of the class to help explain the meanings.

Students look at the words in bold. They use these words to label the pictures.

Ask questions about the text:

Who was Venus?

Who was Cupid?

Why was Cupid naughty?

What did he do to make people fall in love?

Why was Venus jealous of Psyche?

What happened in the end?

Ask: *Do you think this story is true? What kind of story is it?*

② Listen and sing the song. 63

Play Track 63. Students listen and click their fingers in time with the music.

Track 63

The Valentine's Day song

(See Student's Book page 117, activity 2.)

Divide the class into boys and girls. Explain that the first verse is for the girls to sing and the second verse is for the boys.

Play Track 63 again. Students sing their verses.

Choreograph a dance. 63

Divide the class into two groups (girls and boys).

Play Track 63. Students listen carefully and think about how they can design a dance to go with their verse.

Students discuss and decide upon their choreography in their groups.

Play Track 63. Students sing along and do their dance in their groups.

Game: Find your Valentine.

Materials: Paper (1 piece per student), coloured pencils or marker pens.

Directions: Divide the class into pairs. Students draw a heart on a piece of paper. They colour both sides of the heart red and then cut all the way through the centre using different cutting lines (wavy, zigzags, irregular, etc.).

Collect the halves of the hearts and shuffle them.

Hand out the halves. Students walk around the classroom and find the half that matches theirs.

◆ Activity Book

Page 115, activity 1.

Instructions for hands-on activity

Distribute materials.

Students decorate their picture frame.

They cut out their frame and stand and glue the pieces onto card.

Students glue a photo of themselves or draw a picture in the picture frame.

Display the photos on the windowsills or classroom shelves.



Vocabulary: *Wonderful, marvellous, incredible, fine, fantastic, magnificent, loving, kind, daughter, letter, card, present, flower.*

Materials: Card, poster paints, scissors, adhesive plastic, glue, dice.

① Learn the Mother's Day poem. 🎧 64

Play Track 64. Students listen and follow along in their books.

Track 64

The Mother's Day poem

(See Student's Book page 118, activity 1.)

Write the following adjectives on the board: *wonderful, marvellous, incredible, fine, fantastic, magnificent, loving, kind.*

Ask volunteers to come to the board and write other adjectives they could use to describe their mother. Point to one of the adjectives and say: *My mother is (wonderful) because she works hard and always smiles.* Students use the other adjectives to make sentences about their mothers.

Play Track 64 again. Students read the poem along with the recording.

② Read about Mother's Day.

Explain to students that mothers haven't always had a special day just for them.

Read the text out loud.

Students underline any words they don't understand.

Students raise their hands to ask the meaning of the words they have underlined.

Encourage the rest of the class to help explain the meanings.

Divide the class into small groups. Each group writes six questions about the text.

Groups ask and answer each other's questions.

③ Play *The Mum and Dad game*.

Read and explain the instructions for the game.

Divide the class into pairs. Each pair makes nine stars, places them on one of their gameboards and plays.

Generous mothers

Ask students if they know why we celebrate Mother's Day. Ask them if they think mothers deserve a special day. Why?

Students make a list of all the things their mothers do for them every day.

Invite volunteers to read their lists out loud.

A non-commercial Mother's Day

Ask students if they think that Mother's Day is a commercial celebration in their country.

Explain that we don't need to buy expensive presents to make our mothers happy. We can make things ourselves.

Also, we can offer to be especially helpful on Mother's Day or prepare a nice breakfast or a special cake.

Students think of something they can do for their mothers that does not involve spending money.

They write their ideas in their notebooks.

Volunteers read their ideas out loud.

Mother's Day card

Materials: Card (1 letter-size piece per student), coloured marker pens.

Directions:

Distribute card.

Students fold the card to make a greeting card, decorate the front cover and write the poem from activity 1 inside.

Stained glass candle holder

Materials: Tissue paper, baby food jars or other glass jars (1 per student), scissors, glue, water, votive candles, paintbrushes.

Directions:

Mix water and glue.

Get students to cut tissue paper into small pieces.

Students paint their jars with the glue mixture and place the tissue paper on it.

When dry, students paint over the tissue paper with more watered-down glue.

Let dry and help students place a small candle inside the jar.

Activity Book

Page 117, activity 1.

Instructions for hands-on activity

Distribute materials.

Read and explain the instructions.

Students make their tablemats.

Note: Some students in your class may not have a mother or may not have a regular relationship with their mother. This is always a delicate issue. Make sure you know which students are in this situation and talk to them beforehand. Explain that we will be celebrating Mother's Day and they will be making a present to take home. Suggest that they think of another person they would like to give their gift to, such as a grandmother, aunt or good female friend who has helped them a lot during the year.



Vocabulary: *Dad, short, tall, thin, fat, old, young, dark, blonde, better, best, glad.*

Materials: Envelopes (1 per student), clear adhesive plastic, scissors.

① Learn the Father's Day poem. 🎧 65

Play Track 65. Students follow along in their books.

Track 65

You're my dad!

(See Student's Book page 119, activity 1.)

Play Track 65 again. Students read the poem out loud along with the recording. Encourage them to pay special attention to the rhythm and stress of the poem. Get volunteers to read the poem out loud to the rest of the class.

② Play *The Mum and Dad game*.

Read and explain the instructions for the game on page 118, activity 3.

Divide the class into pairs. Each pair makes nine stars, places them on one of their gameboards and plays.

✏️ Make a new game!

Divide the class into pairs.

Students substitute the questions in the *Mum and Dad Game* on pages 118 and 119.

They write their new questions on pieces of paper the same size as the boxes and glue them over the original questions.

Students swap books with another pair and play the game again.

✏️ Write a poem for your dad.

Brainstorm a list of adjectives on the board.

Ask students to either match words that rhyme or to think of nouns that rhyme with the adjectives and make rhyming pairs.

Students use these rhyming pairs to write their own poem about their dad.

You can guide them by giving them a model on the board:

My dad is _____ and _____.

He has _____ and _____.

He is always _____ and _____.

I love my dad because he's _____.

Tell students not to worry too much if they can't think of words to rhyme because the rhythm is more important. Volunteers read their poems out loud.

Thank you, dad

Tell students to think of one reason why they would like to say thank you to their fathers on this special day: *Thank you, dad, for always helping me with my homework. Thank you, dad, for cooking great spaghetti.* Students write their sentences in their notebooks. Volunteers read their sentences out loud.

🐼 Make a notepad holder

Materials: For every student: New Post-it pad, cardboard (you can use old cereal boxes), paper, marker pens or crayons, glue, thin black felt tip pen. *Optional:* Small magnet.

Directions:

Distribute paper. Students think about their father's favourite hobby. They draw a picture of something related to that hobby. They should just draw an outline of the picture with a thin black felt tip pen. They should not draw any important details.

Students cut out their design.

Students glue their pattern onto the piece of cardboard and trim any extra cardboard off the edges. Then they glue their Post-it pad in the middle of the design. They turn the notepad holder over and write a short message on the back to their father: *Happy Father's Day! I love you!*

Optional: Students glue a magnet to the back.

◆ Activity Book

Page 119, activity 1.

Instructions for hands-on activity

Explain that Tangram puzzles originated in China. They are made up of seven pieces cut out of a square. Tangrams are used to make pictures and patterns.

Read and explain the instructions. *Optional:* Students can cover the Tangram square with clear adhesive plastic before cutting out the pieces.

Distribute materials. Students make their Tangram puzzles.

Distribute envelopes. Students place the pieces in the envelope.

Students copy the poem from activity 1 onto a sheet of paper and put it inside the envelope.

Students address the envelope to their father.

Note: Some students in your class may not have a father or may not have a regular relationship with their father. Make sure you know which students are in this situation and talk to them beforehand. Explain that we will be celebrating Father's Day and they will be making a present to take home. Suggest that they think of another person they would like to give their gift to, such as a grandfather, uncle or good male friend who has helped them a lot during the year.

1 Complete the timetable. (2 points)

I'm Michelle.
This is my timetable.



	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	 Art	 	 	 	
11:00	 	 	 	 	No classes!

2 Complete the key. (3 points)

Look and complete the dialogue. (3 points)

OK
very bad
excellent
good
bad
very good
not very good

Kim's report card

English	5
Science	8
Art	9
I.T.	8
Geography	6
Maths	10
Music	7
P.E.	10

Tom's report card

English	6
Science	9
Art	6
I.T.	5
Geography	8
Maths	10
Music	4
P.E.	9

10 = _____
9 = _____
8 = _____
7 = _____
6 = _____
5 = _____
4 = very bad

KIM: I'm _____ at Science. How about you?

TOM: I'm _____ at Science. But I'm _____ at music. I don't like music. How about you?

KIM: Really? I'm _____ at music. Are you good at Maths?

TOM: I'm _____ at Maths. And you?

KIM: I'm _____ at Maths, too! It's my favourite subject.

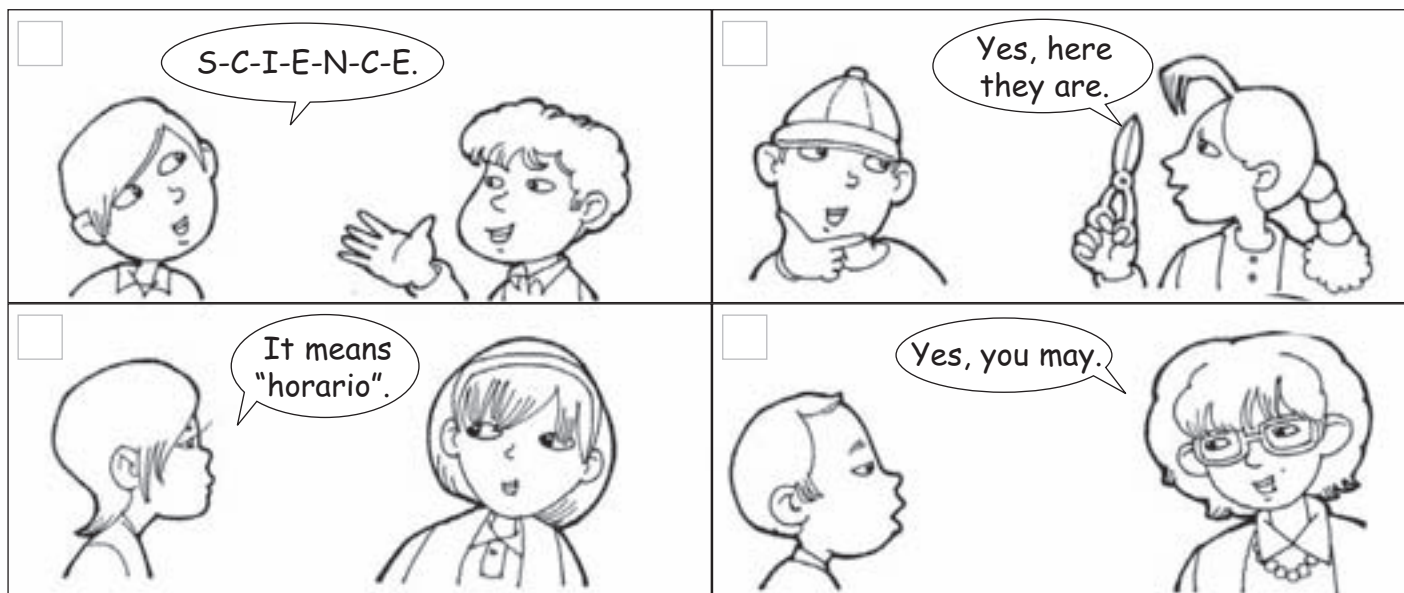
3 Complete and answer the questions. (4 points)

are is have are

1. _____ you good at English? _____
2. _____ you doing exercise right now? _____
3. _____ you got any brothers or sisters? _____
4. _____ your mum working at home right now? _____

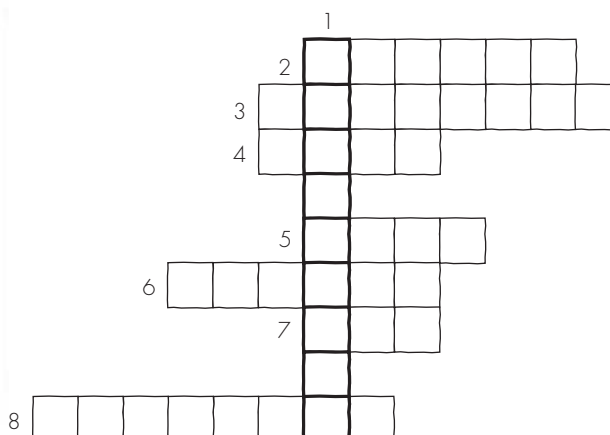
4 Unscramble the questions and number the pictures. (4 points)

1. I please? go the toilet, to May _____
2. your I please? borrow scissors, May _____
3. mean? does "timetable" What _____
4. spell you do "Science"? How _____



5 Solve the puzzle. (4 points)

1. The opposite of *ugly* is...
2. The opposite of *fun* is...
3. The opposite of *greedy* is...
4. The opposite of *hardworking* is...
5. The opposite of *short* is...
6. The opposite of *kind* is...
7. The opposite of *thin* is...
8. The opposite of *shy* is...



1 Write the past tense form of the verbs. (2 points)

create _____ wear _____ teach _____
 know _____ come _____ hear _____
 play _____ build _____



Unscramble and answer the questions about the Mesoamerican ball game. (2 points)

1. the What wear players did
 _____?

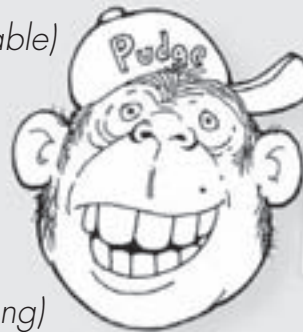
2. play did game Where the they
 _____?

2 Complete the table. (3 points)

Adjective	Comparative	Superlative	Adjective	Comparative	Superlative
strong			old		
tall			heavy		
sociable			young		

Read and complete the sentences. (4 points)

- Pudge is _____. (heavy)
- Smudge is _____ Fudge. (sociable)
- Fudge is _____ Pudge. (old)
- Smudge is _____. (strong)
- Fudge is _____ Smudge. (tall)
- Pudge is _____. (sociable)
- Smudge isn't _____ Pudge. (young)
- Fudge isn't _____ Smudge. (strong)



Pudge

Age: 15 years old
 Weight: 75 kg
 Height: 1.6 m
 Characteristics:
 Extremely sociable,
 strong.

Fudge

Age: 15 years old
 Weight: 55 kg
 Height: 1.5 m
 Characteristics:
 Sociable,
 very strong.

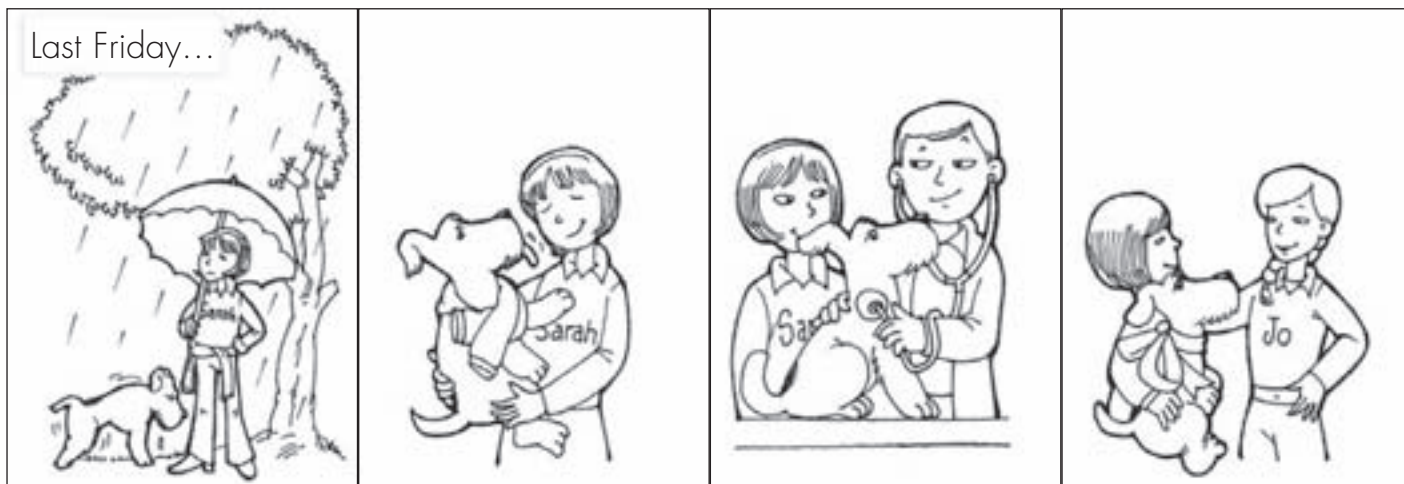


Smudge

Age: 18 years old
 Weight: 55 kg
 Height: 1.3 m
 Characteristics:
 Very sociable,
 extremely strong.

3 Look and complete the questions and answers. (3 points)

Who What Where When Why How



1. _____ did Sarah see in the park? She _____ a dog.
2. _____ did she find it? She _____ it last Friday.
3. _____ did she carry the dog? She _____ the dog in her jumper.
4. _____ did she rescue the dog? She _____ it because the dog was hungry and wet.
5. _____ did she take the dog? She _____ the dog to the vet's.
6. _____ did she give the dog to? She _____ the dog to her friend Jo.

4 Complete the table. (2 points)

✓ = Yes, I could do this. ✗ = No, I couldn't do this.





	When I was two years old...	When I was seven years old...
sing songs		
walk		
read		
play the guitar		

- Write four sentences about what you *could* and *couldn't* do when you were two years old. (4 points)

1. When I was two years old, I could _____.
2. _____
3. _____
4. _____

1 Write questions about Billy the Kid's family chores. (3 points)

Last week...

	Mother the Kid	Father the Kid	Sister the Kid	Billy the Kid
				
paint the fence		✓		
clean the windows	✓			
make the beds		✓		
cook lunch			✓	
feed the horses	✓			
rob the bank				✓

- Who _____? _____ did.
- Who _____? _____
- _____? _____
- _____? _____
- _____? _____
- _____? _____

- Look and answer the questions about Billy the Kid's family. (3 points)

2 Write the past form of the verbs and complete the sentences. (6 points)

Past form

win _____
 find _____
 ride _____
 point _____
 wear _____
 forget _____

- Calamity Jane _____ men's clothes.
- The chief _____ at Cynthia Ann Parker.
- Wyatt Earp _____ his horse into town.
- Cynthia Ann Parker _____ how to speak English.
- Nat Love _____ the Deadwood City Rodeo.
- Somebody _____ gold in California!

3 Write the times. (1 point)

12:55

8:49

5:26

3:12

4 Match the names with the actions and answer the question. (2 points)

Yesterday at quarter past four there was a bank robbery. When the robbers took out their guns, Anne and Mike were hiding under the desk. Jack was running out of the door. Sam was lying on the floor. George and Irma were putting money in a sack.

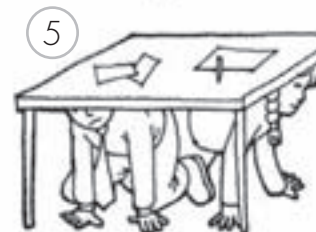
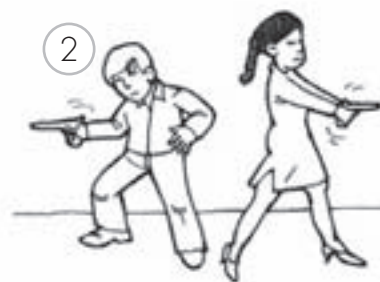
George and Irma

Anne and Mike

Sam

Tammy and Timmy

Jack



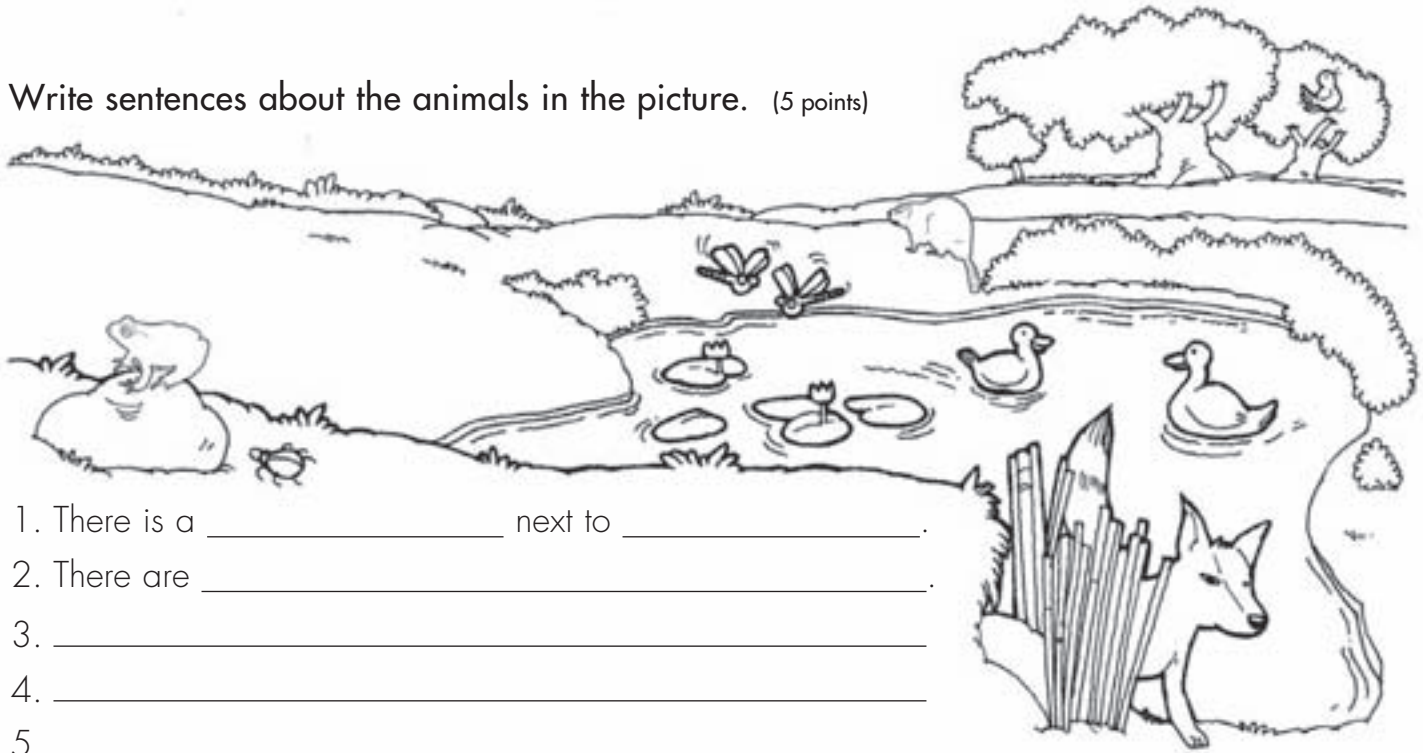
Who robbed the bank? _____

5 Complete the sentences and number the pictures. (5 points)

- I _____ (watch) TV when I _____ (hear) a noise. It was my cat!
- Rick's best friend _____ (call) him when he _____ (read).
- The fire _____ (start) when Jenny _____ (cook).
- Lily and Jack _____ (walk) down the street when they _____ (see) the robber. He was running!
- James _____ (ride) his bike when he _____ (fall down) and _____ (break) his leg.



1 Write sentences about the animals in the picture. (5 points)



1. There is a _____ next to _____.
2. There are _____.
3. _____
4. _____
5. _____

2 Look and complete the dialogue. (5 points)

Sylvia's timetable

Friday	Saturday
AM	AM
School	Practise the piano
PM	PM
Visit granny	Read a book

Peter's timetable

Friday	Saturday
AM	AM
School	Play football
PM	PM
Watch TV	Have a party

PETER: Hi, Sylvia. What are you _____ this weekend?

SYLVIA: On Friday after school, I'm going to _____. How about you?

PETER: I'm _____. What _____ on Saturday morning?

SYLVIA: On Saturday morning, I'm _____. How about you?

PETER: _____

SYLVIA: That sounds like fun.

PETER: What _____ on Saturday afternoon?

SYLVIA: I'm _____. What _____ on Saturday afternoon?

PETER: I'm _____. Do you want to come?

SYLVIA: Yes, please!

3 Match the words. (3 points)

anywhere

anybody

nowhere

everything

everywhere

somewhere

object

person

anything

something

place

nothing

everybody

nobody

somebody

• **Correct the mistakes.** (4 points)

1. I lost my keys **anywhere** in the house. somewhere
2. She didn't tell **nobody** about the surprise party. _____
3. Mark looked **anywhere** for his pen, but he couldn't find it. _____
4. My brother's sick. He can't go out. He can't go **everywhere**. _____
5. Mary is very friendly. **Nobody** likes her. _____
6. I can't find my ball. **Everybody** took it. _____
7. I'm bored. There's **everything** good on TV. _____
8. I heard a noise outside my window. I looked outside. There wasn't **somebody**. _____
9. Are you doing **nothing** today after school? _____

4 Read and complete. (3 points)

everybody somebody everything nobody everywhere somebody

Guide to positive thinking

- Be happy when _____ goes well.
- Nobody can be good at everything, but _____ is good at something.
- When you've got a problem, talk to _____ about it.
- Make new friends _____ you go.
- You are unique and special. There is _____ like you.
- There is always _____ who loves you.

1 Match the words with the correct classification. (3 points)

eggs	oil	cocoa powder	sugar	mushrooms	cheese
Uncountable		Singular and countable		Plural and countable	
salt	butter	vanilla	flour	onion	baking powder

Complete the sentences. (2 points)

To make a chocolate cake, I need _____.

I don't need _____.

To make an omelette, I need _____.

I don't need _____.

2 Complete the sentences. (3 points)

is isn't are aren't

There _____ some lemonade.

There _____ any nuts.

There _____ any honey.

There _____ some plums.

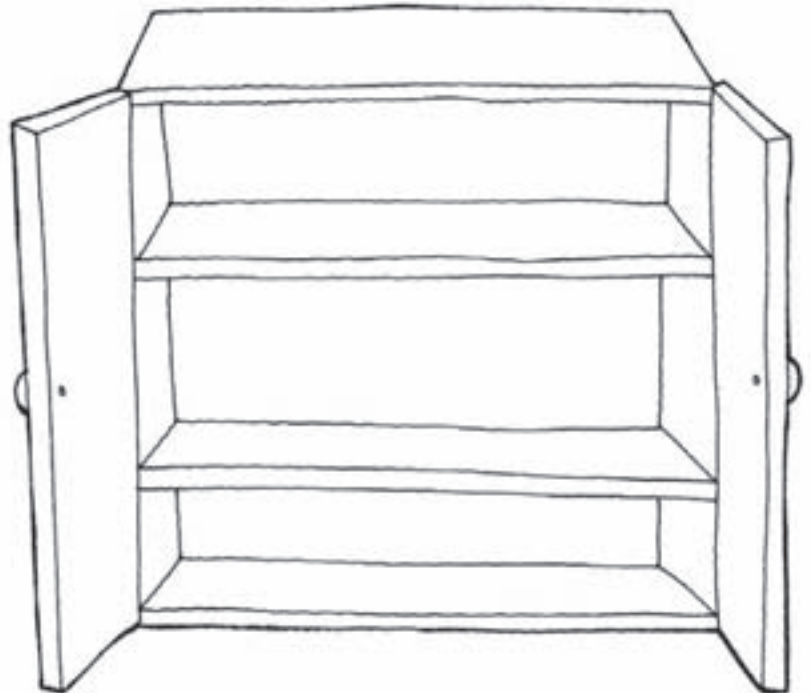
There _____ some whipped cream.

There _____ some flour.

There _____ any tomatoes.

There _____ some carrots.

There _____ any water.



Draw and label the food in the cupboard. (1 point)

- 3 Imagine you want to make 80 cookies. Complete the questions with *How much* or *How many*. Then answer the questions. (5 points)

Chocolate chip cookies

Makes 40 cookies

- 250 g butter
- 350 g sugar
- 2 eggs
- 2 teaspoons of vanilla
- 300 g flour
- 1 teaspoon salt
- 1 teaspoon baking soda
- 1 bag of chocolate chips

1. _____ butter do you need? _____
2. _____ eggs do you need? _____
3. _____ vanilla do you need? _____
4. _____ bags of chocolate chips do you need? _____
5. _____ sugar do you need? _____

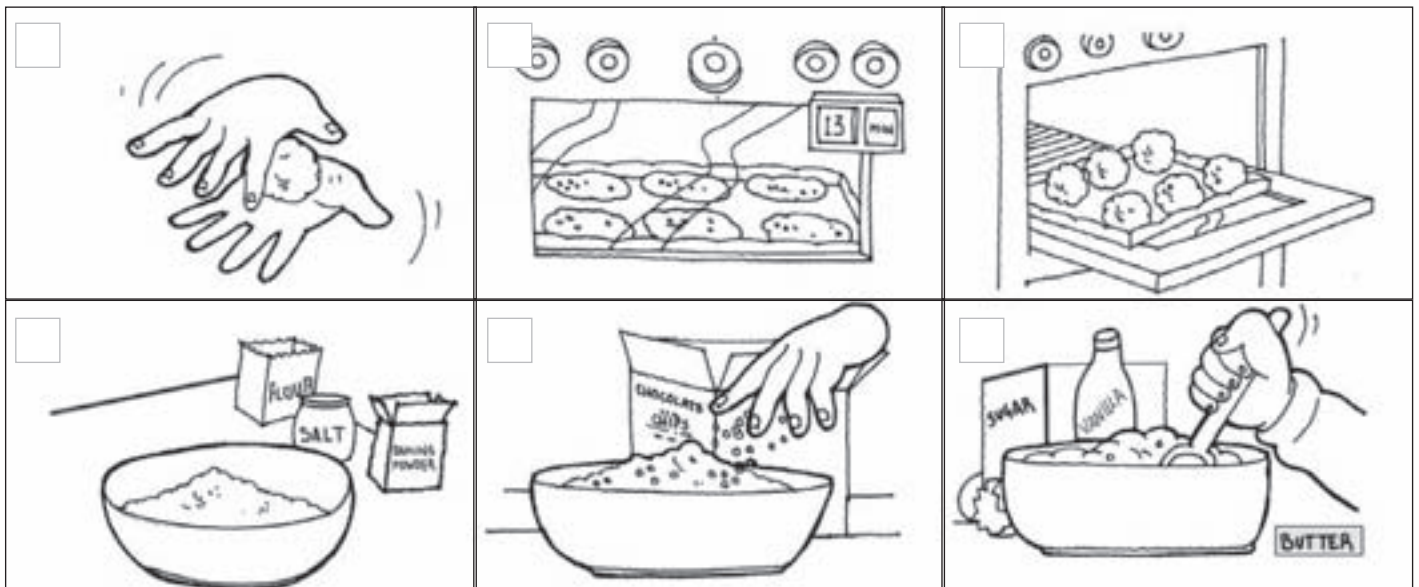
- 4 Read and complete. (3 points)

Bake Mix Make Add Put Add

Instructions for making chocolate chip cookies

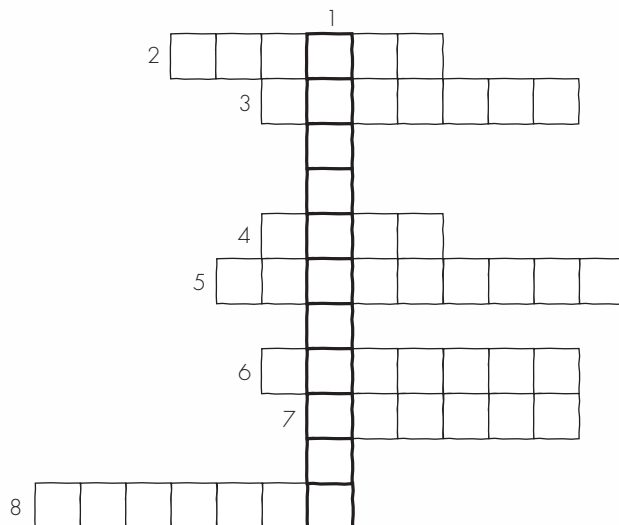
1. _____ the butter, eggs, vanilla and sugar.
2. _____ the flour, salt and baking soda to the butter, eggs and vanilla.
3. _____ the chocolate chips to the mixture.
4. _____ small balls of the mixture.
5. _____ the balls on the baking tray.
6. _____ the cookies for 13 minutes.

- Look and number the pictures. (3 points)



1 Solve the puzzle. (2 points)

1. The opposite of *carefully*...
2. The opposite of *quietly*...
3. The opposite of *sadly*...
4. The opposite of *badly*...
5. The opposite of *dangerously*...
6. The opposite of *slowly*...
7. The opposite of *quickly*...
8. The opposite of *loudly*...



2 Circle the correct options. (3 points)

1. The baby is sleeping. Please talk **noisily** / quietly.
2. Everybody loved the concert. He played the violin **badly** / well.
3. "I got a 10 in my exam," she said **slowly** / happily.
4. He's a terrible singer. He sings **badly** / well.
5. My sister has got a broken leg. She walks very **well** / slowly.
6. English class starts in five minutes! I'm doing my homework **carefully** / quickly.

3 Unscramble the questions. (4 points)

1. be there teachers? Will real

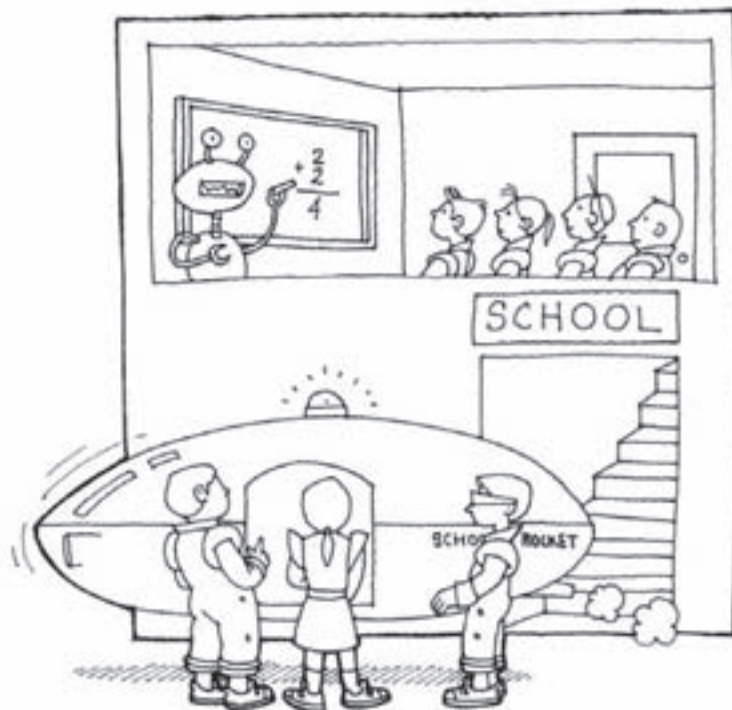
2. go Will bus? by students to school

3. wear students Will trainers?

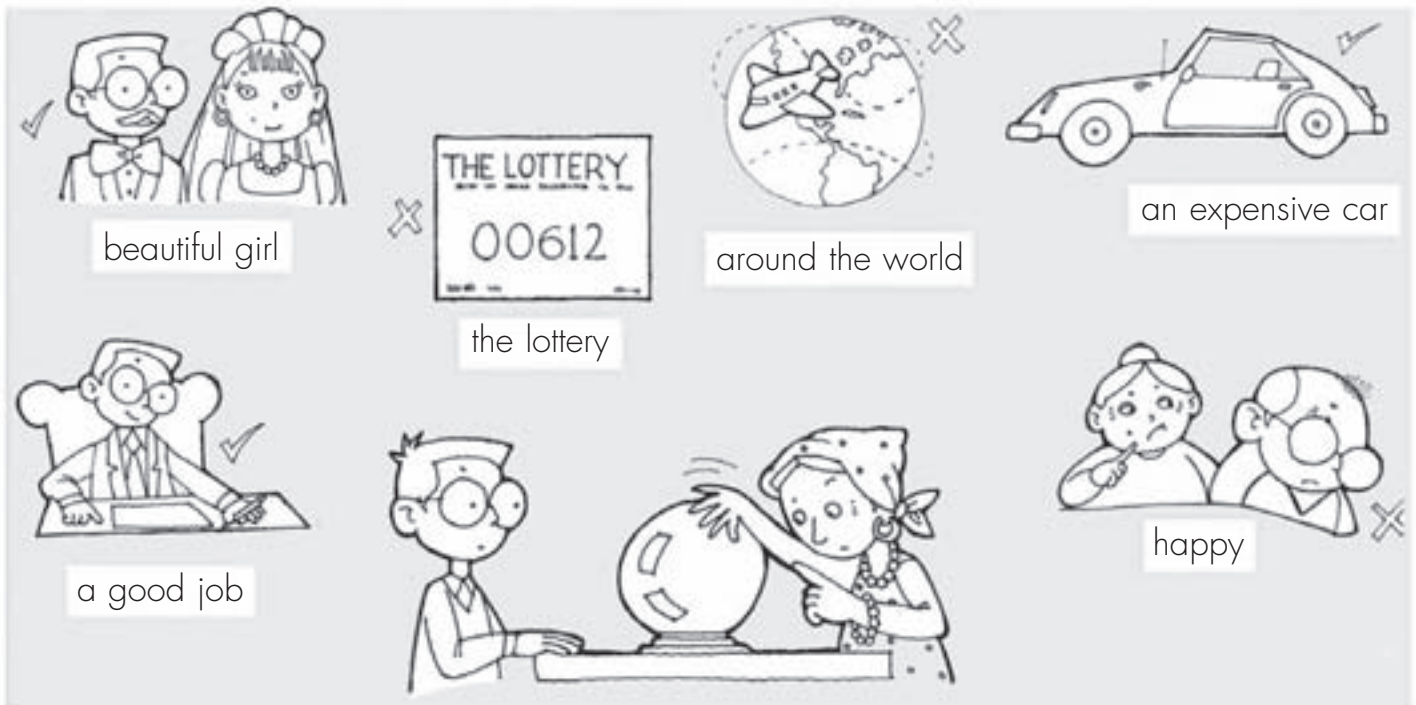
4. students special Will uniforms? wear

- Look and answer the questions. (4 points)

In the year 2200...



4 Look at the pictures and write what the fortune-teller says. (5 points)



1. _____ You will marry a beautiful girl.
2. _____
3. _____
4. _____
5. _____
6. _____

5 Make and answer the questions. (2 points)

Medicine in the future

1. human doctors?

Will there be human doctors in the future?

No, there won't.

2. operations?

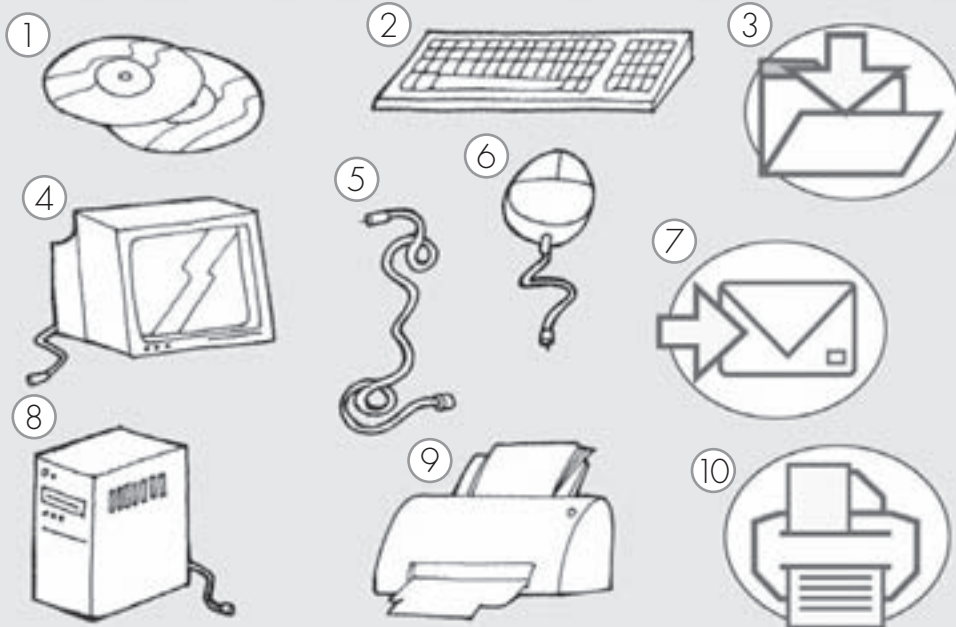
3. ambulances?



1 Label the pictures. (5 points)

save a document print out a document you have got a new e-mail
 keyboard printer tower monitor CDs mouse cable

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



2 Make sentences. (7 points)

1. when get home / have a sandwich

2. sad / when cry

3. when eat a lot / not hungry

4. my stomach hurts / when drink lots of lemonade

5. when turn the light off / gets dark

6. when watch too much TV / get red eyes

7. feel tired in the morning / when go to bed late

3 Circle the words and match them with the pictures. (2 points)



O F R O W N D
C W E S E H N
R I Q A X M I
H N O D M A C
Q K E N E T L
S H R U G K R



4 Label the pictures. (3 points)

fall asleep in class take an aspirin not pass your test
get fatter drink a lot of water get thinner



Look and answer the questions. (3 points)

1. What happens when you eat too much junk food?

When you eat too much junk food,

2. What do you do when you are thirsty?

3. What happens when you don't sleep at night?

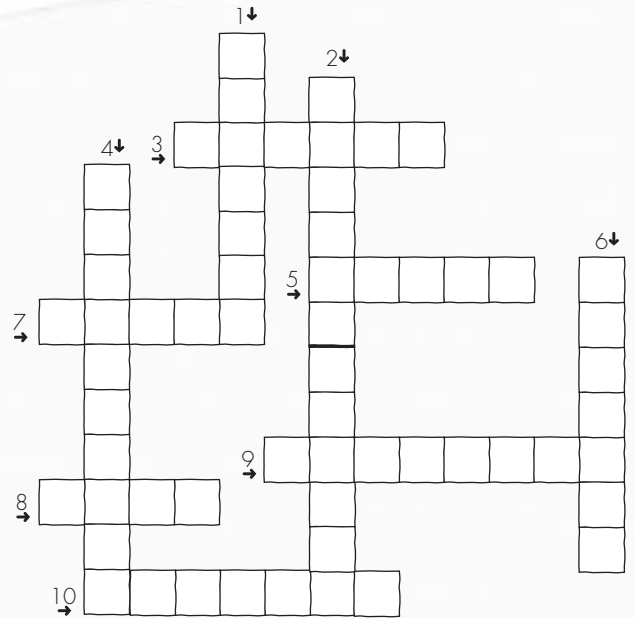
4. What do you do when your head hurts?

5. What happens when you do a lot of exercise?

6. What happens when you don't study?

1 Solve the puzzle. (5 points)

1. People speak German in...
2. People speak English in the...
3. In Paris, people speak...
4. In Brazil, people speak...
5. People speak Arabic in...
6. In China, people speak...
7. People speak Italian in...
8. People speak Spanish in...
9. In Japan, people speak...
10. In Australia, people speak...



2 Look and complete the sentences. (2 points)



Tomorrow Lucas may _____
or he might _____.



Tomorrow Mary _____
or she _____.

3 Circle the correct options. (3 points)

Dear mum,
I'm in Mexico City. The people here are *friendly* / *exciting*.
Yesterday, it was a *hot* / *noisy* day. We went to the pyramids. They
were *comfortable* / *enormous*. What an *exotic* / *modern* place!
Today we ate at a Mexican restaurant. The food was *tasty* /
luxurious and a little *sunny* / *spicy*.
Tomorrow I'm going to visit a museum.
Love,
Kim










Mrs Holly Silver
64 Northshire Street
Cardiff
Wales

• Read and answer the questions. (3 points)


1. Who is the sender? _____
2. Where is she? _____
3. Who is the receiver? _____
4. Where is the receiver? _____
5. Does Kim like the food? _____
6. What is Kim going to do? _____


4 Look and complete the sentences. (3 points)

Weather in England		Weather in Cuba		Weather in Canada	
Monday 10°C 	Tuesday 11°C 	Monday 36°C 	Tuesday 37°C 	Monday 0°C 	Tuesday -2°C 




2. I'm going to Cuba. I'm going to take _____
_____ because it
might _____.






1. I'm going to England. I'm going to take _____
_____ because
it might _____.



3. I'm going to Canada. I'm going to take _____
_____ because it
might _____.

5 Complete the sentences using *will*, *may*, *might* or *won't*. (4 points)

<p>There's a fire in your house.</p> 	<p>You win the lottery.</p> 
<p>I _____.</p> <p>My family _____.</p>	<p>I _____.</p> <p>My mother _____.</p>
<p>You meet your favourite film star.</p> 	<p>You don't pass a very important test.</p> 
<p>I _____.</p> <p>My friends _____.</p>	<p>I _____.</p> <p>My mother _____.</p>

1 Read and circle the correct options. (4 points)

Teacher (**angrily** / gently): No, that's not right. You didn't practise last week!

Matt (**sadly** / slowly): I'm really sorry. I had lots of homework.

Teacher (**gently** / happily): That's OK. Don't worry, I understand. Now, try it again.

Matt (**happily** / slowly): Thanks for understanding. Let me play it again.

Teacher (**quietly** / excitedly): That's perfect! Good work!

Matt (**loudly** / gently): WHAT DID YOU SAY?

Teacher (**slowly** / loudly): GOOD WORK!!!

Matt (**excitedly** / slowly): Thanks!



2 Match and write the sentences. (5 points)

lift weights

do yoga

do karate

sleep too much

eat 7,000 calories a day

run very fast

get fatter

your pulse / go faster

be more flexible

get stronger

not have a lot of energy

balance your body and mind

1. If you do karate, you'll balance your body and mind.

2. _____

3. _____

4. _____

5. _____

6. _____

3 Classify the sentences. (2 points)

F = Fact P = Possibility

1. If you study hard, you'll get better marks. _____

2. When there is no water, plants and animals die. _____

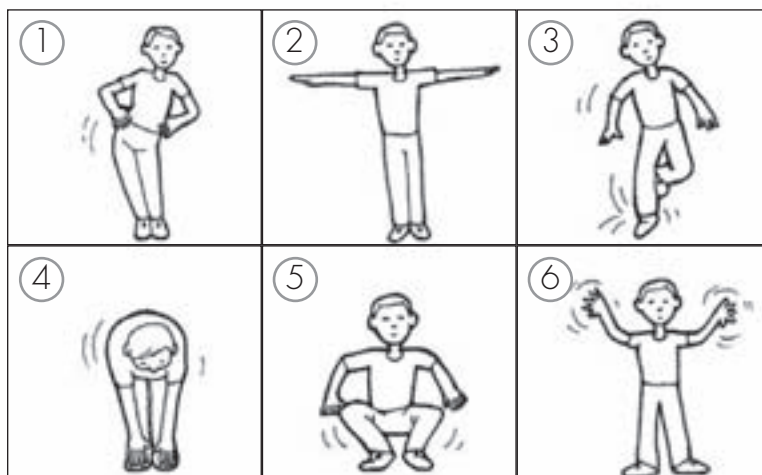
3. When it's winter, some birds fly south. _____

4. If you arrive late to class, your teacher will be angry. _____

4 Complete the warm-up instructions and match. (3 points)

hop stretch bend touch shake

- ☐ _____ your knees.
- ☐ _____ on your right foot.
- ☐ _____ your feet.
- ☐ _____ your arms out straight.
- ☐ _____ to the left.
- ☐ _____ your arms.



5 Complete the sentences. Use some verbs twice. (5 points)

watch ⇨ not study ⇨ not pass ⇨ be angry ⇨ stay ⇨ not go ⇨ not have

If I watch my favourite TV show tonight, I won't study for my English test.

If I _____ for my English test, I _____ the test.

If I _____ the test, my mother _____ with me.

If my mother _____ with me, I _____ at home.

If I _____ at home, I _____ to the class pizza party.

If I _____ to the class pizza party, I _____ any friends.

I think I'll study for my English test!

- Number the pictures. (1 point)



Answer key to the assessments

Assessment 1

- ① From left to right, top to bottom: Geography, English, Music, Science, History, Maths, P.E., I.T.
- ② From top to bottom: excellent, very good, good, OK, not very good, bad; good, very good, very bad, OK, excellent, excellent
- ③ 1. Are; 2. Are; No, I'm not. 3. Have; 4. Is
- ④ 1. May I go to the toilet, please? 2. May I borrow your scissors, please? 3. What does "timetable" mean? 4. How do you spell "Science"?; 4, 2, 3, 1
- ⑤ 1. beautiful; 2. boring; 3. generous; 4. lazy; 5. tall; 6. unkind; 7. fat; 8. sociable

Assessment 2

- ① From left to right, top to bottom: created, wore, taught, knew, came, heard, played, built; 1. What did the players wear? They wore (kneepads). 2. Where did they play the game? They played in the ball court.
- ② From left to right, top to bottom: stronger, strongest; older, oldest; taller, tallest; heavier, heaviest; more sociable, most sociable; younger, youngest.
- 1. the heaviest; 2. more sociable than; 3. as old as; 4. the strongest; 5. taller than; 6. the most sociable; 7. as young as; 8. as strong as
- ③ 1. What, saw; 2. When, found; 3. How, carried; 4. Why, rescued; 5. Where; took; 6. Who, gave
- ④ From left to right, top to bottom: ✓, ✓, ✓, ✓, X, ✓, X, (X / ✓)

Assessment 3

- ① 1. painted the fence; Father (the Kid); 2. cleaned the windows; Mother (the Kid) did. 3. Who made the beds; Father (the Kid) did. 4. Who cooked lunch; Sister (the Kid) did. 5. Who fed the horses; Mother (the Kid) did. 6. Who robbed the bank; Billy (the Kid) did.
- ② won, found, rode, pointed, wore, forgot; 1. wore; 2. pointed; 3. rode; 4. forgot; 5. won; 6. found
- ③ From left to right, top to bottom: It's five minutes to one. It's eleven minutes to nine. It's twenty-six minutes past five. It's twelve minutes past three.
- ④ George and Irma (4); Anne and Mike (5); Sam (3); Tammy and Timmy (2); Jack (1); Tammy and Timmy
- ⑤ 1. was watching, heard; 2. called, was reading; 3. started, was cooking; 4. were walking, saw; 5. was riding; fell, broke; 2, 4, 3, 5, 1

Assessment 4

- ① Sample answers: 1. There is a beetle next to the rock. 2. There are two ducks in the pond. 3. There is a fox behind the reeds. 4. There is another beetle next to the bush. 5. There is a frog on the rock.
- ② going to do; visit my granny; going to watch TV; are you going to do; going to practise the piano; I'm going to play football; are you going to do; going to read a book; are you going to do; going to have a party
- ③ object: everything, something, nothing, anything; person: everybody, somebody, nobody, anybody; place: everywhere, somewhere, nowhere, anywhere; 2. anybody; 3. everywhere; 4. anywhere; 5. Everybody; 6. Somebody; 7. nothing; 8. anybody; 9. anything
- ④ everything; everybody; somebody; everywhere; nobody; somebody

Assessment 5

- ① *Uncountable*: oil, cocoa powder, sugar, cheese, salt, butter, vanilla, flour, baking powder; *Singular and countable*: onion; *Plural and countable*: mushrooms, eggs.
To make a chocolate cake, I need eggs, cocoa powder, sugar, flour, baking powder, (butter), (oil), (vanilla) and (salt). I don't need mushrooms, cheese, onion, (butter), (oil), (vanilla) or (salt). To make an omelette, I need eggs, mushrooms, cheese, onion, salt and oil. I don't need cocoa

powder, sugar, flour, vanilla, baking powder or butter.

- ② is; aren't; isn't; are; is; is; aren't; are; isn't
③ How much; 500 g; 2. How many; 4 eggs; 3. How much; 4 teaspoons; 4. How many; 2 bags; 5. How much; 700 g
④ 1. Mix; 2. Add; 3. Add; 4. Make; 5. Put; 6. Bake;
From left to right, top to bottom: 4, 6, 5, 2, 3, 1

Assessment 6

- ① 1. dangerously; 2. loudly; 3. happily; 4. well; 5. carefully; 6. quickly; 7. slowly; 8. quietly
② 1. quietly; 2. well; 3. happily; 4. badly; 5. slowly; 6. quickly
③ 1. Will there be real teachers? No, there won't.
2. Will students go to school by bus? No, they won't.
3. Will students wear trainers? Yes, they will.

4. Will students wear special uniforms? Yes, they will.

- ④ 2. You won't win the lottery. 3. You won't travel around the world. 4. You will have an expensive car. 5. You will have a good job. 6. You won't be happy.
⑤ 2. Will there be operations in the future? 3. Will there be ambulances in the future?

Assessment 7

- ① 1. CDs, 2. keyboard, 3. save a document, 4. monitor, 5. cable, 6. mouse, 7. you have got a new e-mail, 8. tower, 9. printer, 10. print out a document
② 1. When I get home, I have a sandwich. 2. You cry when you are sad. 3. When you eat a lot, you aren't hungry. 4. Your stomach hurts when you drink lots of lemonade. 5. When you turn the lights off, it gets dark. 6. When you watch too much TV, you get red eyes. 7. You feel tired in the morning when you go to bed late.

- ③ *From left to right*: wink, frown, nod, shrug

- ④ *From left to right, top to bottom*: take an aspirin, not pass your test, drink a lot of water, get thinner, fall asleep in class, get fatter; 1. you get fatter. 2. When you are thirsty, you drink a lot of water. 3. When you don't sleep at night, you fall asleep in class. 4. When your head hurts, you take an aspirin. 5. When you do a lot of exercise, you get thinner. 6. When you don't study, you don't pass the test.

Assessment 8

- ① 1. Germany, 2. United States, 3. French, 4. Portuguese, 5. Egypt, 6. Chinese, 7. Italy, 8. Peru, 9. Japanese, 10. English
② (Note: *Answers may vary slightly*.) write in his diary, bake a cake; may/might go to the cinema, may/might go to church
③ friendly, hot, enormous, exotic, tasty, spicy
1. Kim. 2. In Mexico City. 3. Mrs Holly Silver. 4. In Cardiff, Wales. 5. Yes, she does. 6. She's going to visit a museum.

- ④ (Note: *Answers may vary slightly*.) 1. a raincoat and an umbrella, rain and be windy; 2. a swimsuit and sunglasses, be hot and sunny; 3. a scarf and boots; snow and be cold

- ⑤ *From left to right, top to bottom*: Sample answers: will call the fire station; might call the neighbours; won't spend all the money; will buy a new house; will take his photo; might kiss him; might cry; won't be happy

Assessment 9

- ① angrily; sadly; gently; happily; excitedly; loudly; loudly; excitedly
② 2. If you lift weights, you'll get stronger. 3. If you do yoga, you'll be more flexible. 4. If you sleep too much, you won't have a lot of energy. 5. If you eat 7,000 calories a day, you'll get fatter. 6. If you run very fast, your pulse will go faster.

- ③ 1. P; 2. F; 3. F; 4. P

- ④ (5) Bend; (3) Hop; (4) Touch; (2) Stretch; (1) Bend; (6) Shake

- ⑤ don't study, won't pass; don't pass, will be angry; is angry, will stay; stay, will not go; don't go, won't have
From top to bottom, left to right: 3, 5, 1, 6

English Print 5

Class CD 1 - Time: 56:53



Content

- 01 Track 1 Listen and number the report cards.
- 02 Track 2 Story: Save the field, part 1
- 03 Track 3 Story: Save the field, part 2
- 04 Track 4 Listen and circle the correct options.
- 05 Track 5 Listen and match the children with the activities.
- 06 Track 6 Listen and write the classroom numbers.
- 07 Track 7 Listen and number the places on the map.
- 08 Track 8 Listen and match the Inca gods with the phrases.
- 09 Track 9 Story: The story of Tahina-Ca, part 1
- 10 Track 10 Story: The story of Tahina-Ca, part 2
- 11 Track 11 Listen and check your answers.
- 12 Track 12 Listen and match the words with the texts.
- 13 Track 13 Listen and sing the song: The ancient times song
- 14 Track 14 Listen and write the initials.
- 15 Track 15 Listen and complete the chant: Who did it?
- 16 Track 16 Story: The life of Cynthia Ann Parker, part 1
- 17 Track 17 Story: The life of Cynthia Ann Parker, part 2
- 18 Track 18 Listen and match the clocks with the actions.



Content

- 19 Track 19 Listen and write the numbers next to the characters.
- 20 Track 20 Listen and number the animals.
- 21 Track 21 Story: Traps in the forest, part 1
- 22 Track 22 Story: Traps in the forest, part 2
- 23 Track 23 Listen and match.
- 24 Track 24 Listen and recite the poem.
- 25 Track 25 Listen and underline the words you hear.
- 26 Track 26 Listen and complete the sentences.
- 27 Track 27 Listen and complete the dialogue.
- 28 Track 28 Listen and number the pictures: The cooking song
- 29 Track 29 Listen and complete the menu.
- 30 Track 30 Story: The history of chocolate, part 1
- 31 Track 31 Story: The history of chocolate, part 2
- 32 Track 32 Listen and label.
- 33 Track 33 Listen and match the children with the shopping trolleys.
- 34 Track 34 Listen and check your answers.
- 35 Track 35 Listen and complete the lists.

Class CD 2 - Time: 53:55



Content

- 01 Track 36 Listen and tick or cross the pictures.
- 02 Track 37 Listen and complete the song: The future song
- 03 Track 38 Story: Young inventors, part 1
- 04 Track 39 Story: Young inventors, part 2
- 05 Track 40 Listen and number the sentences.
- 06 Track 41 Listen and write True or False.
- 07 Track 42 Listen to the song and number the words:
The emoticon song
- 08 Track 43 Story: Robbery at the city museum, part 1
- 09 Track 44 Story: Robbery at the city museum, part 2
- 10 Track 45 Listen and match the phrases.
- 11 Track 46 Listen and write the dates from each invention.
- 12 Track 47 Listen and number the email addresses.
- 13 Track 48 Listen and number the countries on the world map.
- 14 Track 49 Story: The Pickford family adventure, part 1
- 15 Track 50 Story: The Pickford family adventure, part 2



Content

- 16 Track 51 Listen and tick or cross.
- 17 Track 52 Listen and number the holiday advertisements.
- 18 Track 53 Listen and check your answers.
- 19 Track 54 Listen and draw the weathers on the weather map.
- 20 Track 55 Listen and complete the chant: The warm-up chant
- 21 Track 56 The story of an Olympic athlete, part 1
- 22 Track 57 The story of an Olympic athlete, part 2
- 23 Track 58 Listen and number the pictures.
- 24 Track 59 Listen and check your answers.
- 25 Track 60 Listen and check your answers: Skip skip skip
- 26 Track 61 Listen and sing the song: The Santa song
- 27 Track 62 Read the Halloween poem: Halloween night
- 28 Track 63 Listen and sign the song: The Valentine's Day song
- 29 Track 64 Learn the Mother's Day poem.
- 30 Track 65 Learn the Father's Day poem: You're my dad!



5

Print is a dynamic six-level English course for primary school children. It offers a variety of fun and interactive activities, including songs, stories and hands-on projects. Print clearly presents language structures and vocabulary and follows a well-structured syllabus.

Special features:

- * Integrates the communicative approach with a clearly structured grammar syllabus.
- * Includes a literacy element that develops students' reading and writing skills through phonetics, reading strategies and process writing.
- * Offers original children's literature as a springboard for natural and meaningful language.
- * Enriches students' learning experience through relevant themes, real-world knowledge and the reinforcement of universal values.
- * Offers well-balanced and varied classroom activities which ensure students' motivation.

Components:

Student's Book + CD
Student's Cutouts
Activity Book
Teacher's Guide
Class CDs
Posters and Poster Cutouts