

Lighthouse

Teacher's Book

Michael Downie • David Gray • Juan Manuel Jiménez

 Richmond



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Lighthouse



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Contents

Units



- ✱ Introduction 3 – 7
- ✱ Scope & sequence 8 – 9
- ✱ Time for a game 10
- ✱ Associated reading 11

✱ **Overview Unit 1** 12 – 13

Unit 1 14 – 23

✱ **Overview Unit 2** 24 – 25

Unit 2 26 – 35

✱ **Overview Unit 3** 36 – 37

Unit 3 38 – 47

✱ **Overview Unit 4** 48 – 49

Unit 4 50 – 59

✱ **Overview Unit 5** 60 – 61

Unit 5 62 – 71

✱ **Overview Unit 6** 72 – 73

Unit 6 74 – 83

✱ **Overview Unit 7** 84 – 85

Unit 7 86 – 95

✱ **Overview Unit 8** 96 – 97

Unit 8 98 – 107

✱ **Overview Unit 9** 108 – 109

Unit 9 110 – 119

Activity Book with answers

✱ **Unit 1** 120 – 122

✱ **Unit 2** 123 – 124

✱ **Unit 3** 125 – 127

✱ **Unit 4** 128 – 129

✱ **Unit 5** 130 – 132

✱ **Unit 6** 133 – 134

✱ **Unit 7** 135 – 137

✱ **Unit 8** 138 – 139

✱ **Unit 9** 140 – 142

✱ **My spelling practice** 142

✱ **Track List** 144



Introduction

Lighthouse approach

Lighthouse is a six-level series for primary learners. It combines a structural grammar-based course with a functional syllabus to promote communicative language use in reading, speaking, listening and writing.

Lighthouse introduces and practises the main grammar and vocabulary items, taking into consideration learners' individual needs.

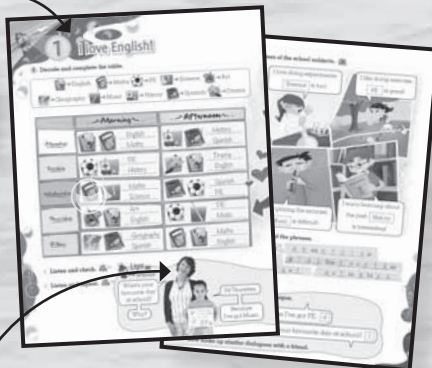
Lighthouse also gives students lots of opportunities to understand and use the language for themselves and at their own pace. It promotes interaction through pair and group work. Students build up their independence by helping and learning from each other. It establishes the right kind of environment for all types of students to enjoy learning English.

Student's Book

- ✱ consists of 9 units with 10 pages each
- ✱ is clearly organised and consistent
- ✱ includes a **pictionary** for all new vocabulary

Unit opener

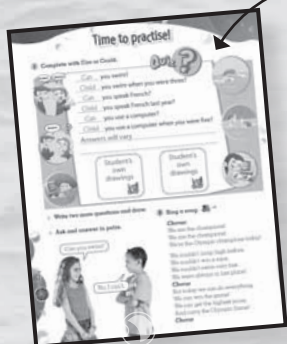
presents new words in such a way that students discover their meaning independently.



provides useful everyday English expressions related to the theme of the unit.

Time to practise!

gives students the opportunity to review the new structure and vocabulary.



Pair work

is introduced in the series as a special feature so that students can communicate with each other more effectively.



Stickers

provide dynamic interaction with textbook activities.



Language presentation

opens with a model sentence and then is clearly explained on two pages.



Chant

practises the new structure and the grammar rule.



shows examples of the new grammar structures along with a task for students.

Time to write

helps students develop their writing skills through manageable, step-by-step tasks.

Introduction

The lighthouse keepers' story

contains texts appropriate to students' age, interests and language level. They are presented by the **Lighthouse keepers**, Joe and Sally. The texts are fully developed through *Before and After you read* sections.



introduces students to information about other cultures through a series of motivating texts and activities.

Pictionary

provides audio and visual support to help students to actively review the new words in each unit.



Activity Book

- ✱ provides grammar and vocabulary reinforcement
- ✱ the first eight pages of each unit shadow the material covered in the Student's Book
- ✱ the last two pages offer self-evaluation tasks and a project to be done with the family

Check what you know!

is a part of the Time to check page. It helps students to evaluate their progress at the end of each unit. There is no writing involved, so it is quick and easy and allows teachers to identify students who need help. Students evaluate themselves by completing the faces:



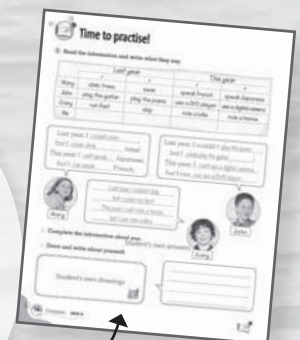
My project

gives family members an opportunity to get involved in students' learning in an enjoyable way.



My spelling practice

includes crossword puzzles and wordsearches with a selection of words from the unit. In solving them, students reinforce the written form of vocabulary taught in each unit.



Teacher's Book

- ✱ is very clear and easy to use
- ✱ includes all the Student's Book answers in every lesson page
- ✱ shows reduced pages from the Activity Book with answers



Light on new words

lists new vocabulary with phonetic transcriptions and a space to write the words in your own language.



Objectives

highlight the target language for each unit.



Teaching tip

suggests different strategies to create an effective learning environment.



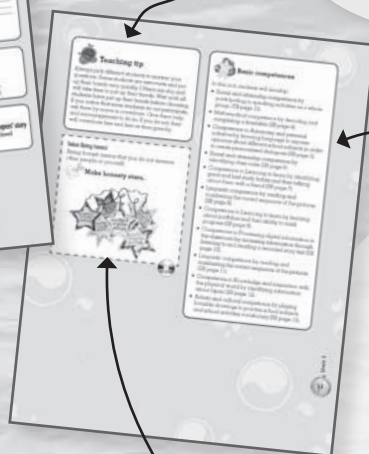
Light on grammar

summarises the grammar items taught in the unit; gives easy explanations for each structure.



Light on real language

highlights the expressions presented in the unit.



Basic competences

list competences that students will accomplish in every lesson. They focus on educating the children as a whole, helping them also develop interpersonal and learning to learn competences, among others.

The lighthouse keepers' story

tells you the title of the unit story; the picture of the lighthouse keepers relates to the theme of the unit.

Unit value

can be found in the ; it is a craft activity to make the value more meaningful to children.



Introduction

Activities within the sections

Warm-up

establishes a nonthreatening atmosphere in the classroom.

9 A trip to South America

Transcripts

are provided for all the listening activities except when the text is present in the Student's Book.

indicates the end of a lesson when there is more than one lesson on a page.

Icons

allow for quick identification of time and components needed for each activity.

Wrap-up

personalises and consolidates the language and concepts practised in the lesson.

Teacher's Book icons

-  Activity Book
-  Activity time
-  Craft activity
-  Teacher's Resource CD-ROM
-  Teaching tip
-  Time for a game
-  Time for a test

Key to phonetic transcripts

Consonants:

p	pink	ʒ	treasure
b	ball	h	hello
t	talk	tʃ	chalk
d	doll	dʒ	bridge
k	cave	m	man
g	give	n	now
v	vase	ŋ	song
θ	think	w	with
ð	this	r	rock
s	salt	l	live
z	zebra	j	you
ʃ	short		

Vowels:

ɪ	fish	ʌ	up
i:	tree	eɪ	train
æ	cat	əʊ	phone
ɑ:	car	aɪ	bike
ɒ	clock	aʊ	owl
ɔ:	horse	ɔɪ	boy
ə	father	ɪə	ear
ʊ	look	eə	hair
u:	flute	ʊə	tour
ɜ:	bird		
e	egg		

· divides syllables
' stressed syllable

Class CDs

- ✦ The teachers are provided with a complete audio set containing all the songs, listening activities, and stories in each level.



Teacher's Resource CD-ROM



- ✦ The Teacher's Resource CD-ROM contains a wealth of printable and photocopyable worksheets divided into sections:
- ✦ Celebrations
- ✦ Richmond Primary Reader
- ✦ Tests
- ✦ Values
- ✦ Vocabulary lists
- ✦ Young Learner and Trinity Exams tips
- ✦ Grammar activities

Celebrations

can be found in the  ; these three-step activities foster cooperation and teamwork. Students work together in three teams to complete different parts of each activity. Then, they assemble the finished parts to create a classroom decoration.

Tests

can be found in the  ; each test consists of three pages that evaluate the grammar and vocabulary, as well as reading strategies from the unit.

Student's CD-ROM

- ✦ includes lots of fun activities to do at home to consolidate the language learned at school



Unit



1

I love English!

new words

School subjects: Art, Drama, English, Geography, History, Maths, Music, PE, Science, Spanish
School activities: act in plays, do exercise, do experiments, learn about the past, play the recorder, solve problems



Light on real language

What's your favourite day at school? It's Thursday. Why? Because I've got music.

Should / shouldn't: You should arrive on time!
 She shouldn't chew gum at school.



A mystery at school



Japan



2

An amazing holiday

new words

Holiday: beach, climber, climbing, forest, hiker, hiking, mountains, sailing, sailor, skier, skiing, surfer, surfing, swimmer, swimming



Light on real language

Where did you go on holiday? I went to the beach. What did you do? I went surfing.

Past simple (regular and irregular verbs):

I went to an island. I surfed the waves.

last / ago: When did you go to the mountains?
 Last summer. When did you go to the beach?
 Two months ago.



The crocodile hunter



Australia



3

Superheroes

new words

Household items: armchair, bath, bookcase, carpet, coffee table, desk
Electrical appliances: blender, CD player, coffee maker, laptop, toaster



Light on real language

Oh, no! What a mess! What a disaster! It's really messy here!

Past continuous:

Yesterday at school, I was writing. I wasn't dancing. They were drinking. They weren't listening. What were you doing? I was cooking. Was your mum shopping? Yes, she was. Were your brothers sleeping? No, they weren't.



Secret identity



Egypt



4

Champions

new words

Competition: finish line, medal, podium, race official, scoreboard, track, trophy
Ordinal numbers: first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth



Light on real language

How did you do? I won the race. Well done! I lost the race. Don't worry.

Could / couldn't:

I could swim when I was five. I couldn't skateboard when I was seven. Could you sing when you were young? Yes, I could. No, I couldn't.

Interrupted past: He was jumping when he fell. They were talking when I called.



Grandad, my coach



Greece





5 In good shape	new words Illnesses: fever, headache, sore throat, stomach ache, toothache Remedies: bandage, compress, herbal tea, medicine, ointment, pill, plaster Light on real language What's the matter? I've got a headache. My foot hurts. I've got a cut on my finger.	Comparatives (short adjectives): Mary is taller than Judy. My dog is bigger than yours. She is nicer than you. Is your brother older than your sister? Yes, he is. No, he isn't. Are they shorter than you? Yes, they are. No, they aren't.	The lighthouse keepers' story The magic ointment Light on real language Brazil
6 R U OK?	new words Computer parts: cable, keyboard, memory stick, mouse, mouse pad, screen, speaker, webcam Computer world: chat online, download music, play computer games, send e-mails, sign in, surf the internet, upload photos Light on real language TLK 2 U L8R, DO U WNT 2 PLY COMPTR GMZ?, HOW R U?, 2NITE, 2MORO, C U	Superlatives (short adjectives): It's the newest robot! They're the funniest people! good – better – the best, bad – worse – the worst	The lighthouse keepers' story A book of records Light on real language India
7 Our history	new words Handicrafts: basket, blanket, hammock, necklace, picture, pot, sculpture Artisans: jeweller, painter, potter, sculptor, weaver Light on real language You're kidding! That's amazing! Wow! You're joking! That's fantastic! Incredible!	Used to: They used to play a game called Tlachtli. They didn't use to call it ulama. Did they use to play games? Yes, they did. No, they didn't.	The lighthouse keepers' story Grandad's story Light on real language Australia
8 Volcano	new words Land features: bridge, cave, field, hill, swamp, tunnel, volcano, waterfall Prepositions of place: across, around, down, into, out of, over, through, up Light on real language Why don't we go that way? Let's go to the waterfall! What about going to the hills? OK, let's go! Great idea! All right, let's go! I don't think that's a good idea. No, I don't think so. Sorry, I can't.	Present continuous (future meaning): I'm going to the beach on Tuesday. She's studying History tomorrow. Is she studying Maths tomorrow? Yes, she is. No, she isn't. Are you playing football this weekend? Yes, I am. No, I'm not.	The lighthouse keepers' story Rescued Light on real language Italy
9 A trip to South America	new words Travel: bus, bus driver, passenger, rucksack, suitcase, ticket, ticket counter Large numbers: one hundred, two hundred and fifty, five hundred, seven hundred and twenty-five, eight hundred, one thousand Light on real language One ticket to Buenos Aires, please. Single or return? Return, please. That's £120. Here you are.	Be going to: First, she's going to get up. Then, she's going to brush her teeth. Next, she's going to get dressed. Finally, she's going to have breakfast. Are you going to ride your bike? Yes, I am. No, I'm not. Is she going to do exercise? Yes, she is. No, she isn't.	The lighthouse keepers' story The fantastic balloon trip! Light on real language Peru



★ Catch me if you can

Materials: Five sheets of paper rolled up into a ball. Divide the class into five groups and give each group a ball. Tell the class what they are going to say every time they get the ball. Then, one student in each group says the sentence you indicate and throws the ball to another member of his/her group. This student says his/her sentence and throws the ball to another student. Students continue until all the members of each group have participated.

★ Invisible drawings

Draw a word or sentence in the air. Students guess what it is. Divide the class into five groups. Students take turns drawing words or sentences in the air and guessing what they are.

★ Lip reading

Mouth a word or sentence to the class. Students try to guess the word or sentence. Then, divide the class into five groups. Students take turns mouthing words or sentences to the members of their group and guessing what they are.

★ Pass the baton

Materials: One paper baton (a sheet of coloured paper, rolled up and fastened with sticky tape) per team. Divide the class into five teams. Put the teams in circles. Then, turn to one team and say a word. Students each say one letter and pass the baton to the next player, until the team has spelled the word. If a team member says an incorrect letter, the word goes to the next team to complete. The team that correctly spells the most words wins.

★ Pass the parcel

Materials: Pieces of paper with one task on each, wrapped in an old newspaper to create the "parcel"; CD player, music CD. Play music and get students to pass the parcel. When the music stops, the student who holds the parcel unwraps it and chooses a piece of paper. He/She should read the task that is on the paper and complete it. If it is done correctly, he/she stays in the game. The last student in the game wins.

★ Running dictation

Materials: One sheet of paper with a text written on it, per team. Divide the class into four teams and place the texts around the classroom. Texts should be at equal distances from the corresponding teams. When the game begins, a volunteer from each team goes to the text and reads the first part silently. Then, he/she goes back to the team and dictates as much as he/she can remember. The other team members must write the text as it is dictated. The student can return to the text as many times as needed until the whole text is copied. The first team to copy the text correctly wins.

★ Snail race

Materials: Three large cardboard snails, tape. Draw three racetracks going from left to right on the board. Place three Xs evenly spaced along the racetrack. Then, place the snails at the *Starting line*. Divide the class into three teams and assign each team a snail. Next, say a vocabulary word and invite students from one team to spell it. If they do it correctly, they can move the team's snail to the first X. Continue with other teams and vocabulary items. If a team spells a word incorrectly, they move their snail back to the starting line. The first team to finish the race wins.

Variation: Instead of spelling words, you can ask teams to make sentences with them.

★ Spot the difference

Have students read a text you assign in their books. Then, they close their books. Read the text aloud, changing some of the words. Students have to put up their hands when they hear a word that is different from the original text.

★ Truth or dare

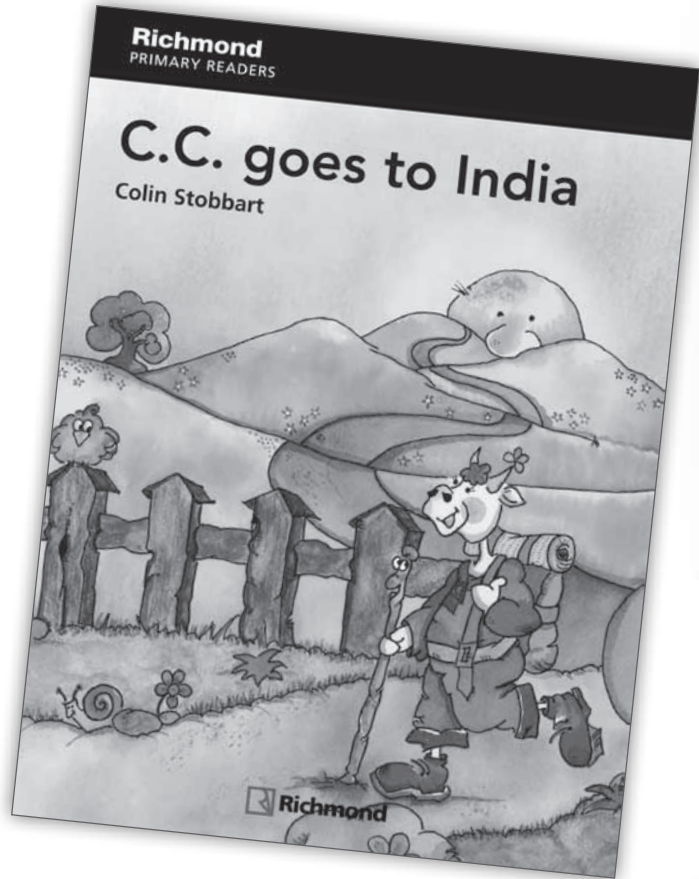
Divide the class into groups of five or six. Ask the students to help you choose a fun action for them to do (dancing, miming, etc.). Invite the class to stand up and do the action together. Then, ask one group a question related to the unit. They either answer the question or do the fun action. Continue until all students have participated.



Associated reading

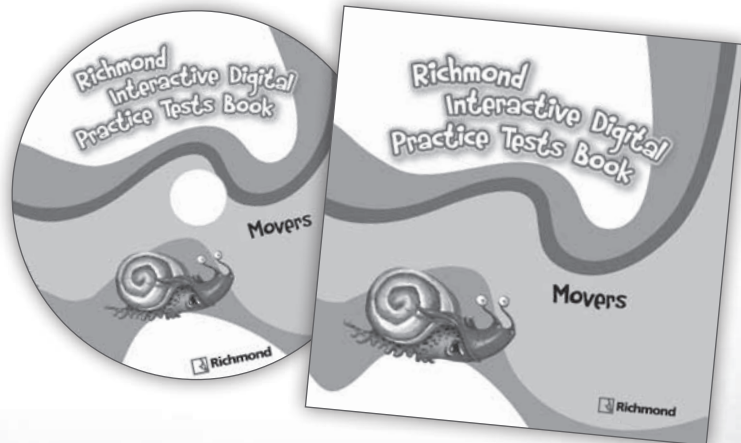
★ Richmond Primary Readers

The reader recommended for this level is *C. C. goes to India*. This is available in book format and also as an APP. There are photocopiable worksheets available in the Lighthouse 4 Teacher's Resource CD-ROM, along with teacher's notes and answers. These worksheets together with the reader's audio are also available at www.richmond.com.ar



★ Richmond Interactive Digital Practice Tests

Interactive activities and tests in the Interactive Digital Practice Tests Book that can help prepare students for the Movers Young Learners Exams.



1

I love English!



Objectives:

- learn the names of school subjects and school activities
- ask and answer questions about your favourite day at school
- give advice using *should* and *shouldn't*



Light on new words

School subjects

Art	/ɑ:t/	_____
Drama	/ˈdrɑ:mə/	_____
English	/ˈɪŋ-ɡlɪʃ/	_____
Geography	/dʒɪˈɒ-ɡrə-fi/	_____
History	/ˈhɪ-stə-rɪ/	_____
Maths	/mæθs/	_____
Music	/ˈmju:zɪk/	_____
PE	/piˈi:/	_____
Science	/saɪ-əns/	_____
Spanish	/spæ-nɪʃ/	_____

School activities

act in plays	/ækt ɪn ˈpleɪz/	_____
do exercise	/du ˈek-sə-saɪz /	_____
do experiments	/du ɛkˈspe-rɪ-mənts/	_____
learn about	/lɜ:n əˈbaʊt	_____
the past	ðə ˈpɑ:st/	_____
play the recorder	/pleɪ ðə rɪˈkɔ:ˌdə/	_____
solve problems	/sɒlv ˈprɒ-bləmz/	_____



Light on grammar

Should / shouldn't

We use the modal verb *should* to talk about rules and to give advice. Its form is the same for all persons.

We form its negative by adding *not*. To form questions we switch the subject and *should*.



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life.

In this unit, students will learn and practise ways to ask and answer questions about their favourite day at school.

- What's your favourite day at school?
It's Thursday.
- Why?
Because I've got Music.



The lighthouse keepers' story A mystery at school



Teaching tip

Always pick different students to answer your questions. Some students are extroverts and put up their hands very quickly. Others are shy and will take time to put up their hands. Wait until all students have put up their hands before choosing. If you notice that some students do not participate, ask them by name to contribute. Give them help and encouragement to do so. If you do not, they will contribute less and less as time goes by.

Value: Being honest

Being honest means that you do not deceive other people or yourself.



Make honesty stars.



Basic competences

In this unit, students will develop:

- *Social and citizenship competence* by participating in speaking activities as a whole group. (TB p. 13)
- *Mathematical competence* by decoding and completing a timetable (SB p. 4).
- *Competence in Autonomy and personal initiative* by learning language to express opinions about different school subjects in order to create personalised dialogues (SB p. 5).
- *Social and citizenship competence* by identifying class rules (SB p. 6)
- *Competence in Learning to learn* by identifying good and bad study habits and then talking about them with a friend (SB p. 7).
- *Linguistic competence* by reading and numbering the correct sequence of the pictures (SB p. 8).
- *Competence in Learning to learn* by learning about portfolios and their ability to mark progress (SB p. 9).
- *Competence in Processing digital information in the classroom* by accessing information through listening to and reading a recorded story text (SB p. 10).
- *Linguistic competence* by reading and numbering the correct sequence of the pictures (SB p. 11).
- *Competence in Knowledge and interaction with the physical world* by identifying information about Japan (SB p. 12).
- *Artistic and cultural competence* by playing invisible drawings to practise school subjects and school activities vocabulary (SB p. 13).

1

I love English!

Warm-up: A name game 10'

Make a ball out of a piece of paper. Say *Hi, my name's (Miss Ana) and I like (apples)*. Throw the ball to a student. He/She says your information, adding his/her own: *Her name's (Miss Ana) and she likes (apples)*. *My name's (Miguel) and I like (football)*. Continue with five more students. Finally, say a thing that a student likes: *(football)* and elicit the student's name from the rest of the class: *(Miguel)*.

1 Decode and complete the table. 15'

Ask students to identify the picture: *a school timetable*. Refer students to the symbols above it. Say the names of the subjects. Students point to each. Then, tell them to identify the subjects on the timetable for Monday morning: *English* and *Maths*. Write them on the board. Then, divide the class into pairs and invite them to complete their table.

Answer key:

1 Decode and complete the table.

	Morning	Afternoon
Monday	English Maths	History Spanish
Tuesday	PE History	Drama English
Wednesday	Maths Science	Spanish PE
Thursday	Art English	PE Music
Friday	Geography Spanish	Maths English

1 Listen and check. 1.1 10'

Play track 1.1 and have students check their answers. Draw a copy of the school timetable on the board. Ask students to write the subjects for each day from memory. Then, play the CD again and check the answers.

TRACK 1.1

NARRATOR: LISTEN AND CHECK.

BOY: I'VE GOT ENGLISH AND MATHS ON MONDAY MORNINGS.
I'VE GOT HISTORY AND SPANISH ON MONDAY AFTERNOONS.
I'VE GOT PE AND HISTORY ON TUESDAY MORNINGS.
I'VE GOT DRAMA AND ENGLISH ON TUESDAY AFTERNOONS.
I'VE GOT MATHS AND SCIENCE ON WEDNESDAY MORNINGS.
I'VE GOT SPANISH AND PE ON WEDNESDAY AFTERNOONS.
I'VE GOT ART AND ENGLISH ON THURSDAY MORNINGS.
I'VE GOT PE AND MUSIC ON THURSDAY AFTERNOONS.
I'VE GOT GEOGRAPHY AND SPANISH ON FRIDAY MORNINGS.
I'VE GOT MATHS AND ENGLISH ON FRIDAY AFTERNOONS.

1 Listen and repeat. 1.2 5'

Play track 1.2 and have students repeat the names of the subjects. Then, play the CD again. Put your finger to your lips and indicate that one half of the class should be quiet while the other half says a word. Each half of the class takes turns repeating the words. Continue until both sides have repeated all the words.

TRACK 1.2

NARRATOR: LISTEN AND REPEAT.

NARRATOR: ENGLISH GEOGRAPHY
MATHS MUSIC
PE HISTORY
SCIENCE SPANISH
ART DRAMA

Assign homework 5'

Additional homework



AB page 4 ex. 1

In their notebooks, students write and illustrate their own timetable in English.

Light on real language 20'

Have students look at the photo. Ask who the people are and what they might be talking about: *a mother and her son, school*. Then, say the first letter of a word: *M*. Students find the word that starts with that letter in the dialogue: *Music*. Help students to understand the meaning of the text from the familiar words. Next, model the dialogue, using different voices for each character. Divide the class into pairs. Students act out the dialogue. Invite volunteers to perform for the whole class. Finally, get the class to vote on the best performance.

Assign homework 5'

Additional homework



AB page 4 ex. 2

Students ask their family members what their favourite day of the week is and why. In their notebooks, they draw a picture of each person and write his/her favourite day.

2 Read and stick the names of the school subjects. 10'

Invite students to look at the children's faces in the pictures and point to the ones that look happy. Ask why they are happy: *Because they like what they are doing.* Then, encourage students to point to the children that are not happy and give the reason: *Because they don't like what they are doing.* Next, tell students to look for the stickers for activity 2 on page 5. Tell them to look at the first picture. Ask them what subject goes in the blank space and how they know: *Maths – numbers in the children's notebooks.* Students stick the word *Maths* in the blank. Then, have them stick in the rest of the school subjects. To check, read the first sentence of one of the pictures aloud. Students should say the name of the subject.

Answer Key:

I love solving problems. Maths is easy!
I love doing experiments. Science is fun!
I like doing exercise. PE is great!
We don't like acting in plays. Drama is boring!
I hate playing the recorder. Music is difficult!
I enjoy learning about the past. History is interesting!

Complete the infinitive forms of the phrases. 10'

Refer students to the pictures in activity 2. Tell them to point to the boy in the first picture. Ask students to find in the text what he likes doing and have them underline it: *solving problems.* Then, get them to do the same for the rest of the pictures. Next, elicit the answer to the first phrase, pointing out that in this exercise we will use the infinitive forms: *solve problems.* Students write the phrase in the spaces and continue with the rest of them. To check, assign a phrase to six volunteers and invite them to write the answers on the board at the same time.

Answer Key:

solve problems
do exercise
do experiments
play the recorder
learn about the past
act in plays

Listen and repeat. 1.3 5'

Play track 1.3 and get students to repeat the phrases together. Then, say a phrase and have a volunteer repeat. Continue with several volunteers.



TRACK 1.3

NARRATOR: LISTEN AND REPEAT.
NARRATOR: SOLVE PROBLEMS.
DO EXERCISE.
DO EXPERIMENTS.
PLAY THE RECORDER.
LEARN ABOUT THE PAST.
ACT IN PLAYS.



Light on real language

Number the sentences in the dialogue. 5'

Ask students to read the dialogue quietly. Elicit the first sentence: *What's your favourite day at school?* Tell them to write *1* in the space beside the sentence. Then, do the same for the rest of the sentences. Finally, read the dialogue aloud with a volunteer.

Answer Key:

1. *What's your favourite day at school?*
2. *It's Tuesday.*
3. *Why?*
4. *Because I've got PE.*

Now make up similar dialogues with a friend. 10'

Divide the class into pairs. Students should prepare their dialogues, changing the days of the week and the school subjects. Then, invite one or two pairs to act out one of their dialogues.



Lip reading (see page 10) 5'

Now play *Lip reading*. Practise school subjects and school activities vocabulary. Have fun!

Assign homework 5'

Additional homework



AB page 5

Pictionary pages 94 and 95. Students identify the pictures and write the corresponding words or phrases. Then, they write a sentence for each. Finally, they listen to the words and phrases in this unit's section of the CD in class.

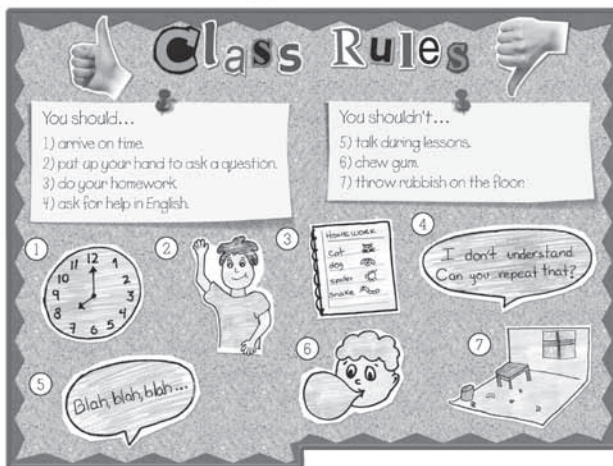
You should read more!

1 Read and stick the pictures. 20'

Invite students to identify the picture: *It's a bulletin board.* Read the heading and ask whether they know any class rules. Elicit examples. Then, refer students to the thumbs up and thumbs down pictures and elicit the meaning: *good / bad.* Have students read the word *should* and explain that it indicates what to do. Point out the thumbs down and say that *shouldn't* indicates what not to do. Then, tell students to use the stickers for activity 1 on page 6 and ask which one illustrates the first rule: *the clock.* Continue with the other rules and encourage students to explain their answers. Then, invite students to put the stickers into the spaces according to shape. Next, divide the class into pairs. Ask students to make and illustrate two new rules, one affirmative and one negative. Volunteers draw their pictures on the board and the class guesses the rules.

Answer Key:

1 Read and stick the pictures.



Assign homework 5'

In their notebooks, students illustrate two things they should do and two things they shouldn't do at home.

2 Listen and chant. 1.4 10'

Tell students to read the title and look at the picture. Ask what rule the picture illustrates: *Put up your hand.* Then, play track 1.4 and have students listen and follow along with the lyrics. Elicit the things you should and shouldn't do according to the song. Next, tell students to close their books. Write the beginning of the chant on the board. Invite volunteers to say

what comes next. Continue until the whole chant is on the board. Then, divide the class into two groups. Point to one group and get them to start the chant. Stop them and have the other group continue. Do this several times. Rub out words from the chant until students are chanting from memory.

Light on grammar 15'

Have students read the first example and ask which word is highlighted: *should*. Then, explain that *should* is followed by the infinitive form of the verb without *to*. It's got the same form for all persons. The negative form is *shouldn't*. Then, say an activity: *eat chocolate at school.* Tell students to put their thumbs up or down according to whether it is a good or bad action. Elicit a sentence with *should* or *shouldn't*: *You shouldn't eat chocolate at school.* Write the sentence on the board as an example. Continue with other actions.

Underline the correct option. 10'

Ask students to read the sentences and underline the correct options in their books. Check by inviting students to read the correct sentences aloud. For extra practice, say *You shouldn't arrive on time.* The class corrects you: *No. You should arrive on time.* Say *You should do your homework.* The class responds: *Yes. You should do your homework.* Repeat with more rules.

Answer Key:

You shouldn't be late for school.
You should do your homework.

Wrap-up: Playground rules 10'

Elicit one or two examples of things students should and shouldn't do in the playground. Draw two columns on the board and label them: *You should* and *You shouldn't*. Invite volunteers to complete rules in the corresponding columns.

Assign homework 5'

Additional homework

Students choose three of the playground rules and illustrate them in their notebooks. They can make drawings or cut out pictures from newspapers or magazines.



Pass the parcel (see page 10)

10'

Now play *Pass the parcel*. Get students to give advice with *should* and *shouldn't*: *run in the lesson* – *You shouldn't run in the lesson*. Have fun!



Complete with *should* and *shouldn't*.

15'

Tell students to point to the picture and elicit the boy's name: *Marcos Garza*. Ask what he is reading and if he is happy: *He's reading his report. He isn't happy*. Ask *Why not?* Students suggest reasons: *Maybe his marks are bad*. Then, elicit the marks Marcos got in the different subjects. Say *He's good at Spanish. He's not so good at History*. Illustrate the meaning of good at by saying what famous people are good at: *Messi is good at football*. Next, get students to read the teacher's comments and elicit missing words: *should* and *shouldn't*. Finally, have students complete the report individually.

Answer Key:

Marcos is very good at Spanish and English. He should study more History at home. He should ask for help in Maths. He shouldn't arrive late! He shouldn't leave his homework at home!

Listen and check.



1.5

15'

Play track 1.5. Students listen and check their work. Then, divide the class into pairs. Assign Student A and Student B. Student A reads out the affirmative sentences and Student B reads out the negative sentences.

TRACK 1.5

NARRATOR: LISTEN AND CHECK.

NARRATOR: MARCOS IS VERY GOOD AT SPANISH AND ENGLISH. HE SHOULD STUDY MORE HISTORY AT HOME. HE SHOULD ASK FOR HELP IN MATHS. HE SHOULDN'T ARRIVE LATE! HE SHOULDN'T LEAVE HIS HOMEWORK AT HOME!

Assign homework



AB page 7 ex. 1

Additional homework

Students choose a TV character and write a report for him/her in their notebooks.



Talk about good and bad habits with a friend.

20'

Mime the action of going to bed and ask *What am I doing?* Students guess and imitate you. Whisper another action to a volunteer: *read*. He/She should mime the action for the rest of the class to guess. Repeat with other volunteers for the following actions: *do homework, watch TV, drink juice, do exercise*. Next, tell students to look at the photo of the boy. Ask what he is doing: *He's giving advice*. Get a volunteer to read what he says. Then, refer students to the first pair of pictures and ask the class what the boy is doing and what time it is: *He's going to bed. It's 9 o'clock*.

It's 1 o'clock. Elicit *He should go to bed at nine o'clock*.

Say *He shouldn't go to bed at one o'clock*. Get students to describe the rest of the pictures. Then, divide the class into pairs and have them talk about what the children should and shouldn't do. Finally, invite volunteers to tell the rest of the class what they think the people should and shouldn't do in each picture.

Assign homework



AB page 7 ex. 2

Additional homework

Students make an *I want to be* poster. They write what they want to be when they grow up. Then, they make a list of things they should and shouldn't do in order to achieve their goal. Finally, students illustrate the poster and get their parents to sign it with them.

Time to practise!

Warm-up: Making words 10'

Write **LIBRARY** on the board. Ask students to say words that begin with the letters of **LIBRARY**. Write their words on the board: *learn, ice cream, big*, etc. Elicit what they can find in a library: *books*. Explain that when you go to a library, you can read the books, but later you return them. Ask: *Do you go to a library? Where is it? What are your favourite books?*

1 Read and number the pictures. 15'

Invite students to tell you what they can see in the pictures and how the boy and girl are feeling: *happy, sad, bored*, etc. Ask them where they are: *In a library*. Have students read the dialogue silently and number the pictures. To check, give a clue for each picture: *There is a kangaroo*. Elicit the number: 4. Then, get two volunteers to read the dialogue in order.

Answer Key:

1 Read and number the pictures.



Now make up a similar dialogue with a friend. 15'

Tell students to underline these words in the dialogue: *Geography, Science, Australian animals*. Ask them to suggest alternatives for the words they have underlined: *I'm studying for my English test. This is a History book*. Then, divide the class into pairs and have students write a similar dialogue, changing the underlined words. Invite some pairs to read their dialogue aloud. Encourage students to be as dramatic as possible when they act out their dialogues.

Assign homework 5'

Additional homework

In their notebooks, students make and illustrate a list of the things they read.

2 Sing a song. 1.6 10'

Ask students if they like reading. If they do, encourage them to say what kind of books they like. Then, tell them they are going to hear a song about a person who likes reading. Play track 1.6. Students listen and follow along in their books. Explain *crooks* (an informal word for criminals) and *shelves* (the plural of *shelf* – a long narrow piece of wood we keep books on). Play the CD again and have students sing along. When they are confident, have the girls sing the first verse and the boys the second verse. Switch roles and repeat.

Pair work 20'

Write *What have you got on Monday morning?* on the board. Elicit the answer: *We've got (Music)*. Write the answer on the board. Then, divide the class into pairs. Assign Student A and Student B. Student A looks at page 112 and Student B looks at page 116. Explain that they've got different timetables, but they are in the same class for four subjects. Point to the question and answer on the board. Tell students that they should ask each other questions about their timetables to find the four subjects that they've got at the same time. While students complete the task, walk around the classroom and help as necessary. When most pairs have finished, elicit the four subjects: *English on Tuesday mornings, Spanish on Wednesday afternoons, Geography on Thursday mornings, and Music on Friday mornings*.

Assign homework 5'

Additional homework



AB page 8 ex. 2

On a small piece of paper, students make a list of three books they would include in a class library. Collect all the titles and make a list. Display the list on the bulletin board and ask students to put their initials beside a book when they read it.

Time to write

1 Mark (✓ or X) what you write. 5'

Tell students to point to the pictures and say what they are. Ask what is similar about them: *They are types of writing*. Then, encourage students to say other things they write in everyday life. Elicit as many examples as possible: *homework, notes to their friends, lists of presents*, etc. Next, write *e-mails* on the board and draw a box next to it. Say *I write e-mails* and put a ✓ in the box. Then, write *recipes* on the board, say *I don't write recipes* and put a X in the box. Point out the boxes in activity 1 on page 9. Tell students to mark the boxes in the first row according to what they write.

Answer Key:

Student's own answers.

2 Ask a friend and mark (✓ or X). 10'

Draw another box on the board beside *e-mails* and label it *My friend*. Ask a student: *Do you write e-mails?* If he/she says yes, put a ✓ in the *My friend* box. If the student says no, mark the box with a X. Then, divide the class into pairs. Have students ask and answer questions in pairs and mark the boxes accordingly. Ask two or three volunteers: *Does your friend write (recipes)?* Students should answer according to their information.

3 Write about you and your friend. 5'

Tell students they are going to write a paragraph with the information they marked in the boxes. Read the first sentence aloud and complete it: *...(cards)*. Write *cards* on the board. Put a ✓ beside it. Continue reading and complete the second sentence: *invitations*. Write *invitations* on the board. Put a X beside it. Next, ask students what comes next: *My friend writes postcards*. Draw a stick figure on the board and label it *My friend*. Write *postcards* on the board and put a ✓ beside it. Model *My friend doesn't write recipes*. Write *recipes* on the board. Put a X beside it. Then, have students write their paragraph. When they finish, invite some volunteers to read their paragraph aloud.

Answer Key:

Student's own answers.

4 Read about a portfolio. 5'

Ask students to look at the picture and tell you who the box belongs to: *Angie*. Explain that Angie keeps all the writing she does in English in this box. It is called a *portfolio*. Have students read the text silently. Then, ask them questions about portfolios: *What can you use to make your portfolio? What do you write on your portfolio? Where do you keep it? What do you do every week?* Finally, tell students they are going to keep a portfolio this year.

5 Complete sentences about your portfolio. 10'

Read the beginning of the first sentence aloud and gesture for students to help you complete it: *I should make a portfolio*. Divide the class into pairs and get students to complete the sentences about portfolios. Explain that they will find all the answers in the text. Check by having volunteers read the sentences aloud.

Answer Key:

I should make a portfolio.

I should label it with my name.

I should keep it at school.

I shouldn't leave it at home.

I should add new pieces of writing.

I should see myself getting better.

Bulletin board idea 10'

Materials: One sheet of paper per group, drawing pins.

Divide the class into six groups and hand out the paper. Have each group write the name of a text type on the paper and illustrate it with a symbol. Put the names randomly on the bulletin board. Encourage students to find examples of each of the text types and stick them next to the corresponding heading.

Assign homework 5'



AB page 9

Additional homework

On a sheet of white paper, students make an index page for their portfolio. The index should have two columns, one for the title of each piece of writing and the other for the date they did it. Students put the index page into their portfolio and complete it every time they do a piece of writing.

The lighthouse keepers' story



Before you read 10'

Discuss the questions with a friend.

Ask students if they always bring everything they need to school: *Do you always bring your homework to school? A ruler?*

A rubber? If not, ask them why not: Because they forget them at home. Then, ask them what things sometimes disappear at school and why: books, pencils, food. Because people lose them, because other students borrow them and don't return them, etc. Explain that it is important not to bring valuable things to school and that they should label their belongings. Also remind them that it is important to respect other people's things.

1 Listen to the first part of the story. 1.7 15'

Tell students to look at the first illustration. Ask where the children are and what they are doing: *At school, playing football.* Encourage them to say what else they can see in the picture: *school bags, a ball, the school door, etc.* Then, tell students to look at the rest of the pictures. Ask *What's the problem at school today? How do the children feel?* Elicit some ideas and accept all answers. Then, play track 1.7. Students listen and follow along with the story in their books. When they finish listening, elicit the problem and how the children feel: *Things have disappeared, so they're sad.* Ask them what objects are missing: *a ruler, a pencil, a banana, a ham sandwich.* Finally, ask them where they think the things are and what Felicity's idea might be. When they have given some ideas, tell students they will find out what happened in the next lesson.

Now read the story in groups. 15'

Invite five volunteers to perform the story and assign the roles of the narrator, Felicity, Tom and the teacher. Then, get the students to read the story aloud. Correct pronunciation as necessary and encourage them to put plenty of expression into their voices. Next, divide the class into groups of five and tell students to practise the story. When they finish, encourage them to switch roles and do it again. Finally, ask a couple of groups to perform the story in front of the class.

Assign homework 5'

Additional homework



AB page 10

In their notebooks, students draw a picture of their school bag with some of the objects they bring to school. Tell them to label the objects.

2 Listen to the second part of the story. 1.8 10'

Ask students what happened in the first part of the story. Tell them to look at the pictures and ask them what Felicity's idea was: *to hide and take pictures*. Elicit the reason: *to find out why things are disappearing*. Then, play track 1.8. Students listen and follow along with the story in their books. Ask them who took the things: *Sandy, the headteacher's dog*.

Now read the story in groups. 10'

Divide the class into four groups and have students in each group take the roles of the narrator, Felicity, Tom and Mr. Black. Students take turns reading and acting out the story in their group. Have some groups act out the story for the rest of the class.



After you read 10'

Circle True or False.

Tell students to read the first sentence. Ask whether it is true or false: *True*. Divide the class into pairs. Students discuss the rest of the sentences and circle the correct answer. Check by reading the sentences aloud and having students put their hands up if the answer is *True* and touch their noses if the answer is *False*.

Answer Key:

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



Value: Being honest

Make honesty stars. 15'

Materials: One photocopy of craft template 1a and 1b (see the Values Section on the Teacher's Resource CD-ROM) per student, crayons, scissors, card, glue, glitter, string.

Hand out the templates. Invite a volunteer to read the sentence on the stars. With the class, discuss what it means: *Even if you get in trouble, it's always better to tell the truth*. Ask students for examples of situations where they can decide whether or not to be honest. Have students colour and cut out the stars. They should stick them onto card. Then, they cut them out again. Remind them to write their name on the back of each star. Invite them to decorate their stars with glitter. Next, show them how to make a hole in each with the point of a pencil and have students thread pieces of string through them. Ask students about ways they have been honest. Students who can give an example can hang one of their stars in the classroom. Collect the remaining stars. Throughout the next month, take a few minutes at the beginning of some lessons to ask again, and give students their stars to hang.

Assign homework 5'

Additional homework



AB page 11

In their notebooks, students invent the story from Sandy's perspective. Tell them to draw pictures to illustrate her story.



Light up the world



Warm-up: Let's talk about Japan 10'

Materials: A map of the world, pictures of words in Japanese.

Display the map and ask a volunteer to come to the front and point to Japan. Ask students what continent Japan is in: *Asia*. Encourage them to say the names of places in Japan: *Tokyo, Mount Fuji*. Encourage students to say other things they associate with Japan: *karate, sushi, karaoke*, etc. Then, pass around some pictures of words in Japanese. Ask students if they can read them. Explain that the Japanese language has got its

own alphabet. It can also be written using special symbols called kanji. Some kanji look like the object they represent. Draw these kanji 山, 川, 木 on the board and ask students to guess what they are: *mountain, river, tree*. Elicit the number of letters in the English alphabet: 26. Explain that primary school students in Japan have to learn 1006 kanji! In high school, they learn another 939! Children learn kanji by copying them over and over again until they have memorized them. Invite students to comment on what they can see in the pictures you brought.

Read about school in Japan. 15'

Ask students to look at the pictures in the book and have them predict what they will read about: *school in Japan*. Ask them how they think Japanese schools might be similar to or different from their school. Then, tell them to read the first text and elicit the things that are the same. Have them underline them in green. Then, elicit what is different and get them to underline those in red. Divide the class into pairs. Tell students to read the other texts and underline the things that are the same and different. When they finish, check by inviting volunteers to comment on the similarities and differences.

Find the Japanese words and label the pictures. 10'

Invite students to look at the pictures. Ask what the children are doing: *having lunch, wearing school bags, wearing special shoes*. Tell students to find Japanese words in the texts and label the pictures. Check by pointing to the pictures and having the class say the Japanese word. Finally, ask which Japanese word is in the texts, but not in the pictures: *fudebako*. Tell students to draw a *fudebako* in their notebook.

Answer Key:



AB page 12 15'

Check what you know! 🤔 🤔 🤔

Materials: One sheet of white paper per team. Divide the class into teams of four. They race to write the *school subjects* vocabulary items on the paper. The first team to finish wins. Play again with *school activities* vocabulary items. Divide the class into pairs and have students discuss the *school subjects* and *school activities* using *like, love, don't like, hate* and *enjoy*. Invite volunteers to share their preferences with the class. Then, ask students to give examples of school rules using *should* and *shouldn't*. Finally, ask the class to complete the faces according to how they feel about what they know.

Look and guess what the boy is saying. 10'

Invite students to look at the first picture and ask what he is saying in English: *hello*. In pairs, encourage students to talk about what the boy is saying in the other pictures. To check, imitate the boy's gestures and get students to say the word in English.

Complete the table. 10'

Say *arigato* and tell students to point to the Japanese characters for *arigato* in the *dictionary*. Then, have them point to */arigato/* and explain that the middle column shows the pronunciation of the Japanese words. Next, get students to compare the Japanese characters for *arigato* with the characters in the previous activity to find the meaning: *thank you*. Students write *thank you* in their *dictionary*. After that, have them continue with the rest of the words. Check by writing the Japanese words and asking volunteers for the meanings in English: *hai* – yes.

Answer key:

Complete the table.		
Japanese - English dictionary		
Characters		Meaning in English
ありがとう	/arigatou/	Thank you
はい	/hai/	Yes
いいえ	/iie/	No
こんにちは	/konnichiwa/	Hello
さよなら	/sayonara/	Goodbye

Listen and repeat. 1.9 10'

Play track 1.9 and have students repeat the words. Next, wave to a student and say *konnichiwa* and encourage him/her to return the greeting. Invite students to say a word in Japanese. Then, put students in groups of three and have them take turns saying the words and miming.

TRACK 1.9

NARRATOR: LISTEN AND REPEAT.
ARIGATO.
HAI.
IIE.
KONNICHWA.
SAYONARA.

Now write in Japanese. 10'

Have students say what is happening in each of the pictures: *She's saying hello. He's giving her*

something. She's waving goodbye. Elicit the Japanese word that corresponds to each picture. Then, have students write the Japanese characters for the words in their book. Have students compare answers with a friend to check.

Answer key:



Invisible drawings (see page 10) 10'

Now play *Invisible drawings*. Practise school subjects and school activities vocabulary. Have fun!

Assign homework 5'

My project

AB page 13

Make an English phrase book.

Materials: One sheet of card, 12 sheets of white paper, a hole punch, string.

Refer students to *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder

It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 94 and the *Time to check* section on page 12 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
 - read the example and clarify doubts
 - ask a volunteer for another example
 - assign time to complete the exercise
 - read the instructions for the next activity, etc.
- Remember that testing is just another tool to help us evaluate students' language development.

2

An amazing holiday



Objectives:

- learn holiday vocabulary
- ask and answer questions about holidays
- talk about past events with regular and irregular verbs
- talk about past events with *last* and *ago*



Light on new words

Holiday

beach	/bi:tʃ/	_____	sailor	/seɪ.lə/	_____
climber	/klaɪ.mə/	_____	skier	/ski:ə/	_____
climbing	/klaɪ.mɪŋ/	_____	skiing	/ski:ɪŋ/	_____
forest	/fɒ.rɪst/	_____	surfer	/sɜ:.fə/	_____
hiker	/haɪ.kə/	_____	surfing	/sɜ:.fɪŋ/	_____
hiking	/haɪ.kɪŋ/	_____	swimmer	/swɪ.mə/	_____
mountains	/maʊn.tɪnz/	_____	swimming	/swɪ.mɪŋ/	_____
sailing	/seɪ.lɪŋ/	_____			



Light on grammar

Past simple (regular and irregular verbs)

In this unit, we use regular and irregular verbs to talk about holidays and past events. To form the past simple of regular verbs, we add *-d* or *-ed* to the infinitive form of the verb. With irregular verbs, the form changes completely. We use *did* (*not*) to form questions and negatives for both regular and irregular verbs in the past simple. In this unit, we also review the expression *There was* / *There were* which is used to talk about existence in the past.

Last / ago

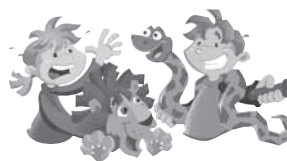
We use *last* and *ago* to talk about when in the past an event took place. We use them following this pattern: *last* + fixed point in time (*last week*) / general time period + *ago* (*three days ago*).



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise how to ask and answer questions about where they went on holiday and what they did there.

- Where did you go on holiday?
I went to the beach.
- What did you do?
I went surfing.



The lighthouse keepers' story The crocodile hunter



Teaching tip

Pair and group work activities help students to learn English by maximizing the time they spend using the language. These activities also offer a welcome change of pace and the opportunity for students to practise without the pressure of a big audience. To make the most of pair and group work, it is a good idea to develop a variety of fun and efficient strategies for assigning who works together. The most common way is according to classroom seating, which is fast but not much fun. To keep students wondering what is coming next, try counting off by fours or fives and having students with the same number form a group. (In the case of pairs, students can be apples or bananas instead of numbers.) You can also have students stand in line from shortest to tallest and they work with whoever is next to them. Or you can hide different coloured slips of paper, pieces of pictures or symbols under the desks for students to match. There are many possibilities, depending on the needs of your class and the time you can contribute to preparation. Don't forget to have fun!

Value: Protecting the environment

Protecting the environment means appreciating the natural world and making everyday decisions to keep it beautiful.



Make an eco-calendar!



Basic competences

In this unit, students will develop:

- *Linguistic competence* by speaking in pairs and groups (TB p. 25).
- *Learning to learn* by doing a peer evaluation activity where they create their own wordsearches to test another classmate on the new vocabulary regarding holidays (SB p. 14).
- *Linguistic competence* by listening to information about holidays to informally meet the Past Simple structure for the first time (SB p. 15).
- *Mathematical competence* by using numbers to label underlined answers in an e-mail (SB p. 16).
- *Linguistic competence* by listening to information about past events using the Past Simple, and reviewing calendars while learning words like last and ago (SB p. 17).
- *Linguistic competence* by listening to an audio recording to access information about a trip to the zoo (SB p. 18).
- *Competence in Autonomy and personal initiative* by using English to talk about a family holiday (SB p. 19).
- *Competence in Processing digital information in the classroom* by accessing information through listening to and reading a recorded story text (SB p. 20).
- *Social and citizenship competence* by creating an eco-calendar and discussing how the environment can be protected (SB p. 21).
- *Competence in Knowledge and interaction with the physical world* by identifying information about Australia (SB p. 22).
- *Artistic and cultural competence* by drawing the two Australian animals they like best (SB p. 23).

2

An amazing holiday

1 Stick the pictures and read. 15'

Refer students to the first picture and read the title. Get them to describe what they can see: *the sea, a palm tree*. Then, mime a person playing football and ask if it is one of the missing actions. Encourage students to mime different possibilities. Do the same for the other pictures. Next, tell students to use the stickers for activity 1 on page 14 and have students stick them into the spaces. Finally, tell students to read the new words.

2 Listen and number. 10'

Tell students that they are going to hear descriptions of the three pictures and that they should number them. Then, play track 1.10. Students write the numbers in the boxes. Finally, check with the whole class, saying *at the beach*. Students say *number 3*. Do the same for the other two locations.

TRACK 1.10

NARRATOR: LISTEN AND NUMBER.

NARRATOR: NUMBER ONE.

BOY 1: THE CHILDREN ARE IN THE FOREST. THERE'S A HIKER LOOKING AT A SWIMMER. THE SWIMMER IS SWIMMING IN A BIG RIVER.

NARRATOR: NUMBER TWO.

GIRL: THE CHILDREN ARE IN THE MOUNTAINS. IT'S SNOWING. THERE'S A GIRL SKIER AND A BOY CLIMBER.

NARRATOR: NUMBER THREE.

BOY 2: THE CHILDREN ARE AT THE BEACH. THE WEATHER IS BEAUTIFUL. THERE'S A SURFER AT THE BEACH. HE'S WAVING HELLO. AND THERE'S A SAILOR IN A BOAT.

Play track 1.11. Students repeat the words. Then, divide the class into two groups. Play the CD again. The groups take turns repeating the words.

TRACK 1.11

NARRATOR: LISTEN AND REPEAT.

NARRATOR: BEACH	MOUNTAINS	FOREST
SAILOR	SKIER	HIKER
SURFER	CLIMBER	SWIMMER

Assign homework 5'

AB page 14 ex. 1

Additional homework

Students find pictures of people on holiday and stick them into their notebooks. They label the pictures according to where the people are.

Light-on real language 20'

Read the dialogue aloud, pretending to be two different people. Students follow along with the dialogue in their book. Ask them what words they recognize. Elicit what the dialogue is about: *Where somebody went on holiday and what he/she did*. Then, explain that we use the verb *to go* + *to* + place to talk about where people go: *I went to the beach*. When we talk about activities, we use *to go* + the activity with *-ing*: *I went surfing*. Next, read the dialogue aloud with a volunteer. Divide the class into pairs and tell them to practise reading the dialogue with different tones of voice (angry, happy, sad, etc). Invite some students to perform the dialogue for the class.

Answer Key:

1 Stick the pictures and read.



2 Colour and read. 5'

Invite students to look at the symbols and say what they represent: *Things people do on holiday*. Then, have students colour the symbols and read the words silently. Point out that all the words end in -ing. Finally, say a number and invite students to say what the person is doing:

T: Number 4.

SS: He's hiking.

Answer Key:

Students colour the signs.

Listen and repeat. 1.12 5'

Play track 1.12. Students repeat the words. Then, encourage volunteers to say an action for the class to mime.



TRACK 1.12

NARRATOR: LISTEN AND REPEAT.
NARRATOR: SURFINGHIKING
CLIMBING SAILING
SWIMMING SKIING

Listen and mark (✓ or ✗). 1.13 10'

Tell students that they are going to hear three children saying what they did and didn't do on holiday. Read the names of the children aloud. Then, play track 1.13. Students put a ✓ for the action each child did and a ✗ for the action he/she didn't do. Make a ✓ and a ✗ on the board. Say each name, point to the marks and elicit the corresponding actions:

T: Judy. (point to a ✓).

SS: Skiing.

T: (point to a ✗).

SS: Climbing.



TRACK 1.13

NARRATOR: LISTEN AND MARK.
PETE: HI, I'M PETE. I WENT SWIMMING ON HOLIDAY. I LOVE SWIMMING. I DIDN'T GO SURFING. IT'S SCARY!
INGRID: MY NAME'S INGRID. I WENT HIKING WITH MY PARENTS. WE WENT SAILING, TOO.
JUDY: I'M JUDY. I WENT SKIING. I LOVED IT! I DIDN'T GO CLIMBING BECAUSE IT'S DANGEROUS.

Answer key:

Listen and repeat. 1.12

	swimming	climbing	sailing	surfing	hiking	skiing
Pete	✓			✗		
Ingrid			✓		✓	
Judy		✗				✓

Talk about the children with a friend. 10'

Read the example with a volunteer. Elicit that the children are talking about the answers from the previous activity. Then, divide the class into pairs and have students ask and answer questions about the children. Finally, invite volunteers to say which child they would go on holiday with and why.



Light on real language

Listen and complete. 1.14 5'

Tell students to read the phrases silently and think about what the missing words are. Then, play track 1.14 and have them complete the dialogue. Play the CD again for students to check. Finally, have a pair of volunteers read the dialogue aloud.



TRACK 1.14

NARRATOR: LISTEN AND COMPLETE.
GIRL: WHERE DID YOU GO ON HOLIDAY?
BOY: I WENT TO THE MOUNTAINS.
GIRL: WHAT DID YOU DO?
BOY: I WENT CLIMBING.

Answer Key:

Where did you go on holiday?

I went to the mountains.

What did you do?

I went climbing.

Make up a new dialogue with a friend. 5'

Divide the class into pairs. Students make up their own dialogue, changing the places and the actions. When they finish, get volunteers to act out one dialogue for the rest of the class.



Pass the baton (see page 10) 5'

Now play *Pass the baton*. Practise holiday vocabulary. Have fun!

Assign homework 5'



AB page 15

Additional homework

Pictionary pages 96 and 97. Students identify the pictures and write the corresponding words or phrases. Then, they write a sentence for each. Finally, they listen to the words and phrases in this unit's section of the CD in class.

We went to the mountains

1 Read and circle the correct pictures. 15'

Have students look at the text and elicit what kind of text it is: *an e-mail*. Ask questions about e-mails: *Do you write e-mails? Who do you write to? What do you write about?* Elicit descriptions of the different pictures: *He's riding a bike, skiing, cooking a sausage, eating a fish*. Then, have students read the e-mail individually and circle the pictures they think Ricky could attach. When they finish, tell them to compare their answers with a friend. Check by asking them to say what picture they chose. They should explain their answers: *Ricky went skiing. The boy in the picture is skiing*. Elicit additional information for each picture: *Where did he go skiing? In the mountains. Did he go by boat? No, he went by plane*. etc.

Find and underline answers in the e-mail. 10'

Divide the class into pairs. Students read the questions and find the answers in the text together. Then, they underline them in pencil. Finally, read a question aloud and have a volunteer read the part of the e-mail that contains the answer.

Answer Key:

Read and circle the correct pictures.



Assign homework 5'

Tell students to collect the e-mail addresses of five friends and write them in their notebooks.

2 Listen and chant. 1.15 15'

Materials: Poster paper, crayons.

Ask students what the animal in the picture is: *a dolphin*. Mime *see, jump, take a picture, and smile* and elicit the actions. As students answer, get them to point to the corresponding words in the text. Then, play track 1.15 and have them listen to the chant and follow

along in their books. Next, divide the class into groups of three and hand out the materials. Tell students to draw a picture of the things in the chant. When they finish, play the CD again and have them chant along, pointing to the objects in their picture.

Light on grammar 10'

Tell students to look at the examples. Pretend to read them aloud, but change the information: *I went to the mountains. I played football*. Encourage students to correct you: *I went to an island. I surfed the waves*. Then, ask students what tense the verbs are in: the *past simple*. Write *surf* – *surf*ed on the board and elicit how we usually form the past simple: *We add -ed to the verb*. Explain that many verbs in English are irregular in the past simple. Their forms change completely. Write *went* on the board and elicit the infinitive: the verb *to go*. Ask students if they can think of two or three other examples: *was, had, ate*.

Write the verbs in the correct column. 10'

Do the first example with the class. Write both the infinitive and the past simple forms: *stay – stayed*. Next, divide the class into pairs. Have students work together to complete each column. Then, invite volunteers to read and spell the verbs.

Answer Key:

Regular verbs:

stayed / jumped / surfed

Irregular verbs:

ate / went / was



Running dictation (see page 10) 10'

Now play *Running dictation* with the e-mail that Ricky wrote to Rene. Have fun!

Assign homework 5'

Additional homework

In their notebooks, students choose two parts of Ricky's e-mail and illustrate them: *We took a plane. We stayed in a small hotel*.



AB page 16

Warm-up: Birthdays 15'

Materials: Letter-size cards with the names of the months written in crayon.

Hold up the card for *January* and invite students who were born in that month to put up their hands. Continue for the rest of the months. Tell students to remember the months of their classmates' birthdays. Stick the cards on the board. Get volunteers to write the name of one classmate under the month of his/her birthday. Students should not write their own name. After all of the names are on the board, check as a class. Students should confirm as correct the information on the board.

3 Read and point to the days. 10'

Refer students to the first two calendar pages and read the months. Ask when the girl is speaking: *21st October*. Then, have students read what the girl says. Elicit the activities and tell students to point to each on the calendar pages. Finish by asking students about things that happened to the girl last week, two weeks ago and three months ago.

Listen and match. 1.16 15'

Have students look at the boy's calendar pages and identify the events: *his birthday, camp, exams*. Ask when the boy is speaking: *10th March*. Invite a volunteer to read the questions aloud. Then, play track 1.16. Students listen and match the questions and answers. To check, read the answers aloud and get students to say the activity.

TRACK 1.16

NARRATOR: LISTEN AND MATCH.

MARK: HI, I'M MARK. LOOK AT MY CALENDAR! MY BIRTHDAY WAS LAST WEEK. I'M 11 NOW! LAST MONTH, I HAD EXAMS. I DIDN'T DO VERY WELL IN ART. I DON'T LIKE PAINTING. AND TWO MONTHS AGO, IN JANUARY, I WENT TO A CAMP IN THE MOUNTAINS. IT WAS FUN!

Answer Key:

1. When was his birthday?
Last week.
2. When did he go to camp?
Two months ago.
3. When did he have exams?
Last month.

Assign homework 5' Additional homework AB page 17 ex. 1

Students make the name of their birth month out of modelling clay and stick it on a piece of cardboard. They decorate it and hang it in their room.

Light-on grammar 10'

Invite two volunteers to read the example sentences. Point out the highlighted words. Explain that there is more than one way to answer a question about a time in the past. Then, draw two columns on the board: *last* and *ago*. Tell students to find and circle all the expressions with *ago* and *last* on this page. When they finish, invite volunteers to write them in the corresponding column on the board. Elicit the patterns: *last* + time expression; time expression + *ago*.

Complete with last or ago. 10'

Divide the class into pairs and ask students to complete the sentences. Volunteers read them out to check. Finally, ask some questions about real events: *When did we start school? When was your last birthday?* Students should reply using *ago* or *last*.

Answer Key:

I went hiking in the forest last Monday.
We went sailing a week ago.
Jeff didn't have school a month ago.
Pete didn't stay in a hotel last weekend.

Pair work 15'

Tell students they are going to ask questions about some people's holidays. Write *Dan, France, last month*. Cover *France* and elicit how to ask where Dan went: *Where did Dan go on holiday?* Do the same for *last month*. Then, divide the class into pairs. Assign student A and student B. Student A looks at page 112 and student B looks at page 117. They should ask and answer questions to complete the *Holiday table*. When they finish, have them check their work together by looking at each other's information.

Assign homework 5' Additional homework AB page 17 ex. 2

Students make a poster about what they did last weekend. Have them draw pictures or use photographs, or include everyday objects such as film tickets or bus tickets. They should call their poster *Last weekend*, and label each of the things they include.

Time to practise!

Warm-up: Animals 10'

Write *gdo, act, loralig, tabrbi* and *ortpra* on the board. Then, divide the class into pairs. Students unscramble the names of the animals: *dog, cat, gorilla, rabbit, parrot*. To practise, encourage students to take turns reading the names of the animals and spelling them.

1 Look and circle True or False. 10'

Tell students to look at the illustration and say where the girl is: *She's at the zoo*. Elicit the names of the animals that are in the zoo today: *spiders, a snake, a shark, a dolphin*. Do the same for the animals that are not there today: *a panda, a giraffe, lions*. Have students read the sentences and circle *True* or *False* according to the pictures. Next, tell them to compare answers with a friend. Check by asking a volunteer to read the sentences aloud and say if they are true or false.

Answer Key:

1. F
2. T
3. T
4. F

Anchor Read and number the answers. 20'

Read the first question aloud and have students find the answer: *She went to the zoo*. They should write *1* beside the answer. Continue with the second question. Next, invite a volunteer to read the third question and get students to answer according to the pictures: *No*. Write *No, there wasn't* and *No, there weren't* on the board. Elicit the correct option: *No, there wasn't*. Ask why it is the answer: *Panda is singular and wasn't is singular*. Do the same with the fourth question. Then, have students continue with the rest of the questions. Check by asking students the questions and encouraging them to explain their answers. Finally, point out that in questions, *there* and the verb *to be* change places.

Answer Key:

1. *She went to the zoo.*
2. *She saw lots of animals.*
3. *Yes, there were.*
4. *No, there wasn't.*
5. *No, there weren't.*
6. *Yes, there was.*

Assign homework 5'



AB page 18

Additional homework

Students find magazine cutouts of the animals missing from the zoo in activity 1. They stick them into their notebooks.

2 Sing a song. 1.17 20'

Note: Write pairs of rhyming words on three different pieces of paper: *beach, peach, go, low, dark, park*. Divide the class into three groups and give each a piece of paper. Check that they understand what their words mean. After that, play track 1.17. Students should put up their hands when they hear their words. Play the song two or three times, and then get groups to exchange their words. Play the song again and have them follow along in their books. Finally, divide the class into boys and girls and have them sing the song. Girls sing the verses and boys the chorus, then switch roles.

Assign homework 5'

In their notebooks, students copy one of the verses of the song and illustrate it.

Time to write

1 Circle one option for each question. 10'

Tell students they are going to write about an imaginary holiday in the past. Refer them to the questions in the spiders. Explain that the questions can help students to include details in their text. For each question there are several possible answers on the leaves. Write example choices on the board: *last month, beach, surfers, go swimming, cool*. Then, have students circle one answer from each spider to create their own holiday story.

Answer Key:

Student's own answers.

Write a paragraph with your ideas. 10'

Students write paragraphs individually, using the options they chose in the previous activity. Walk around the classroom and help as needed. Encourage students to add details: *Last month, I went to the beach. It was sunny every day. There were some surfers. I went swimming in the sea. It was cool!*

Answer Key:

Student's own answers.

Now compare your paragraphs in pairs. 10'

Divide the class into pairs. Have students read their friend's paragraph. Tell them to check that their friend has answered all the questions in the previous activity. After that, tell them to check that capital letters and full stops are used correctly. Finally, have some students read their paragraphs aloud for the rest of the class.

Bulletin board idea 15'

Materials: Paper, crayons, drawing pins.

Divide the class into five groups and assign a category to each: *time, place, people, activity, conclusion*. Hand out the paper and the crayons. Each group chooses one of the options from the spider in activity 1 that matches their category and writes a sentence on their piece of paper. They should illustrate their sentence. Then, have students pin their group's sentence on the bulletin board. Help them to put all the sentences in order. Finally, ask some volunteers to read the whole story aloud.

Assign homework 5'



AB page 19

Additional homework

In their notebooks, students write a paragraph about a holiday that one of their family members took. The holiday can be imaginary. Encourage them to illustrate their paragraph.

The lighthouse keepers' story



Before you read 5'

Circle the correct option.

Write *Steve Irwin* on the board.

Ask students what they know about him: *He had a TV programme about crocodiles. He loved animals. He was from Australia.* Then, refer students to the question in the book and elicit the answer: *He was a naturalist.*

Answer Key:

a. *A naturalist.*

Now read and discuss with a friend. 15'

Tell students to read the story again in silence. Then, divide the class into pairs and invite them to discuss whether they would like to own a zoo. Encourage them to explain why. Finish by asking volunteers about their friend's answer.

Assign homework 5'



AB page 20

Additional homework

Students think of a famous person from their country and write about the person in their notebooks: *Maradona was a famous football player. He played football when he was three!*

1 Listen to the first part of the story. 1.18 20'

Tell students to look at the illustrations and say who they think the little boy is: *It's Steve Irwin when he was young.* Then, invite them to identify all the animals. Encourage students to say if they have ever seen those animals and where. Then, students close their books and close their eyes. Play track 1.18 and have them imagine the story. Next, play the CD again and get the class to listen and follow along with the story in the book. Ask some questions to check their understanding: *Why is Steve giving grass to a kangaroo? He lived in a zoo and helped his parents. Why has the snake got a birthday hat? Steve's dad gave him a snake for his birthday. Why is Steve sitting on a crocodile? He started hunting crocodiles when he was nine.*

2 Listen to the second part of the story. 1.19 10'

Before students open their books, write *Steve Irwin* on the board and draw a circle around it. Ask students what they remember about him and invite volunteers to come to the board and write key words around the circle: *liked animals, had a pet snake, had a crocodile*, etc. Then, have the class open their books and look at the pictures in the second part of the story. Encourage students to explain how the scenes relate to the words on the board: *He had a pet snake. There's a picture of a snake.* Next, play track 1.19. Students listen and follow along in their books. Ask some questions to check students' understanding: *Why is Steve holding a crocodile? Because he made a TV programme called The Crocodile Hunter. What happened to him in 2006? A stingray attacked him and he died. Who is the girl? His daughter. What does she want to do? She wants to work with animals.*

Now read and discuss with a friend. 10'

Students read the whole story silently. Then, divide the class into pairs. Write the following question on the board: *Why was Steve Irwin working with dangerous animals?* Have students discuss the question and encourage them to refer back to the story. Next, get some volunteers to share and explain their answers. Point out that Steve worked with those animals because he wanted the world to know more about them. He wanted people to respect and protect them.



10' After you read Read and draw what's missing.

Have students look at the picture and read the label. Elicit who the boy is and what he's doing: *Steve Irwin. He's opening his birthday present.* Ask what Steve got when he was six: *a snake*. Tell students to draw the snake in the box and colour it. When they finish, get them to compare their drawings with those of other students.

Answer Key:

Student's own drawing.



Value: Protecting the environment

Make an eco-calendar! 15'

Materials: One photocopy of craft template 2a and 2b (see the Values Section on the Teacher's Resource CD-ROM) per student, crayons, scissors, clear sticky tape, glue.

Ask the class: *What is the environment? How can people protect it?* Elicit answers: *The environment is the nature that surrounds us. To protect it, people shouldn't use lots of water. They shouldn't throw rubbish in the street.* etc. Hand out the templates. Invite volunteers to read the facts and advice to the class. Give help with meaning if necessary. Have students colour and cut out the calendar, the pictures and fact cards. Help them to fill in the name of the months and the dates correctly. Then, tell students to complete their calendar with the fact and advice cards and decorations. Give students time at the end to show each other their calendars. Encourage them to display them at home and help their family members to protect the environment, too!

Assign homework 5'

Additional homework



AB page 21

In their notebooks, students illustrate and label their favourite birthday present.

Warm-up: Let's talk about Australia

10'

Materials: A map of the world, some photos of Australian landscapes (rainforests, beaches, the outback), a photo of Uluru (also known as Ayer's Rock), and a photo of the Sydney Opera House.

Display the map and get a volunteer to come to the front and point to Australia. Explain that Australia is a very big country. It is more than double the size of Europe, and it is also a continent. Tell students that since Australia is in the Southern Hemisphere, the weather is

hot in December, January and February, and cold in June, July and August! Tell students that the capital is Canberra, but Sydney and Melbourne are other famous cities. Next, display the pictures of the landscapes. Explain that the middle of Australia is very hot and dry. It is called the outback. Get students to identify the outback in the photos. Do the same with the other landscapes. Tell students that Australia has got some famous landmarks like Uluru and the Sydney Opera House. Pass around the photos of the landmarks.

Read and complete the information.

15'

Ask students to guess what animals live in Australia. Accept all answers. Then, get students to open their books. Invite volunteers to read the names of the animals aloud and have the rest of the class point to the pictures. Have the class identify the endangered animal: *tree frog*. Then, refer students to the chart and ask a volunteer to read the title: *What I learned*. Divide the class into pairs and ask students to complete the chart with the information about Australia that they can find on this page. Then, elicit the answer for each heading. Invite students to say what else they know about Australia and its animals. For example: *Crocodiles can be 7 metres long. They can run 30 km per hour – almost as fast as an Olympic champion! Kangaroos can jump 10 metres.* (Indicate the length using objects in the classroom.)

Answer Key:

Name of the country: *Australia*

Colours of the flag: *red, white and blue*

Name of the national park: *Blue Mountains*

Typical animals: *crocodile, kangaroo, koala bear, dingo, tree frog*

Name of the endangered animal: *tree frog*



AB page 22

20'

Check what you know!



Note: Write holiday words on separate pieces of paper.

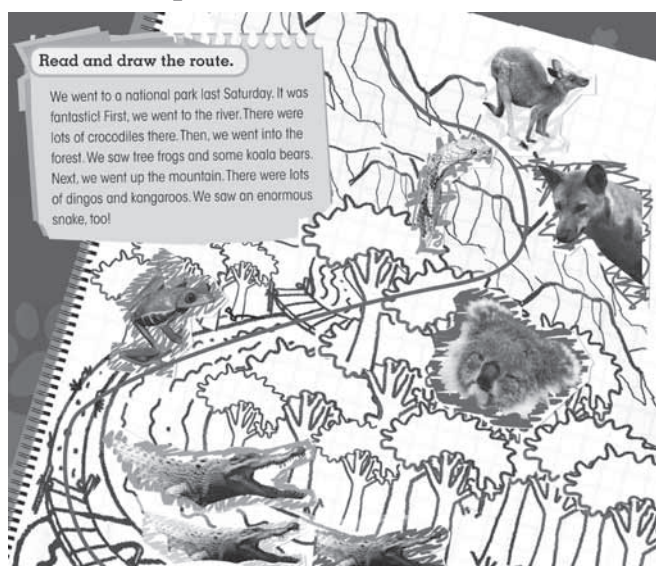
Divide the class into teams of four. Invite a volunteer from one team to the board and give him/her a holiday word. The volunteer should mime or draw a picture on the board for other students to guess. Set a time limit of 30 seconds. Continue with a member of another team. As teams guess the words, write them on the board. The team that guesses the most words wins. Next, get the teams to form four lines at the board. Say a regular or irregular verb in the infinitive. The first student to correctly write the past simple form wins a point. Continue with other team members and other verbs. After that, divide the class into pairs and have them write a short dialogue about holidays. Remind them to use *last* and *ago*. Invite two or three pairs to act out their dialogues for the class. Finally, ask the class to complete the faces according to how they feel about what they know.

Read and draw the route.

10'

Ask students to say what they can see in the park: *crocodiles, a koala, a tree frog, a dingo, a kangaroo, a snake, a river, a forest, mountains*. Next, explain that they are going to read about a person who visited the park. Get them to point to where the person starts. Then, divide the class into pairs. Students should read the diary and mark the route together. To check, have them compare maps with another pair. After that, students can colour the picture.

Answer Key:



Draw two animals you like.

10'

Invite students to close their eyes and think of two animals they like. Encourage them to imagine many details: *What colours are the animals? Where are they? Are they tall? Are they fat? Have they got big teeth or big ears?* Then, have students draw and colour their animals in their books. When they finish, tell them to compare their pictures with a friend.

Answer Key:

Student's own drawings.

Wrap-up: Animal categories

15'

Divide the class into teams of four. Assign each team one of these categories: *Animals that jump, Animals that swim, Animals that bite*. Tell students that they've got three minutes to write the names of as many animals in their category as they can. Encourage students to help each other in their teams and use a dictionary if necessary. They should find the names on their own. When time is up, tell the teams to count their animals. Invite the team with the highest number to read out their animals. Give each team one point for each correct animal. Continue with another category. At the end, the team with the most points wins.

Assign homework

10'

My project



AB page 23

Make a picture frame.

Materials: A photo of your last holiday, a tissue box, modelling clay, washable paint, glitter, sticky tape.

Refer students to *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 94 and 95 and the *Time to check* section on page 22 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
 - read the example and clarify doubts
 - ask a volunteer for another example
 - assign time to complete the exercise
 - read the instructions for the next activity, etc.
- Remember that testing is just another tool to help us evaluate students' language development.

3 Superheroes



Objectives:

- learn the names of household items and electrical appliances
- use expressions to react to messy places
- ask and answer questions about the past using the past continuous



Light on new words

Household items

armchair	/a:m·tʃeə/	_____
bath	/bɑ:θ/	_____
bookcase	/bʊk·keɪs/	_____
carpet	/kɑ:·pɪt/	_____
coffee table	/kɒ·fi ,teɪ·bəl/	_____
desk	/desk/	_____

Electrical appliances

blender	/ˈblen·də/	_____
CD player	/sɪ ˈdi: ,pleɪ·jə/	_____
coffee maker	/kɒ·fi ,meɪ·kə/	_____
laptop	/læp·tɒp/	_____
toaster	/təʊs·tə/	_____



Light on grammar

Past continuous

We use the past continuous to talk about ongoing actions in the past. We form this tense using the verb *to be* in its past form and the main verb + *ing*. Yes / No questions are made by switching the

subject and the verb *to be*; *Wh-* questions are made by adding a question word to this structure. The negative form is made by adding *not* to the verb *to be*.



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise short expressions to react to messy places.

- Oh, no!
- What a mess!
- What a disaster!
- It's really messy here!



The lighthouse keepers' story Secret identity



Teaching tip

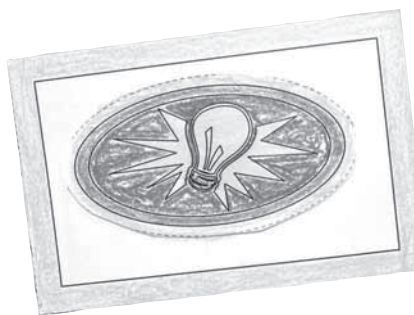
When students are asked to complete a task, whether individually or in pairs or groups, they may need some help. Sometimes you only need to clarify the instructions with them. At other times, students may be tempted to take shortcuts with an activity and use their own language, or copy each other's answers. To avoid this, be careful not to put too much emphasis on finishing the activity quickly (unless it is a game with a time limit). Praise creativity and detail as well. In addition, try to win students' cooperation through positive actions: ask meaningful questions about the topic to get students involved and make positive comments about their work. In the case of one particular student who repeatedly fails to cooperate, the problem may be rooted in a lack of confidence or simply a desire to impress other classmates. Consider talking to that student individually. Policing the classroom and enforcing the rules may work and at times may be necessary, but always try other options first. Forcing your authority may only reinforce students' negative attitudes or behaviour in the classroom.

Value: Showing kindness

Showing kindness means being sympathetic and helpful to others.



Design a superhero belt buckle.



Basic competences

In this unit, students will develop:

- *Social and citizenship competence* by participating in activities in this unit that focus on kindness and empathy (TB p. 37).
- *Linguistic competence* by learning vocabulary to talk about the rooms in the house and formulaic expressions to react to messes in the home (SB p. 24).
- *Linguistic competence* by checking the answers for formulaic language in a listening activity and then practising intonation, tone and pitch through saying the phrases either in a sad, angry or scared tone of voice (SB p. 25).
- *Competence in Learning to learn* through active participation in the *Light on Grammar* presentation of the Past Continuous (SB p. 26).
- *Competence in Autonomy and personal initiative* by creating a magazine cut-out collage where they write an interview using questions about yesterday's activities and funny answers to the questions (SB p. 27).
- *Competence in Knowledge and interaction with the physical world* by telling the time in English and practising timetables (SB p. 28).
- *Linguistic competence* by matching the scenes of the jigsaw puzzle with the correct sentence cues and then writing about the scene (SB p. 29).
- *Linguistic competence* by reading and acting out the story in groups (SB p. 30).
- *Competence in Processing digital information in the classroom* by accessing information through listening to and reading a recorded story text (SB p. 31).
- *Mathematical competence* by using numbers to match words and images to complete a crossword (SB p. 32).
- *Artistic and cultural competence* by learning hieroglyphics, decoding the name of a pharaoh and drawing their own name using symbols (SB p. 33).

3

Superheroes

1 Listen and point to each person.

1.20 10'

Get students to look at the picture and elicit who the people are: *Natalie, Vince, Simon, Mollie, Mum, Dad*. Then, play track 1.20. Students point to the people as they hear their names. Next, ask them what each person is doing: *Natalie is reading. Vince is standing on his head. etc.*

TRACK 1.20

NARRATOR: LISTEN AND POINT TO EACH PERSON.
NARRATOR: MOLLIE IS PLAYING WITH A BALL UNDER THE COFFEE TABLE.
NATALIE IS READING A COMIC BOOK ON THE CARPET. VINCE IS STANDING ON HIS HEAD NEXT TO THE BOOKCASE.
DAD IS SLEEPING NEXT TO THE ARMCHAIR.
SIMON IS LISTENING TO MUSIC ON HIS DESK.
MUM IS WASHING THE BABY IN THE BATH.

Listen again and stick.

1.20 15'

Tell students to use the stickers for activity 1 on page 24. Have students identify the household items and compare them to the shapes in their book. Then, play track 1.20. Students should listen and stick the stickers in the spaces. Finally, say the word for each of the household items. Students spell the words.

Answer Key:

Listen and point to each person.



Listen and repeat.

1.21 5'

Play track 1.21 and get students to repeat the words for the household items. Then, invite volunteers to say one of the words for you to mime.

TRACK 1.21

NARRATOR: LISTEN AND REPEAT.
NARRATOR: ARMCHAIR BOOKCASE COFFEE TABLE
BATH CARPET DESK

Assign homework



AB page 24 ex. 1

Additional homework

Students choose three of the words from this page. Tell them to stick pasta onto a piece of card to form the words. They can paint the letters or decorate them with glitter.

Light-on real language

20'

Refer students to the picture and ask them if the room is tidy: *No, it isn't*. Ask several volunteers about their room: *Is your room tidy? Is your room like this? Do you like it when it's messy?* Then, tell students to read the phrases. Elicit if they think the people who are speaking are happy: *No, they aren't*. Shake your head and say *What a mess!* Make the intonation very dramatic and encourage students to repeat in the same tone. Next, get them to repeat *It's really messy here!* and *What a disaster!* in the same way. Have students close their books. Say *messy* and invite students to say the complete phrase. Continue with words from the other phrases. Finally, move your books and pens around on your desk to make it look messy. Have students take turns saying and acting out one of the phrases. Encourage them to be as dramatic as possible. The rest of the class votes on the best performance.

Assign homework



AB page 24 ex. 2

Additional homework

Students make a poster of a messy room with magazine cutouts. They label their poster with one of the expressions from this lesson.

2 Follow and complete. 10'

Invite students to look at the picture and ask *Where are the girls? In the kitchen. What are they doing? They're making a chocolate cake. Ask them what they think their mum will say when she sees the kitchen: It's really messy here. Oh, no!* etc. Then, tell students to follow the lines that go from items in the picture to the incomplete words. Explain that they are the same words that are in the word box. Finally, have students complete the words, using the words in the word box as a guide.

Answer Key:

2 Follow and complete.

blender CD player coffee maker laptop toaster



Listen and repeat. 1.22 5'

Play track 1.22. Get students to listen and repeat the words. Then, establish a movement related to each electrical appliance and practise it with the students. Play the CD again and encourage the class to do the movements as they say each word.

TRACK 1.22

NARRATOR: LISTEN AND REPEAT.
NARRATOR: BLENDER.
CD PLAYER.
COFFEE MAKER.
LAPTOP.
TOASTER.

Light on real language

Unscramble the phrases. 5'

Make a mess by pretending to drop some books and pens on the floor, or emptying out your bag on top of your desk. Say very dramatically: *Oh no!* and elicit appropriate phrases from the class: *What a mess! What a disaster!* Then, have students look at the phrases in their books and unscramble them.

Answer Key:

It's messy herte!

What a mess!

What a disaster!

Listen and repeat. 1.23 10'

Play track 1.23 and have students listen to check their work. Then, get them to say the phrases aloud. After that, draw three faces on the board and number them: an angry face, a surprised face, and a crying face. Point to one of the faces and say one of the phrases in that tone of voice. Students repeat. Continue with the rest of the faces in the same way. Finally, divide the class into pairs and have students take turns saying the phrases and guessing which voice he/she is using.

TRACK 1.23

NARRATOR: LISTEN AND REPEAT.
NARRATOR: IT'S MESSY HERE!
WHAT A MESS!
WHAT A DISASTER!

Assign homework 5'



AB page 25

Additional homework

Pictionary pages 98 and 99. Students identify the pictures and write the corresponding words or phrases. Then, they write a sentence for each. Finally, they listen to the words and phrases in this unit's section of the CD in class.

What were you doing?

1 Match the notes to the pictures. 20'

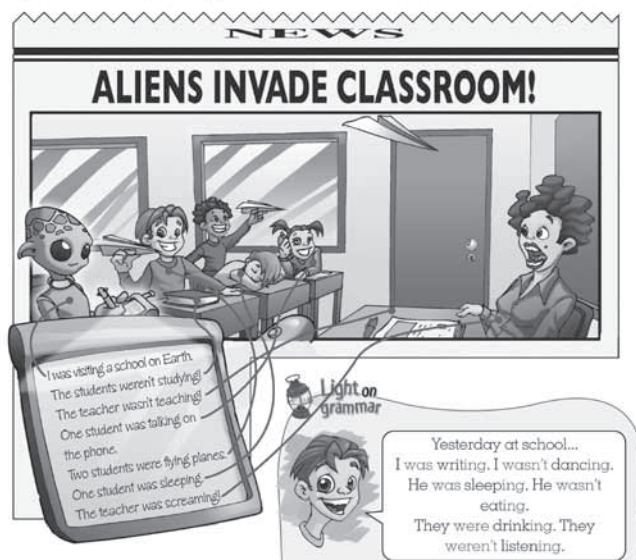
Refer students to the picture and ask what it is: *It's a newspaper article about an alien invasion.* Then, point to the alien and ask students what the alien might be writing about the class: *The students are doing bad things. The teacher is not happy.* etc. Read the notes and have students underline sentences that describe the children and the teacher in the picture. Then, tell students to draw lines from the sentences they have underlined to the corresponding people. When they finish, describe the characters and invite students to say what they were doing:

T: *The boys in green and red shirts.*

SS: *They were flying planes.*

Answer Key:

Match the notes to the pictures.



Assign homework 5'

Students find a picture of an alien and stick it into their notebooks. They should imagine that the alien is watching their family. Tell them to write three sentences about their family's activities from the alien's perspective: *They were watching TV.*

2 Listen and chant. 1.24 15'

Invite a volunteer to read the title of the chant: *Breaktime rap.* Ask the class what breaktime is and what they do during breaktime. Then, play track 1.24 and have students listen and follow along with the lyrics. Elicit what the children in the chant were

doing: *Waiting for their breaktime at ten o'clock.*

Next, say the chant line by line and ask students to mime the actions. Correct as necessary. After that, play the CD again and encourage students to say the chant. Finally, divide the class into five groups. Each group chants one line. The whole class should chant the last line together. Repeat until the groups have had the chance to chant all the lines.

Light-on grammar 10'

Ask students what day it is and what day yesterday was. Then, say a time and elicit what different students were doing at that time yesterday: *watching TV, doing homework, playing football.* Next, have volunteers read the examples aloud while the rest of the class follows along in their books. Explain that we use the verb *to be* + verb with *-ing* to express an action in the past that continued for some time. This tense is called the past continuous. Point out the spelling changes with verbs that end in *-e*. Finally, elicit how we make the negative: *With was not (wasn't) or were not (weren't).*

Complete the sentences. 5'

Divide the class into pairs. Invite them to look at the pictures and say what the people are doing: *eating a sandwich, reading a book.* Then, have students complete the sentences together. Explain that they should use an affirmative and a negative sentence for each picture. To check, ask some volunteers to read their sentences aloud.

Answer Key:

She was eating a sandwich.

She wasn't listening to music.

They were reading their book.

They weren't sleeping.

Assign homework 5'

Additional homework



AB page 26

Students pretend they are visitors taking notes about their own class. They should write three sentences to describe the activities in their notebooks. (The sentences do not have to be true.) Then, they draw a picture to illustrate the activities.

3 Listen and number the dialogues. 1.25 20'

Have students look at the pictures and describe what they think is happening. Point out that the brothers in the last picture are twins. Explain the meaning. After that, tell students to read the dialogues quietly. When they finish, play track 1.25 and get students to number the dialogues. Then, check by having them read them aloud in order. After that, encourage students to say what they think the twins were doing at 1.30 if they were not sleeping. Finally, divide the class into pairs and have students read the dialogues aloud.

TRACK 1.25

NARRATOR: LISTEN AND NUMBER THE DIALOGUES.
 NARRATOR: NUMBER ONE.
 POLICEMAN: WHAT WERE YOU DOING AT 1.30?
 GIRL: I WAS COOKING LUNCH.
 NARRATOR: NUMBER TWO.
 POLICEMAN: WAS YOUR MUM HELPING YOU?
 GIRL: NO, SHE WASN'T. SHE WAS SHOPPING.
 NARRATOR: NUMBER THREE.
 POLICEMAN: AND WAS YOUR DAD WORKING?
 GIRL: YES, HE WAS.
 NARRATOR: NUMBER FOUR.
 POLICEMAN: WERE THE TWINS SLEEPING?
 GIRL: YES, THEY WERE.
 POLICEMAN: NO, THEY WEREN'T! LOOK!

Answer Key:

1. *What were you doing at 1.30?*
I was cooking lunch.
2. *Was your mum helping you?*
No, she wasn't. She was shopping.
3. *And was your dad working?*
Yes, he was.
4. *Where the twins sleeping?*
Yes they were.
No they weren't! Look!

Assign homework 5'

Students make a *Wanted* poster for an alien. Have them draw a picture and write two sentences about what the alien was and wasn't doing last night: *He was (eating pizza). He wasn't (sleeping).*

Light on grammar 10'

Invite volunteers to read the examples aloud. Refer students to the first question and elicit the first word: *What*. Read the answer and say that to answer a *Wh-* question you give specific information. Then, refer students to the other questions. Say *These are Yes / No questions because the answer is always yes or no. They start with the verb to be*. Elicit more examples for each type of question. Finally, invite several volunteers to ask their classmates questions of their own.

Match. 10'

Divide the class into pairs. Have students match the questions and answers. Check by asking volunteers to read them aloud. Then, ask students about what they were doing in the lesson yesterday.

Answer Key:

What was he doing?
He was reading.
Were they sleeping?
Yes, they were.
Was he helping?
No, he wasn't.

Pair work

Divide the class into pairs. Assign student A and student B. Student A looks at page 113 and student B looks at page 117. Ask the class to look at their pictures and elicit where the children are: *at the park*. Write *Yesterday at the park* on the board. Explain that there are differences in the scenes. Students find them by describing the activities using the past continuous.

To check, students say what the four differences are: *Olivia was playing with a cat / dog.*
Lindsay was listening to music / playing the guitar.
Kyle was eating an apple / a banana.
Steve was skateboarding / riding a bike.

Assign homework 5'

Additional homework



AB page 27

Students stick a magazine cutout of a person into their notebooks. They write three questions about the person's activities at different times yesterday. Then, they write funny answers to the questions.

Time to practise!

Warm-up: Clock race 15'

Divide the class into four teams. Then, draw four empty digital clocks on the board. Each team selects one student to go to the board. Give each student a boardpen and say a time: (5 o'clock). The students should write the time on their clock: (5.00). The first student who writes the time correctly wins a point. Continue with more students.

1 Listen and complete. 1.26 15'

Refer students to the pictures and tell them the boy's name is SuperTom. Ask them to deduce his abilities from the pictures: *He can fly. He's strong.* Then, invite volunteers to describe what is happening in each picture. Help students to see the relationship between the pictures and the headings: *How is he helping the old lady? He's carrying her and her bags. How is he directing traffic? He's carrying the ambulance to the hospital.* After that, tell students they are going to hear a person say when SuperTom did the actions in the pictures. Elicit two or three possible answers to each question: *When? (last Sunday, two weeks ago, etc.)* and *What time? (at 7 o'clock, at 4.30, etc.)*. Then, play track 1.26 and have students listen and complete. Play the CD again for them to check their answers.

TRACK 1.26

NARRATOR: LISTEN AND COMPLETE.
NARRATOR: SUPERTOM WAS READING A STORY TO SOME CHILDREN LAST MONDAY AT 6 O'CLOCK.
HE WAS HELPING AN OLD LADY ONE WEEK AGO AT 12.30.
HE WAS VACUUMING THE CITY YESTERDAY AT 2 O'CLOCK.
HE WAS DIRECTING TRAFFIC LAST NIGHT AT 8.30.

Answer Key:

Listen and complete. 1.26



When? Last Monday
What time? 6.00



When? One week ago
What time? 12.30



When? Yesterday
What time? 2.00

Ask and answer in pairs.

What was SuperTom doing yesterday at 2 o'clock?



He was vacuuming the city.



When? Last night
What time? 8.30

Ask and answer in pairs. 10'

Say *Yesterday at 2 o'clock*. Elicit the question and the answer: *What was SuperTom doing yesterday at 2 o'clock? He was vacuuming the city.* Then, divide the class into pairs and have them ask each other and answer questions about SuperTom's activities.

Assign homework 5'

Students invent their own superhero. Encourage them to draw a picture of him/her in their notebooks. Have them write two sentences about what the superhero was doing at different times yesterday.

2 Ask a friend and complete the table. 15'

Have students look at the clocks and say the times. Ask one or two students: *What were you doing last Sunday at 7 o'clock?* Elicit an answer in the past continuous: *I was sleeping. I was having breakfast.* Then, divide the class into pairs. They should ask their partner what he/she was doing at the different times last Sunday and complete the table. Finally, invite volunteers to ask each other about their friend's activities: *(Alberto), what was (Carlos) doing last Sunday at 7 o'clock?*

Answer Key:

Student's own answers.

3 Sing a song. 1.27 15'

Tell students to close their eyes and imagine a superhero called Supergirl. Ask *What does her costume look like? What can she do?* Accept all answers. Then, tell them they are going to hear a song about Supergirl, and play track 1.27. Students should listen and follow along in their books. Play the CD again and invite students to sing along. Next, divide the class into two groups. Have one group sing the first two lines of each verse and the other group sing the last two lines. When they finish, switch roles. Finally, have students close their books and sing the song together with the CD.

Assign homework 5'

Additional homework

In their notebooks, students illustrate the song about Supergirl and Big Bad Ben.



AB page 28

Time to write

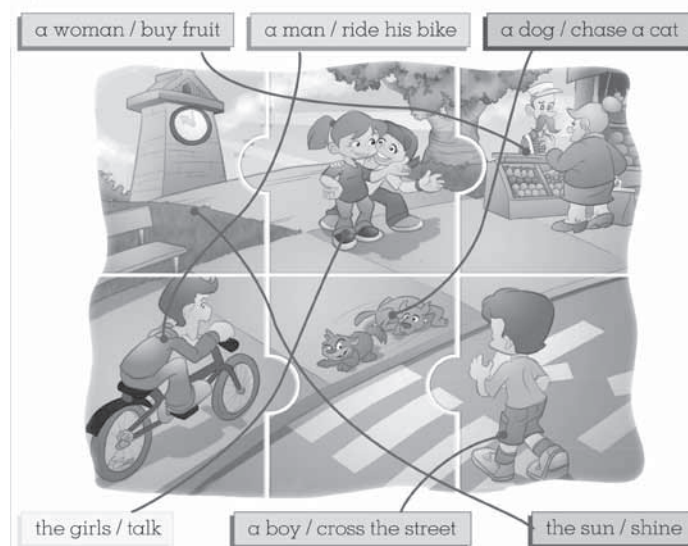
1 Read and match. 10'

Refer students to the picture and ask them to say what it is: *It's a jigsaw puzzle with a city scene.* Invite several volunteers to describe the characters. Then, divide the class into pairs and have students read the clues in the boxes and match them to the pictures.

To check, draw the six jigsaw pieces on the board and number them. Say a number and get students to read the corresponding words aloud. Finally, elicit when the actions are happening: *At 10 o'clock.* Explain that it is 10 o'clock yesterday.

Answer Key:

Read and match.



Bulletin board idea 20'

Materials: One sheet of white paper per group, one sheet of white paper for the title, a felt-tip pen, drawing pins.

Invite students to give some examples of typical activities that they do: *having lunch, playing football, listening to music.* Then, divide the class into groups of six and hand out the paper. Each group should choose an activity to draw and colour on the paper. After that, display their pictures on the bulletin board. Finally, get the class to decide when the activities happened and at what time. Write it on a sheet of paper and add it to the bulletin board.

Assign homework 5'



AB page 29

Additional homework

Students find a picture of an interesting scene in a magazine or newspaper and stick the scene into their notebooks. Then, they imagine they are one of the characters or objects in the picture and write a five-sentence description. Remind them to say when and at what time the actions took place.

Describe the scene. 10'

Read the start of the first sentence aloud and have students complete it: *was shining.* Then, tell students to finish the description, using the word clues to help them. When they finish, encourage students to read each other's work. To check, have volunteers read parts of their description aloud.

Answer Key:

At ten o'clock yesterday, the sun was shining.

The girls were talking.

A woman was buying fruit.

A dog was chasing a cat.

A man was tiding his bike.

A boy was crossing the street.

The lighthouse keepers' story



Before you read 15'

Circle your favourite superhero.

First, get the class to look at the pictures and say who they are: *Spiderman, Batman, Batgirl, and Superman*. Encourage students to say what they know about them: *Spiderman can climb buildings. Batman has got a cool car*. Then, tell them to mark their favourite superhero. Invite some volunteers to say who their favourite hero is and why.

Answer Key:

Student's own answers.

1 Listen to the first part of the story. 1.28 15'

Get a volunteer to read the title of the story: *Secret identity*. Ask *What's a secret identity? It's the identity of the superhero when he/she is a normal person*. Elicit any secret identities that students know: *Superman's secret identity is Clark Kent*. Ask *Why do superheroes have them?* Accept all answers. Then, invite students to look at the pictures and guess what is happening. Accept all answers. Next, play track 1.28 and tell students to follow along in their book. Have some volunteers explain the story in their own words. Finally, encourage the class to guess what the mum is thinking at the end of this part of the story.

Now read the story in groups. 15'

Divide the class into groups of four and assign the roles of Tim, Tim's mum, the other boy and the man on TV. Invite students to agree on a name for the other boy. Have them read and practise the story in their groups. Encourage them to use lots of emotion and different voices. After students read the story twice, divide them into new groups and get them to read the story again. Finally, invite a group to read and act out the story for the class.

Assign homework 5'

Additional homework



AB page 30

In their notebooks, students draw the front page of a newspaper reporting the rescue in the story. Tell them to write *SUPERBOY'S AMAZING RESCUE* above the picture.

2 Listen to the second part of the story. 1.29 10'

Tell students to close their books. Ask several volunteers to retell the first part of the story. Then, play track 1.29. Students should listen with their eyes closed. Encourage students to say what they think happened. Accept all answers. After that, play the CD again and have students listen and follow along in their book. Finally, ask them how Tim's mum knows that he is Superboy: *He is wearing his Superboy T-shirt. His hair is burnt.*

Now read the story in groups. 10'

Divide the class into groups of three and assign the roles of Superboy, Tim's mum and the narrator. Explain that the narrator should also take the part of the other boy and the TV presenter. Have students read the whole story in their group. Encourage them to use different voices for the characters. Finally, invite one or two groups to the front to read the story for the rest of the class.



After you read 10' Look and say what they were doing last night.

Divide the class into pairs and invite students to identify the actions in the pictures. Then, explain that these actions took place last night. Encourage pairs to talk about what each child was doing then. Check by describing one of the pictures and eliciting the activity:

T: *He's wearing a green shirt.*

SS: *He was eating an apple.*

Next, draw a digital clock on the board and a time. Ask some volunteers to say what they were doing at that time yesterday. Change the time and continue with other students.



Value: Showing kindness

Design a superhero belt buckle. 15'

Materials: One photocopy of craft template 3a and 3b (see the Values Section on the Teacher's Resource CD-ROM) per student, crayons, scissors, card or cardboard, glue, clear sticky tape.

Write *KINDNESS* on the board backwards and get students to identify it. Elicit what it means to be kind: *Being sympathetic and helpful to others*. Ask students, if they could be a superhero, what powers they would have and why. Invite them to explain ways they could help other people with their abilities. Next, hand out the materials and tell students they are going to make a superhero belt buckle. Have them choose a symbol to represent their superpowers. They should colour it and cut it out. Then, get them to cut out the front and back of the belt buckle and stick them onto card. After they cut out the card, including the lines for the belt to pass through, they should tape the two pieces together around the edges. Finally, they stick their symbol to the front of the belt buckle and finish decorating it.

Assign homework 5'

Additional homework



AB page 31

Students think back to the *After you read* activity. In their notebooks, they draw a picture of what two other people in class said they were doing last night and write a sentence for each picture.

Warm-up: Let's talk about Egypt 15'

Materials: A map of the world, photos of people farming, photos of Cairo, photos of temples on the Nile.

Display the map of the world and invite a volunteer to come to the front and point to Egypt. Ask students what continent Egypt is in: *Africa*. Have him/her find and say the capital: *Cairo*. Pass around the photos of Cairo. Tell students that more than 15 million people live there. Then, point out the Nile River on the map and ask the class if anyone knows the name of the famous river that is in Egypt. If no one can

guess, invite a volunteer to come to the map and find the name. Explain that the Nile River is the second longest river in the world. Add that most of Egypt is desert and that most people live close to the Nile. Next, display the photos of people farming. Tell students that there is lots of sunshine in Egypt and that the soil near the Nile is very fertile. Encourage students to guess what people grow there: *cotton, rice, wheat, beans, fruit, vegetables*. (They also raise *cattle, water buffalo, sheep and goats*.) Finally, show the photos of a temple on the Nile. Explain that Egypt has got an ancient culture and that students are going to read about it in this lesson.

Read and solve the crossword puzzle. 15'

Tell students that many people visit Egypt every year. Explain that they go to see the pyramids. Have students point to the pyramids in their books. Then, refer students to the pictures and the crossword puzzle. Explain that the words for the pictures are in the text. Have students point to the first picture and to the number in the puzzle. Elicit the first word and tell students to write it in the puzzle: *pharaoh*. Then, divide the class into pairs. Have students read the text and solve the crossword puzzle. When they finish, check by saying the numbers and having students say and spell the words. Help with pronunciation as necessary. Finally, ask students what a mummy is: *A dried body*. Explain that in Ancient Egypt people made mummies by taking out all of the organs. Mime if necessary. Add that they even made mummies of cats!

Answer Key:



AB page 32 15'

Check what you know! 🤔 🤔 🤔

Divide the class into two teams and have one volunteer from each team come to the front. Whisper one of the household items or electrical appliances to the volunteers. They get thirty seconds to draw a picture of it on the board. The first team to say the word wins a point. Change volunteers and continue until you have used all the words. Then, divide the class into pairs. Tell them to ask and answer questions about what they were doing at different times yesterday. Finally, ask the class to complete the faces according to how they feel about what they know.

Decode the name of a famous pharaoh.



Invite a volunteer to read the instructions. Elicit the meaning of *pharaoh*: *It's an Ancient Egyptian king*. Have students look at the table. Tell them that this kind of writing is called *hieroglyphics*. Explain that people of Ancient Egypt used this writing. Ask them to name any objects they recognize. Then, divide the class into pairs. Have students decode the name of the pharaoh. Check by asking them to read and spell his name: *Tutankhamen*. Finally, point out the golden mask at the top of the page and explain that it was found in Tutankhamen's tomb.

Answer Key:

Tutankhamun

Write your name in hieroglyphics!



Tell students to write their name in hieroglyphics. Encourage them to use different colours. Then, tell them to show their name to some friends. Finally, invite some volunteers to write your name on the board in hieroglyphics one symbol at a time.

Answer Key:

Student's own answers.

Wrap-up: True or false?



Divide the class into groups of four. Each student writes two sentences about what he/she was doing at 10 o'clock last night. Groups read out their sentences to the rest of the class. Other students guess which are true and which are false.

Assign homework



My project



AB page 33

Make super-puppets.

Materials: One sheet of white paper, wool, crepe paper of different colours, one sheet of card, sticky tape, two wooden ice cream sticks. Refer students to *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 95 and the *Time to check* section on page 32 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.

4 Champions



Objectives:

- learn words related to competitions and ordinal numbers
- ask and answer questions about competitions
- ask and answer questions about past ability using *could* / *couldn't*
- talk about interrupted past actions using past continuous + *when* + past simple



Light on new words

Competition

finish line	/fɪnɪʃ laɪn/	_____
medal	/me.dəl/	_____
podium	/pəʊ.dɪ.əm/	_____
race official	/reɪs ə.fɪ.ʃəl/	_____
scoreboard	/skɔː.bɔːd/	_____
track	/træk/	_____
trophy	/trəʊ.fɪ/	_____

Ordinal numbers

first	/fɜːst/	_____
second	/se.kənd/	_____
third	/θɜːrd/	_____
fourth	/fɔːθ/	_____
fifth	/fɪfθ/	_____
sixth	/sɪksθ/	_____
seventh	/se.vənθ/	_____
eighth	/eɪθ/	_____
ninth	/naɪnθ/	_____
tenth	/tenθ/	_____



Light on grammar

Could / couldn't

We use the modal verb *could* to talk about past abilities. Its form is the same for all persons. We form its negative by adding *not*. To form questions, we switch the subject and *could*.

Interrupted past

We use the past continuous + *when* + past simple to express an event that happened while another action was taking place.



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise ways of asking questions and talking about competitions.

- How did you do?
I won the race.
- Well done!
- How did you do?
I lost the race.
- Don't worry.



The lighthouse keepers' story Grandad, my coach



Teaching tip

You are one of the most important people in your students' lives. They will work hard for your praise and can be traumatized by criticism (especially if it is public). Your expectations are important. Expect too much and the child will feel like he/she is a constant failure. Expect too little and the child will stop trying. To help maintain a healthy balance, give students time to think and work out answers for themselves. In addition, try to avoid an impatient tone – children do not learn well under stress. Keep telling them they can do it, and give reasons: *You are very imaginative. I know you can do it.* Offer praise for effort: *Great job! Well done! You really tried. Excellent effort!* Also offer praise for creativity, neatness, and teamwork. While it is important for students to have the right answers, real success lies in getting students to do their personal best.

Value: Taking good risks

Taking good risks means accepting positive situations that are scary or uncomfortable.



Make a risk tree.



Basic competences

In this unit, students will develop:

- *Competence in Autonomy and personal initiative* by creating a risk tree to remind them to take good risks (TB p. 49).
- *Social and citizenship competence* by recognising and practising the use of formulaic language to talk about sports results, giving praise for good results or consolation for poor results (SB p. 34).
- *Mathematical competence* by learning and using ordinal numbers to talk about results from competitions (SB p. 35).
- *Autonomy and personal initiative* by analysing the progress they have made towards achieving new abilities through comparison activities (SB p. 36).
- *Linguistic competence* by focusing on the expression of time by using the Past Continuous to narrate interrupted actions in a pair work dictation activity (SB p. 37).
- *Artistic and cultural competence* by listening to a song and then drawing a picture to illustrate what the singers couldn't do before but can do now (SB p. 38).
- *Linguistic competence* by creating a class bulletin board using can for present abilities versus could in the past tense (SB p. 39).
- *Linguistic competence* by reading and acting out the story, Grandad my coach, in groups (SB p. 40).
- *Competence in Processing digital information in the classroom* by accessing information through listening to and reading a recorded story text (SB p. 41).
- *Knowledge and interaction with the physical world* by identifying Greece on a map and learning about the Olympic Games (SB p. 42).
- *Learning to learn* by valuing the importance of reviewing key unit concepts and participating in memorable review activities to learn useful revision techniques in the *Time to Check* section and *My spelling practice* (SB p. 43).

4 Champions

1 Stick the pictures and read. 15'

Refer students to the picture and ask them to identify the event: *It's a sports competition.* Ask them if there is a Sports Day at their school and what they do. Then, ask them what sport the children in the picture are doing: *running.* Next, invite volunteers to predict what the missing objects are. Accept all ideas. After that, tell students to use the stickers for activity 1 on page 34 and have students stick them onto the picture according to shape. Ask them if their guesses were correct. Finally, tell students to point to each object and read its name silently.

Answer Key:

Stick the pictures and read.



Light on
real language

- 1 How did you do?
 - Well done! I won the race.
- 2 How did you do?
 - Don't worry! I lost the race.

Listen and repeat. 1.30 10'

Play track 1.30 and have students repeat the words. Then, divide the class into groups of four. Play the CD again and get groups to take turns repeating the words. Finally, draw the objects in the air and encourage students to say the names.

TRACK 1.30

NARRATOR: LISTEN AND REPEAT.
 NARRATOR: SCOREBOARD PODIUM
 TROPHY RACE OFFICIAL
 MEDAL FINISH LINE
 TRACK

Assign homework 5' Additional homework AB page 34 ex. 1

Students stick magazine cutouts of people into their notebooks and draw a competition scene around them. They should include the new vocabulary from this page and label the pictures with scrambled words. At the beginning of the next lesson, they should unscramble a friend's words.

Light on real language 20'

Divide the class into pairs and invite them to exchange their homework. Students unscramble the words and check their friend's work. Then, draw two faces on the board, one happy and the other sad. Refer students to the dialogues in the book and read dialogue 1 aloud. Point to the happy face and make the speakers sound happy. Explain the meaning of *win*. Ask students what to say when someone wins a competition: *Well done!* Next, point to the sad face and read dialogue 2 aloud, making the speakers sound very sad. Elicit the meaning of *lose*. Ask students what we say when someone loses a competition: *Don't worry!* Then, get two pairs of volunteers to read the dialogues aloud. Encourage them to put the right expression into their voices. Finally, have students read the dialogues aloud with their friend.

Assign homework 5' Additional homework AB page 34 ex. 2

In their notebooks, students stick a picture of their favourite sports figure. Encourage them to write some sentences about the person: *This is Fernando Alonso. He's a racing driver. He's from Spain. He's amazing.*

2 Read and complete the sentences. 10'

Invite students to look at the scoreboard and ask how many children took part in the School Sports Day: *ten*. Elicit their names. Tell the class that these numbers show the order of the children in the race. Explain that we use ordinal numbers to show order. Have students point to the ordinal numbers on the scoreboard. Then, refer them to sentence 1 and ask who was first in the race: *Sue*. Students write *Sue* in the space. After that, divide the class into pairs and tell students to complete the rest of the sentences together. Check by getting students to read the answers aloud.

Answer Key:

1. *Sue was first.*
2. *Nick came in third.*
3. *Lou came in second.*
4. *Britney was tenth.*
5. *Kevin came in ninth.*
6. *Mary was seventh.*

Listen and repeat. 1.31 15'

Play track 1.31 and tell students to repeat the words and point to each position on the scoreboard in activity 2. Invite volunteers to write the short form of each ordinal number on the board and read it aloud. Make sure they write big numbers that the rest of the class can see. Then, point to the numbers in order and have the class say them. Do the same in reverse order and at random. After that, divide the class into two teams. Say a name from the scoreboard: *Daniela*. The first student to put up his/her hand and say the correct position of the person in the race wins a point for his/her team: *Daniela was eighth*. Do the same for all of the names. The team with the most points at the end wins.

TRACK 1.31

NARRATOR: LISTEN AND REPEAT.
NARRATOR: FIRST.
SECOND.
THIRD.
FOURTH.
FIFTH.
SIXTH.
SEVENTH.
EIGHTH.
NINTH.
TENTH.

Light on real language

Complete the dialogues. 10'

Draw two faces on the board and label them *Sue* and *Britney*. Elicit the positions for each in the race. Then, stand beside *Britney* and ask *Sue*: *How did you do?* Elicit the rest of the dialogue, moving between the speakers: *I won the race. I was first. Well done!* After that, stand beside *Sue* and do the same for the other dialogue. Finally, have students complete the dialogues in their books.

Listen and check. 1.32 5'

Play track 1.32. Students listen and check their answers. Then, check as a class by asking volunteers to read the completed dialogues aloud.

TRACK 1.32

NARRATOR: LISTEN AND CHECK.
NARRATOR: NUMBER ONE.
MAN: HOW DID YOU DO?
GIRL: I WON THE RACE. I CAME IN FIRST!
MAN: WELL DONE!
NARRATOR: NUMBER TWO.
WOMAN: HOW DID YOU DO?
BOY: I LOST THE RACE. I CAME IN TENTH!
WOMAN: DON'T WORRY!

Answer Key:

1. *How did you do?*
I won the race. I came in first!
Well done!
2. *How did you do?*
I lost the race. I came in tenth.
Don't worry.

Wrap-up: In line 5'

Have ten volunteers stand in line at the front of the class. Then, gesture to indicate different students in the line. Volunteers from the rest of the class say their position. If the student answers correctly, he/she takes the place of the student in line. Continue, encouraging them to say the position faster and faster.

Assign homework 5' Additional homework



AB page 35

Pictionary pages 100 and 101. Students identify the pictures and write the corresponding words or phrases. Then, they write a sentence for each. Finally, they listen to the words and phrases in this unit's section of the CD in class.

Could you swim when you were six?

1 Listen and circle the correct option. 1.33 10'

Refer students to the picture and identify the people: a boy, his granny. Read the boy's question and get the class to guess what Granny's answer is. Then, play track 1.33. Students listen and circle the correct answer. To check, read the question aloud and elicit the answer.

TRACK 1.33

NARRATOR: LISTEN AND CIRCLE THE CORRECT OPTION.

BOY: LOOK, GRANNY! I WON TWO MEDALS, IN SWIMMING AND SKATEBOARDING.

GRANNY: WELL DONE!

BOY: GRANNY, COULD YOU SKATEBOARD WHEN YOU WERE NINE?

GRANNY: NO, I COULDN'T, BUT I COULD SWIM.

BOY: COULD YOU SKIP WHEN YOU WERE NINE?

GRANNY: YES, I COULD! BUT I COULDN'T RUN VERY FAST.

Answer key:

Listen and circle the correct option. 1.33 10'



2 Listen again and mark (✓ or X). 1.33 10'

Have students look at the pictures and identify the activities. Ask them which activities Granny could do when she was nine. Then, play track 1.33 again. Students mark the pictures. To check, say the names of the activities and get the class to say Yes or No.

Answer key:

Listen again and mark (✓ or X). 1.33 10'



Assign homework 5'

Students interview an older family member. In their notebooks, they write about his/her abilities when he/she was at school: *When my mum was at school, she could run fast.*

2 Listen and chant. 1.34 15'

Refer students to the title of the chant and elicit activities that they could do at that age: *walk, run*, etc. Then, play track 1.34 and get students to listen and follow along in their books. Ask them what part of the chant the drawing refers to. Play the CD again and invite the class to chant along. Mime the actions as they are mentioned and encourage students to imitate you. Finally, divide the class into two groups. Have one group mime while the other chants. Then, change roles.

Light-on grammar 10'

Say *I can swim* and write it on the board. Elicit the time of the sentence: *the present*. Next, invite a volunteer to read the first example in the book aloud. Elicit when it refers to: *the past, when the speaker was five*. Explain that *could* is the past form of *can*. Invite another volunteer to read the second example aloud. Elicit how to form the negative: *We add n't at the end of could*. Then, get a third student to read the last example. Remind students that the order of the words changes in questions. Point out that the answer is *Yes, I could* or *No, I couldn't*. Finally, ask some volunteers: *Could you swim when you were five?*

Complete the question and answers. 5'

Tell students to complete the question and answers. Check by asking volunteers to read them aloud.

Answer Key:

Could you skip when you were six?

Yes, I could.

No, I couldn't.



Catch me if you can (see page 10) 15'

Now play *Catch me if you can*.

Students ask and answer questions with *can* and *could*. Have fun!

Assign homework 5'

Additional homework

Students stick a picture of themselves when they were younger into their notebooks. They write about their abilities: *I couldn't (run fast) when I was (five).*



AB page 10

Warm-up: Guess what I was doing! 20'

Materials: A small bag, ten small pieces of paper with one activity written on each: *swimming, running, reading a book*, etc.

Put the pieces of paper into the bag. Then, write on the board: *Yesterday at 4 o'clock...* Take a piece of paper from the bag and mime the activity. Students guess what you were doing: *Yesterday at 4 o'clock, you were (swimming)*. The student who guesses correctly comes to the front and mimes another activity.

3 Look and stick the missing sentence parts. 10'

Refer students to the first picture and ask them what the children were doing: *They were swimming*. Then, ask what they think happened next. Accept all answers. Do the same with the rest of the pictures. Next, tell students to use the stickers for activity 3 on page 37. Students read the sentence fragments and compare them to the second part of each scene. Then, they stick the stickers in the corresponding spaces.

Answer Key:

1. We were swimming when a shark appeared.
2. He was running when he fell.
3. She was climbing when she saw a snake.
4. They were dancing when it started to rain.

Listen and check. 1.35 10'

Play track 1.35. Students check their answers. Then, have them read out the complete sentence for each picture.

TRACK 1.35

NARRATOR: LISTEN AND CHECK.
 NARRATOR: NUMBER ONE.
 BOYS: WE WERE SWIMMING WHEN A SHARK APPEARED.
 NARRATOR: NUMBER TWO.
 GIRL: HE WAS RUNNING WHEN HE FELL.
 NARRATOR: NUMBER THREE.
 BOY: SHE WAS CLIMBING WHEN SHE SAW A SNAKE.
 NARRATOR: NUMBER FOUR.
 GIRL: THEY WERE DANCING WHEN IT STARTED TO RAIN.

Assign homework 5'

Students copy one of the sentences from activity 3 into their notebooks and draw a different illustration.

Light on grammar 10'

Have a volunteer read the first example aloud. Ask which action was in progress: *jumping*. Draw a wavy line on the board to indicate continuous action and say: *He was jumping*. Then, cut the wavy line with a vertical line, and say: *He fell*. Elicit what tenses we use for each of the actions: *the past continuous* and *the past simple*. Read the example aloud again and point out that we use *when* to join the two actions. Do the same for the second example. Finally, invite several volunteers to the front and point to the lines as the rest of the class reads the examples aloud.

Write the sentences. 10'

Have students look at the words and say what actions happened first: *swimming / watching TV*. Ask them what word they are going to use to join the actions: *when*. Then, get them to write the sentences individually. Check by asking students to read the sentences aloud.

Answer Key:

I was swimming when I saw a crocodile.
They were watching TV when he called.

Pair work 15'

Divide the class into pairs. Assign student A and student B. Student A looks at page 113 and student B looks at page 118. Tell them they are going to listen to their friend and draw the missing action. After that, they should complete the sentences for each picture. When they finish, encourage them to compare their pictures. Check by eliciting the sentences.

Assign homework 5'



AB page 37

Time to practise!

Warm-up: Spelling quiz 10'

Ask students: *Can you spell quiz?* Write the letters on the board as students call them out. Do the same with other words: *fun, race, win, lose*, etc.

1 Complete with Can or Could. 10'

Refer students to the pictures and ask what the people are doing: *speaking French, swimming, using a computer*. Then, read the first example aloud and ask students what time it refers to: *the present*. Elicit the missing word: *Can*. Read the second sentence aloud and ask what time it refers to: *the past*. Elicit the missing word: *Could*. After that, have students complete the rest of the questions individually. Check by getting them to read the questions aloud.

Answer Key:

Can you swim?

Could you swim when you were three?

Can you speak French?

Could you speak French last year?

Can you use a computer?

Could you use a computer when you were five?

2 Write two more questions and draw. 10'

Elicit other activities that students can ask about: *play the guitar, speak English, run fast*. Then, tell them to write a question about the present and one about the past. They can use the ideas they suggested or ask about something different. When they finish their questions, they should illustrate them.

Answer Key:

Student's own drawings and answers.

3 Ask and answer in pairs. 15'

Ask a volunteer the first two questions from the quiz: *Can you swim? Could you swim when you were three?* Draw a ✓ on the board if the student answers Yes or a ✗ if the student answers No. Then, divide the class into pairs. Students should ask and answer the questions. Make sure they ask their own two questions as well. When they finish, invite some volunteers to tell the rest of the class one thing about their partners: *Maribel could play the guitar when she was seven*.

Assign homework 5'

In their notebooks, students make a list of three activities they can do now and three activities they could do when they were four. They choose one of the activities to illustrate and label: *I could play the piano when I was four*.

2 Sing a song. 1.36 15'

Play track 1.36. Students listen and follow along in their books. When the song finishes, ask what the song is about: *sports, champions*. Elicit what the singers could not do before. Then, ask what they can do now. Help students with the meaning if necessary. Next, divide the class into three groups. Assign the chorus to one group, the first verse to another group, and the second verse to the last group. Play the CD again and invite groups to sing along. Get the whole class to sing the last chorus together. After that, play the CD one last time, and have the whole class sing together. Turn the volume down occasionally and gesture for students to sing out with confidence.

Assign homework 5'

Additional homework

In their notebooks, students draw a picture to illustrate the song. Encourage them to show it to a friend at the beginning of the next class.

Time to write

1 Number the pictures. 15'

Tell students they are going to write a story about a boy called Jim. Have them look at each picture and figure out the order of the events individually. Then, divide the class into pairs. Get them to compare their ideas and number the pictures together. Check as a class and encourage students to explain their answers.

Answer Key:

1 Number the pictures.



2 Complete the story. 10'

Refer students to the box and explain that they should use the words to complete the story. Help students with the meanings of *chase* and *bark*. Tell them to use the pictures as a guide. Then, elicit the first two answers and invite a volunteer to read the complete sentence aloud. After that, students complete the story individually. Finally, have them compare answers with a friend.

Answer Key:

Jim was running tenth in a race when a dog started to bark. It was chasing him! Jim was scared! He ran very fast and won the race. When he was celebrating, the dog jumped up on him. It was Lucky, his friend's dog!

3 Listen and check. 1.37 5'

Play track 1.37. Students listen and check their answers. If necessary, play the CD again. Check as a class by inviting some volunteers to read the story aloud.

TRACK 1.37

NARRATOR: LISTEN AND CHECK.

NARRATOR: JIM WAS RUNNING TENTH IN A RACE WHEN A DOG STARTED TO BARK. IT WAS CHASING HIM! JIM WAS SCARED! HE RAN VERY FAST AND WON THE RACE. WHEN HE WAS CELEBRATING, THE DOG JUMPED UP ON HIM. IT WAS LUCKY, HIS FRIEND'S DOG!

Bulletin board idea 15'

Materials: Four sheets of white paper per group, one extra sheet, drawing pins.

Tell students they are going to interview you about your abilities. Divide the class into groups of four and have each group think of four questions to ask you: two with *can* and two with *could*. Walk around the room and help students not to repeat questions. When they finish, they should put up their hands. Go to the group and answer the questions. Give true answers. Then, give each group a sheet of paper. Groups write sentences about you and illustrate them. When the first group finishes, give them the extra sheet of paper and tell them to write *Our teacher* on it. Have them stick the paper in the middle of the bulletin board and get all the groups to stick their work around it. Invite students to stand up and read the bulletin board and say if they are surprised by any of the information.

Assign homework 5'

Additional homework

Students imagine they are Lucky and rewrite the story from his perspective in their notebooks.



AB page 39

The lighthouse keepers' story



Before you read 10'

Do the warm-up routine.

Say the instructions and perform the warm-up exercises in the pictures. Tell students to stand up and imitate what you do. Then, have them sit down. Get students to look at the pictures and read the instructions for the warm-up exercises silently. Finally, invite volunteers to come to the front and give the instructions for the class to carry out.

1 Listen to the first part of the story. 1.38 15'

Invite students to look at the first picture and ask them if the girl is happy: *No, she isn't*. Get them to say who the man is: *The girl's grandad*. Then, refer them to the second picture and ask what the people are doing: *Running in a race*. After that, have them look at the last picture and ask them what the girl is doing:

A warm-up routine. Ask why. Elicit students' ideas and accept all answers. Next, play track 1.38 and have students listen and follow the story in their books. After that, elicit why Nikki isn't happy: *Because she lost the school race*. Ask why she is doing a warm-up routine in the park: *Because she wants to win the race*. *Her grandad is helping her*.

Now read the story in pairs. 15'

Divide the class into two groups and assign the roles of the narrator and the speakers. Then, play the first part of the CD again. Students listen and repeat. Encourage them to imitate the tone of the voices on the CD. Do the same for the other two pictures. After that, divide the class into pairs. Students read the story with their friend. Have them change roles when they finish. Finally, invite some pairs to read the story to the rest of the class.

Assign homework 5'



AB page 40

Additional homework

In their notebooks, students draw pictures of a one-minute warm-up routine and label them. Tell them to use the verbs from *Before you read* with different parts of the body: *Touch your nose*. *Stretch your legs*. *Bend your arms*.

2 Listen to the second part of the story. 1.39 10'

Tell students to close their books. Ask them what they remember about Nikki and her grandad from the previous lesson. Elicit what they think will happen next in the story. Accept all answers. Then, play track 1.39. After they listen, ask students if their predictions were correct. After that, play the CD again. Students listen and follow along in their books. Ask what Grandad shouted: *Run, Nikki, run!* Elicit what he said when Nikki won the race: *Well done!*

Now read the story in pairs. 10'

Play the CD again, pausing after each section. Students should listen and repeat it. Then, divide the class into pairs. Students take turns reading each section. Help with pronunciation as necessary.



After you read 10' Circle True or False.

Divide the class into pairs and have students read the sentences together. Then, they should decide if they are true or false. Encourage them to find the parts of the text that support their answers. To check, read the sentences and invite volunteers to say *True* or *False* and explain their answers. Finally, ask students if they have ever run in a race. Ask them how it feels to win or lose. Emphasize the value of participating and having fun.

Answer Key:

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



Value: Taking good risks

Make a risk tree. 15'

Materials: One photocopy of craft template 3a and 3b (see the Values Section on the Teacher's Resource CD-ROM) per student, crayons, scissors, sticky tape.

Write *RISK* on the board. Ask students what it means to take risks: *To do something that can have negative consequences*. Point out that people can also take *positive risks*. They are risks that people take to do good things. Give an example: *(making new friends)*. Explain that it is good to make new friends and elicit the risks: *(The other children don't want to be friends.)* Then, invite students to give other examples of positive risks: *practising English, learning to swim, etc.*

Get students to explain what the negative consequences can be for each: *Maybe you make mistakes and other people see them*. Next, hand out the materials. Tell students to colour the two trees. Then, they should cut them out. Tell them to cut the line in the centre of each tree. Make sure they only cut the line. Have them fit the trees together to form one upright tree. Next, get students to cut out the apples and draw a symbol on each apple to represent a good risk they want to take. After that, they stick the apples to their risk tree. Finally, encourage students to show their risk tree to some friends and explain the symbols on the apples.

Assign homework 5'

Additional homework



AB page 41

In their notebooks, students draw a trophy and write this slogan on it: *I couldn't then, but now I can*. They draw three new things they can do on the trophy.

Warm-up: Let's talk about Greece

10'

Materials: A map of the world, four or five photos of different Ancient Greek ruins or artifacts.

Display the map and ask a volunteer to come to the front and point to Greece. Pass around the photos. Invite students to guess how old the items in the photos are. (Make sure you know the answer!)

Explain that *BC* means *before Christ*. Help students to understand by drawing a horizontal line on the board. Make a mark on the middle of the line and label it *BC*. Make a mark at the end of the line. Ask what year it is now and write it next to that mark. Make another mark on the line before *BC* and label it *1000 BC*. Tell them to add the years on both sides to find the age.

Listen and write the name of the country.



Invite students to look at the flag and trace the map with their fingers. Then, play track 1.40. Students write the name of the country. Check by getting a volunteer to say and spell the name.

TRACK 1.40

NARRATOR: LISTEN AND WRITE THE NAME OF THE COUNTRY.

NARRATOR: THE NAME OF THIS COUNTRY IS GREECE. IT'S G -R -E -E -C -E. GREECE.

Answer Key:

Greece

Listen and say the name of the country in Greek.



Refer students to the writing on the map of Greece. Tell them it is the name of the country in Greek. As a joke, ask them to try to say the name. Then, play track 1.41. Students should listen and say the name in Greek.

TRACK 1.41

NARRATOR: LISTEN AND SAY THE NAME OF THE COUNTRY IN GREEK.

NARRATOR: ELLADA

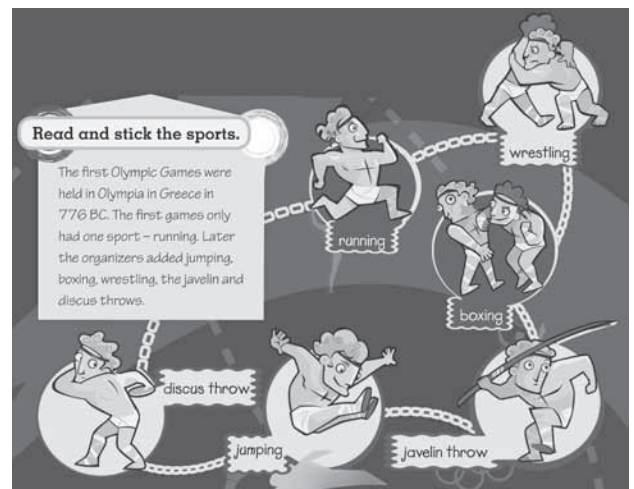
Read and stick the sports.



Tell students that sports were very important for the Greeks. Ask them if they have heard of the Olympic Games. Get them to find and point to the Olympic symbols on the page: *The Olympic Flame*, *The Olympic Rings*. Then, elicit what happens at the Olympics: *Athletes come from many different countries. They try to win gold medals.* Elicit the names of some Olympic sports: *running, swimming*, etc. Next, have students read the text. When they finish, ask where the first Olympic Games were

held and when: *In Olympia, in 776 BC.* Explain that they began as a festival to honour the Greek gods. After that, tell students to use the stickers for page 42. Students stick the stickers in the spaces according to shape. When they finish, say the names of the first Olympic sports and tell students to point to the sticker for each. Finally, ask students if they know when and where the next Olympic Games are going to be. Encourage them to find out before the next lesson.

Answer Key:



AB page 42 15'

Check what you know!

Materials: One sheet of white paper per pair. Divide the class into pairs and hand out the paper. Tell students to draw a picture that shows the words for competitions and write the ordinal numbers they learned in this unit. When they finish, get pairs to exchange pictures and label the picture they have been given. Next, ask the class to complete the faces according to how they feel about what they know.

Read about the Olympic Games.

10'

Elicit where and when the next Olympic Games are going to be. Then, ask the class if they remember why they are called the Olympic Games: *Because the first games were held in Olympia, in Greece.* After that, invite volunteers to read the text aloud. Elicit where and when the first modern Games were held: *In Athens, in 1896.* Explain that Athens is the capital of Greece. Then, refer students to the names of places and dates on this page. Get them to say the places in order, according to the dates. As they do, have them name the countries: *Seoul (Korea), Barcelona (Spain), Atlanta (USA), Sydney (Australia), Athens (Greece), Beijing (China), London (United Kingdom).*

Colour the flag.

10'

Tell students to read the text silently. Then, ask them what the colours of the Olympic flag are: *blue, yellow, black, green, red.* Elicit what they represent: *The five continents.* Finally, explain that the colours are arranged from left to right and have students colour the flag.

Answer Key:

Students colour the Olympic rings light blue, yellow, black, green and pink.

Connect the dots to discover the sports added to the Olympic Games.

10'

Have students connect the dots in each picture. Then, invite volunteers to read the name of each sport aloud.

Answer Key:



Snail race (see page 10)

10'

Now play *Snail race*. Practise competition vocabulary. Have fun!

Assign homework

5'

My project



AB page 43

Make a family medal.

Materials: Old magazines, one sheet of paper, string.

Refer students to *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 96 and the *Time to check* section on page 42 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.

5

In good shape



Objectives:

- learn the names of common illnesses and remedies
- ask and answer questions about health problems
- make comparisons using the comparative form of short adjectives



Light on new words

Illnesses

fever	/fi:və/	_____
headache	/hed-eik/	_____
sore throat	/sɔ: θrəut/	_____
stomach ache	/stʌ-mək-eik/	_____
toothache	/tu:θ-eik/	_____

Remedies

bandage	/bæn-dɪdʒ/	_____
compress	/kɒm-pres/	_____
herbal tea	/hɜ: bəl ti:/	_____
medicine	/me-dɪ-sɪn/	_____
ointment	/ɔɪnt-mənt/	_____
pill	/pɪl/	_____
plaster	/pla:s-tə/	_____



Light on grammar

Comparatives (short adjectives)

We can make comparisons between two people, things or animals by adding *-er* to short adjectives: *tall - taller*. There are some spelling variations: if the adjective ends in *-e*, we just add *-r*: *nice - nicer*. If the adjective ends in a vowel and a consonant,

we double the consonant and add *-er*: *big - bigger*. If the adjective ends in a consonant plus *-y*, we remove the *-y* and add *-ier*: *easy - easier*. To make comparisons in a sentence, the adjective is followed by *than*.



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise how to ask and answer questions about health problems.

- What's the matter?
I've got a headache.
My foot hurts.
I've got a cut on my finger.



The lighthouse keepers' story The magic ointment



Teaching tip

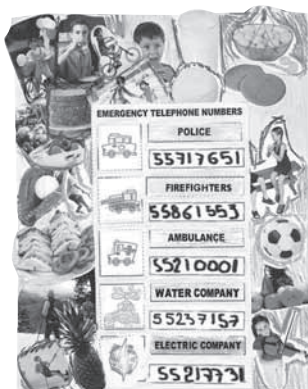
Mistakes are a natural part of learning languages – even our own language! While correction is important, over-correcting children can discourage them. One way of correcting mistakes is to *model* the correct form. If a student says *I goed home yesterday*, you can say *You went home yesterday?* Another technique is to give students time to correct themselves. This will build up their confidence. When a child makes a mistake, you can say *OK, that's almost right. Try again.* You can also prompt the child by saying the first letter of a word or by miming it – the more thinking they do, the deeper and more satisfying their learning will be. Remember to keep students' level of English in mind and set priorities. If the mistake involves language students have learned, make a clear correction. If the mistake involves totally new language, ignore it. Also remember that language is about communication. If a student says *I brokek my arm*, do not just correct the mistake. Show that you are genuinely interested in what the student is trying to say: *Really? You broke your arm? How?* Above all, give lots of praise and encouragement and try to make correction fun!

Value: Preventing illness and injury

Preventing illness and injury means learning how to be healthy and safe, and gathering information to use in an emergency.



Make an emergency phone number directory.



Basic competences

In this unit students will develop:

- **Mathematical competence** by using numbers in a real world context to create an emergency phone directory to help deal with an unexpected illness or injury (TB p. 61).
- **Linguistic competence** by learning and using formulaic expressions and vocabulary to talk about illness and injury (SB p. 44).
- **Linguistic competence** by asking questions and answering with suggestions about illness and injury (SB p. 45).
- **Linguistic competence** by learning a chant that uses the comparative structure (SB p. 46).
- **Social and citizenship competence** by playing a game of *Noughts and Crosses* using comparative and superlative adjectives (SB p. 47).
- **Artistic and cultural competence** by listening to a song about animals and then illustrating the contents (SB p. 48).
- **Autonomy and personal initiative** by creating a personalised riddle with a text and drawing to display on the class bulletin board (SB p. 49).
- **Linguistic competence** by reading and acting out the story, *The magic ointment*, in groups (SB p. 50).
- **Competence in Processing digital information in the classroom** by accessing information through listening to and reading a recorded story text (SB p. 51).
- **Competence in Knowledge and interaction with the physical world** by identifying Brazil and its major geographical features, such as the Amazon rainforest, on a map (SB p. 52).
- **Competence in Learning to learn** by valuing the importance of reviewing key unit concepts and participating in memorable review activities to learn useful revision techniques in the *Time to Check* section and *My spelling practice* (SB p. 53).

5

In good shape

Warm-up: Body parts 15'

Tell students to stand up. Point to your head and get the class to say the name of the body part. Do the same with other words for body parts that the students know. Then, say the words and have students point to the corresponding body parts. To make it more challenging, repeat the words randomly and very quickly.

1 Read and point to each person. 15'

Have students describe the picture: *There's a doctor. There's a nurse. The people don't feel well.* Ask who the different people are: *a baby, a man, a woman, a boy, a girl.* Then, invite a volunteer to read the first sentence on the clipboard. Tell students to point to the person in the picture. Check by eliciting a description of that person: *He's wearing a red T-shirt.* Continue with the rest of the sentences.

Listen and repeat. 1.42 10'

Refer students to the list of illnesses and encourage them to pronounce the words individually. Then, play track 1.42 and have students listen with their eyes closed. Play the CD again and have them repeat the words. Do this twice. Next, mime the different illnesses and have students say what they are.

TRACK 1.42

NARRATOR: LISTEN AND REPEAT.
NARRATOR: STOMACH ACHE.
SORE THROAT.
TOOTHACHE.
HEADACHE.
FEVER.

Assign homework 5' Additional homework AB page 44 ex. 1

In their notebooks, students scramble the names of the illnesses. At the beginning of the next lesson, they should unscramble a friend's words.

Light-on real language 20'

Divide the class into pairs and tell students to exchange their homework. Get them to unscramble their partner's words. Then, refer them to the Student's Book and ask who the person in the picture is: *a doctor.* Invite volunteers to read the examples. Correct pronunciation as necessary. Next, write *What's the matter?* on the board. Mime *I've got a headache* and get students to ask you about it by pointing to the question on the board. Answer the question. Then, encourage a volunteer to mime one of the illnesses in the examples. Ask *What's the matter?* The student should answer. Continue with other volunteers. Then, encourage them to mime some of the illnesses from activity 1.

Assign homework 5' Additional homework AB page 44 ex. 2

In their notebooks, students draw three people with three different illnesses and label them.

2 Listen and stick the missing letters. 1.43 10'

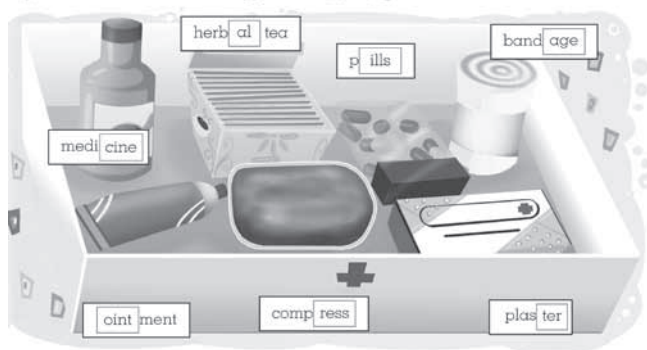
Have students look at the remedies in the box and ask them if they recognize them. Tell them to point to remedies they have used before. Then, tell students to use stickers for activity 2 on page 45. Explain that the letters go in the spaces to form the words. Ask students to guess what the different words might be. After that, play track 1.43. Students listen and put the letters in the corresponding spaces. Check by inviting a volunteer to read and spell the word *medicine*. Write the word on the board as he/she spells. Do the same for the rest of the words.

TRACK 1.43

NARRATOR: LISTEN AND STICK THE MISSING LETTERS.
NARRATOR: MEDICINE. OINTMENT.
HERBAL TEA. COMPRESS.
PILLS. PLASTER.
BANDAGE.

Answer Key:

2 Listen and stick the missing letters. 1.43 10'



Listen again and repeat. 1.43 5'

Play track 1.43 again and get students to repeat the words together. Next, divide the class into two groups and get them to say the words in turn. Then, have them switch roles and say the words again.

Complete the doctor's instructions. 10'

Ask the class if they use any of the remedies in activity 2 and what they use them for. Then, refer students to the sentences and explain that they are instructions from a doctor. Divide the class into pairs and get students to complete the instructions with words from activity 2. Check by inviting volunteers to read the complete instructions aloud. Next, say these verbs aloud and have students underline them in the sentences: *take, drink, use, put*. Ask what remedy we use each verb with: Take a pill / some medicine. Drink herbal tea / Use a cold compress / some ointment. Put a bandage on a sore foot. Finally, explain that it is not good to take any medicine without asking a doctor first.

Answer Key:

Take a pill for a headache.
Drink herbal tea for a stomach ache.
Use a cold compress for toothache.
Take some medicine for a sore throat.
Put a bandage on a sore foot.
Put a plaster on a cut.
Use some ointment for a backache.



Look and answer. 5'

Invite students to look at the picture and ask *What's the matter?* They should answer in the first person: *I've got toothache*. Then, have students write the answer in the space.

Suggest a remedy. 5'

Elicit the remedy and tell students to write it in the space: *Use a cold compress*. Then, divide the class into pairs and have them write a similar dialogue. When they finish, invite some pairs to read their dialogue to the class.

Answer Key:

What's the matter?
I've got a toothache.
Use a cold compress.

Assign homework 5'

Additional homework



AB page 45

Pictionary pages 102 and 103. Students identify the pictures and write the corresponding words or phrases. Then, they write a sentence for each. Finally, they listen to the words and phrases in this unit's section of the CD in class.

I'm taller than you!

1 Listen and follow. 1.44 15'

Have students look at the first picture. Explain that the boy's name is Jake and ask why he is sad. Accept all ideas. Then, play track 1.44 and have students listen and follow along in their books. After they listen, elicit one of Jake's problems: *John is taller.* Students point to Jake and John in the thought bubble. Do the same for the remaining problems. Finally, ask the class how Jake feels at the end of the story and why: *He's happy, because Trudy says he is nicer than all of them.*

TRACK 1.44

NARRATOR: LISTEN AND FOLLOW.

TRUDY: WHY ARE YOU SAD, JAKE?

JAKE: I'VE GOT A PROBLEM. JOHN'S TALLER THAN ME.
HARRY'S STRONGER THAN ME. LUCY'S FASTER THAN ME.

TRUDY: DON'T WORRY! YOU'RE NICER THAN ALL OF THEM!

JAKE: THANKS, TINA!

2 Complete the sentences. 5'

Tell students to look again at the story about Jake and write the missing names in the sentences. Check by inviting volunteers to read the sentences aloud.

Answer Key:

1. Harry is stronger than Jake.
2. Lucy is faster than Jake.
3. John is taller than Jake.

Assign homework 5'

Have students draw a picture showing how Jake is nicer than John, Harry and Lucy in their notebooks. The picture could show Jake helping an old lady across the street or giving Tina a flower. Tell them to label the picture: *Jake is nicer than John, Harry and Lucy.*

2 Listen and chant. 1.45 10'

Play track 1.45 and have students listen and follow along in their books. To check understanding, say the chant line by line and mime each comparison. Students imitate you. Play the CD again and have students chant along. Then, divide the class into three groups. Tell the first group to chant the first two lines, the second group the next two lines, and the third group the last three lines. The whole class should say *Boo Hoo!* at the end of the chant.

Light on grammar 15'

Have a volunteer read the first example aloud. Draw a tall and a short stick person on the board and label them (*Mary*) and (*Judy*). Read the next example and invite a volunteer to draw a simple picture of it on the board. Do the same for the other examples. Then, tell students to close their books. Read the examples aloud and ask the class what is similar about the comparative adjectives: *They end with -er. The word than comes after all the adjectives.* Have students open their books. Elicit the adjectives with a different spelling and write them on the board: *big, nice, pretty*. Ask about the differences: *For bigger, we add -ger. For nicer, we only add -r. For pretty, the -y becomes -ier.* Explain the rules, pointing to the corresponding examples on the board.

2 Complete the table. 10'

Get students to identify the example similar to *dirty: pretty*. Elicit the comparative form: *dirtier*. Have the class continue with the rest of the adjectives in the table. Check by writing each adjective on the board and inviting a volunteer to write its comparative form.

Answer Key:

dirtier / easier / fatter / smaller / wiser



Pass the baton (see page 10) 10'

Now play *Pass the baton*. Practise the comparative adjectives on this page. Have fun!

Assign homework 5'



AB page 46



3 Look and circle the correct option. 10'

Have the class look at the three pairs of pictures and elicit what is being compared. Tell them to read the questions and circle the answers individually. To check, read the questions aloud and invite volunteers to say the answer.

Answer Key:

No, she isn't.

No, he isn't.

Yes, he is.

Write three more questions and answers. 15'

Ask a volunteer to read out the adjectives in the box. Then, tell students to look at the pictures again and think of a question with *older*: *Is Jane older than Nigel?* *Is Nigel older than Jane?* Next, divide the class into pairs and have students write a question and answer for each adjective. They should use the questions in activity 3 as a guide.

Model Answer:

Is Jane older than Nigel?

No, she isn't.

Is Carol shorter than Simon?

Yes, she is.

Is Alex fatter than Zoe?

No, he isn't.

Assign homework 5'

Students illustrate five comparative adjectives in their notebooks. They should label each picture:
The dog is dirtier than the cat.



Light on grammar

 10'

Invite a volunteer to read the first question aloud. Get students who've got a brother and a sister to put up their hands. Ask *Is your brother older than your sister?* Elicit one of the answers from their book. Read the second example. Tell students to point to the comparative adjective in each question. Remind them that *than* follows the adjective. Ask why the first question begins with *Is* and the second with *Are*: *The subject of the first question is singular. The second one is plural.* Tell students that we also use *Are* for questions with *you*. Point out the differences in the answers to each question.

Complete the questions. 5'

Tell students to complete the questions individually. Check by asking students to read them aloud.

Answer Key:

Are you older than your friend?

Are you stronger than your dad?

Is your mum taller than your dad?

Ask and answer in pairs. 10'

Demonstrate the activity by asking one or two students one of the questions. Divide the class into pairs. Then, have students ask and answer the questions with their friend.

Pair work 15'

Tell students they are going to practise spelling. Divide the class into pairs. Assign student A and student B. Student A looks at page 114 and student B looks at page 118. Student A says the location of a missing word: *B1*. Student B reads and spells the word. When they finish, have them compare their tables. Check by eliciting the adjectives and their comparative forms.

Wrap-up: Noughts and Crosses 10'

Draw a grid with nine boxes on the board. Write one adjective in each box. Then, divide the class into two teams. Teams take turns spelling the comparative forms of the adjectives. When a team spells a form correctly, circle the word or draw a **X** in the box, according to the team. The first team to get three adjectives in a row vertically, horizontally or diagonally wins. Play two or three times.

Assign homework 5'

Additional homework



AB page 47

In their notebooks, students write and illustrate three sentences comparing themselves to other people in their family: *I'm (thinner) than my (brother).*

Time to practise!

Warm-up: Mime memory 15'

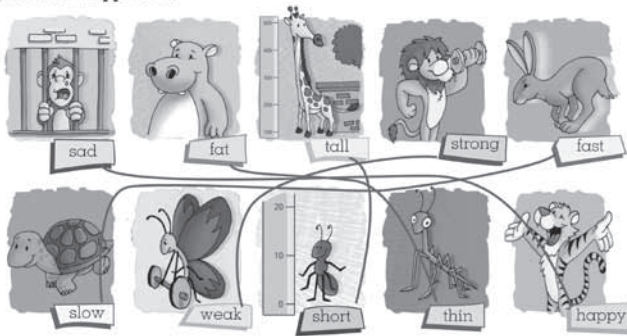
Elicit the adjectives from the previous lesson and write them on the board. Then, point to each and mime the word: *short* (crouch down). Encourage students to imitate you. Practise the words and mime with the class. Next, point to three adjectives on the board and have students mime them in order. Do the same with other adjectives. Make it more difficult by increasing the number of adjectives students mime at one time.

1 Match the opposites. 10'

Invite students to look at the pictures and identify the animals. Then, say (*thin*). Students say the name of the corresponding animal: (*grasshopper*). Do the same for the rest of the adjectives. Next, tell students to draw lines to match the opposites. Elicit an example: *sad* – *happy*. Check by inviting volunteers to form sentences with the opposites: *The (monkey) is (sad)*. *The (tiger) is (happy)*.

Answer Key:

Match the opposites.



2 Look and underline the correct option. 5'

Ask a volunteer to read the first question. Have students look at the pictures in activity 1 and answer: *the rabbit*. Tell students to underline the word. Then, have them underline the answers for the other questions individually. Elicit the answers.

Answer Key:

The rabbit.
The lion.
The giraffe.

Write three more questions. 10'

Tell students to think of a new question about the picture. Get a volunteer to say his/her new question: *Which is (thinner), the (hippo) or the (grasshopper)?* Then, have students write three questions. When they finish, have them ask a friend their questions.

Model Answer:

Which is fatter, the hippo or the grasshopper?
Which is happier, the monkey or the tiger?
Which is shorter, the ant or the giraffe?

Assign homework 5'

In their notebooks, students draw two different monsters and give them names. Then, they write three sentences comparing them.

2 Sing a song. 1.46 15'

Invite students to close their eyes and imagine what animal they would like to be and why. Have volunteers share their ideas with the class. Then, tell students that they will listen to some children singing about what animals they would like to be. Play track 1.46. Ask *What animals are in the song?* After that, have students open their book and play the CD again. Students listen and follow along. Elicit why the singers want to be those animals. Next, divide the class into three groups. Play the CD again and have students sing along, one verse per group. Finally, encourage groups to sing their verses without the CD.

Assign homework 5'

Additional homework

Students draw pictures to illustrate the first and last verses of the song.

Time to write

1 Classify the adjectives. 10'

Read the first adjective in the box aloud: *big*. Have students find and say the opposite: *small*. Do the same for the rest of the adjectives and explain the meaning if necessary. Then, say *I'm very happy today. My desk is very happy today*. Wait for students to react. Then, explain that some adjectives can only be used with people, not things. Give another example: *My granny is old. The chair is old*. Point out that both sentences are correct. Explain that some adjectives can be used with both people and things. (In this activity, we do not address the use of adjectives with animals, as it is not relevant to the writing exercise.) Next, divide the class into pairs. Students write the adjectives in the appropriate columns. When they are finished, say the name of a category and invite volunteers to say adjectives that go in that column. Do the same for the other categories.

Answer Key:

1 Classify the adjectives.

big clean dirty fast happy new old poor rich
sad short slow small strong tall young weak

People and things			Only things	Only people		
big	clean	dirty				
fast	old	slow	new	happy	poor	rich
small	short	strong		sad	young	
tall	weak					

2 Look and complete the sentences. 10'

Tell students to look at the pictures and get them to say adjectives from activity 1 that go with each picture. Point out that only *old* can follow *an* in the second text. Explain that there is more than one possible answer for the other spaces. Then, have students complete the texts in pencil. When they finish, get them to compare their texts with a friend. To check as a class, ask volunteers to read their texts aloud.

Model Answer:

I've got a new car. It's big and fast. It's also clean.
I've got an old car. It's small and slow. It's also dirty.

Describe the men in the picture. 10'

Ask students what adjectives they can use to describe the man with the red car: *old, rich, sad, weak*. Then, elicit adjectives for the other man: *happy, poor, strong, young*. After that, have students write the descriptions individually. Finally, ask some volunteers to read them to the class.

Model Answer:

In the picture, there are two men with their cars. The man with the red car is short, old, weak and sad. The man with the blue car is tall, young, strong and happy.

Bulletin board idea 15'

Materials: One sheet of white paper per pair, drawing pins.

Divide the class into pairs and tell them they are going to make a riddle. Then, hand out the paper and have students fold it in half. At the top of the paper, they write the title: *An animal we really like*. Next, pairs choose an animal they both like. Below the title on their piece of paper, they write four sentences comparing the animal they have chosen to others: *This animal is faster than a dog. It's prettier than a cow. It's smaller than an elephant*. After that, pairs unfold their sheet of paper and write what the animal is on the other half of the paper: *It's a horse!* They draw a picture of the animal. Then, they fold the paper again so that only the top half is visible. Finally, students stick their papers to the bulletin board. They read what other students have written and try to guess what the animals are.

Assign homework 5'



AB page 49

Additional homework

Students choose a cartoon character. They write the character's name and draw a car for him/her in their notebooks. Then, they describe the car. Encourage them to use the adjectives from this page.

The lighthouse keepers' story



Before you read 15'

Make new words from these letters.

Invite a volunteer to read the title of the story. Ask them what they think magic ointment is and what it can do. Then, elicit two or three words made from the letters: *cat, on, ten*. Divide the class into teams of four. Give them five minutes to write as many words as they can with the letters from the title. After that, tell them to count their words. Have the team with the most words read them aloud and spell them. If all the words are correct, that team is the winner. Finally, invite teams to read and spell other words they made.

Model Answer:



Before you read

Make new words from these letters. Model answer



Now read the story in pairs. 15'

Play the CD again, pausing it after each section. Ask volunteers to read the sections aloud. Encourage them to imitate the CD as closely as possible. Correct pronunciation as necessary. Then, divide the class into pairs. Students read the story aloud to each other. When they finish, invite three volunteers to read the story to the rest of the class.

Assign homework 5'



AB page 50

Additional homework

Students imagine and illustrate, in their notebooks, what the old lady was doing before she met Julie. They write a sentence to label the picture: *She was making the magic ointment. She was helping a little boy, etc.*

1 Listen to the first part of the story. 1.47 10'

Invite the class to look at the pictures and ask where the girl is: *at a fair*. Ask them if they have ever gone to a fair. Encourage students to say if they like fairs and what they like to do there: *play games, eat, ride rides*, etc. Then, ask how the girl feels: *sad*. Invite students to explain why she is sad. Accept all answers. After that, play track 1.47 and have students listen and follow along with the story in their book. Elicit the girl's name and ask why she is crying: *Her name's Julie. She is crying because she can't go on any of the rides. She is very short*. Next, ask how Julie feels in the last picture: *happy*. Get a volunteer to read what the label says: *Magic ointment. Put it on and make a wish*. Then, play the CD again. Invite students to say if Julie will use the ointment and guess what she will wish for.

2 Listen to the second part of the story. 1.48 10'

Ask students what they remember about the story from the previous lesson. With their books closed, play track 1.48 and ask them what Julie used the magic ointment for and how she felt. Accept all answers. Then, have students open their books. Play the CD again for them to listen and follow along. When they have finished listening, ask them if they were correct. Finally, elicit what they think happens to Julie next: *She becomes short again. Her mum knows who she is.*

Now read the story in pairs. 10'

Divide the class into pairs. Play the CD again, pausing after each section. Students read the story aloud to each other. Encourage them to imitate the CD as closely as possible. When they finish, have volunteers take turns reading aloud to the class. Correct pronunciation as necessary.



After you read 5' Complete the two wishes Julie makes in the story.

Tell students to look at the picture of Julie with her mother and elicit Julie's first wish: *I want to be taller.* Then, have them write the other wish in their book individually. To check, ask volunteers to read it aloud.

Answer Key:

I want to be tall.

I want to be me again.

Make your own wish. 5'

Invite students to say if they ever make wishes and when: *On their birthday, At a fountain, On New Year's Eve,* etc. Ask them if they believe that wishes can come true. Then, tell students to make a wish and write it in their books.

Answer Key:

Student's own answers.



Value: Preventing illness and injury

Make an emergency phone number directory. 15'

Materials: A photocopy of craft template 5a and 5b per student, (see the Values Section on the Teacher's Resource CD-ROM). crayons, scissors, glue, one sheet of poster paper per student, magazine cutouts of health and safety items or activities, local emergency phone numbers.

Invite students to say if they have ever had a serious illness or injury: *a broken arm, a bad cut,* etc. Ask what to do if there is an emergency: *Call for help.* Hand out the template and have students cut it out. Elicit the different kinds of numbers students should have in an emergency and write the telephone numbers on the board. Have students stick the names and the corresponding pictures onto the directory. Then, have them copy the phone numbers. Carefully check that students have the correct numbers for each picture. Next, ask about healthy habits to prevent illnesses: *Eating a balanced diet, Washing your hands,* etc. Put students into groups and give each student a sheet of poster paper. Have them plan where they will put their directory on the paper. Then, elicit some healthy and safe activities: *Wearing a bike helmet, Eating vegetables, Doing exercise,* etc. Tell students to decorate their poster with cutouts of people doing similar activities. Finally, they stick their directory onto the poster and show their work to other students. Remind them to display their directory at home where they can find it quickly in an emergency.

Assign homework 5'

Additional homework

Have students illustrate the wish they made in the *Before you read* section with drawings or magazine cutouts in their notebooks.



AB page 51

Warm-up: Let's talk about Brazil 15'

Materials: A map of the world, photos of Carnival in Rio, CD player, CD of samba music.

Display the map and invite a volunteer to come to the front and point to Brazil. Encourage students to say anything they know about that country: how big it is, what countries are near it, what language people speak, famous sports, famous cities, etc. Then, tell them that Brazil is the largest country in South America. Have them look at the map again and point out that Brazil occupies almost half of the

continent. Point out the countries and the ocean around it. Invite volunteers to name them. After that, explain that Carnival is a very important festival in Brazil and that it takes place in February. Ask students if they celebrate Carnival and what they do. Then, show photos of the Carnival in Rio. Explain that people spend all year preparing for it. They get dressed up and have big parades. The best costumes win a prize. Finally, play some samba music and say that this is typical Carnival music. Invite students to dance to the music.

Read and label the map. 15'

Invite students to look at the pictures on the page. Ask them what the country is: *Brazil*. Then, tell students to look at the arrows and the labels. Encourage them to guess what the places are and write them in pencil. After that, have volunteers read the texts aloud. Elicit the name for the first label: *The Amazon rainforest*. Students write it in the space. Tell them to complete the other labels individually. When they finish, they should compare their answers with a friend. To check as a class, describe the places and have students say the name: *There's a statue. - It's Rio de Janeiro*.

Answer Key:

Colour the flag. 5'

Have students read the third text again, silently. Then, tell them to trace the outline of the flag in their book in the corresponding colours. When they finish, have them compare with a friend. Finally, students colour the flag completely.

AB page 52 15'

Check what you know! 😊 😐 😞

Divide the class into groups of four. Explain that one student is a doctor and the others are patients. Elicit what the doctor says: *What's the matter?* Invite a volunteer to give a possible answer:

I've got (a headache). Get another volunteer to say the remedy: *Take a pill.* After that, have groups make their own dialogues. They should take turns being the doctor. When they finish, divide the class into pairs to review comparisons. Invite volunteers to make questions comparing family members using *Is* or *Are*: *Is your brother taller than your mum?* Have students write their own example in their notebooks. Next, write *Who* on the board. Ask a volunteer: *Who is shorter, you or your sister?* Then, elicit similar questions. Finally, ask the class to complete the faces according to how they feel about what they know.

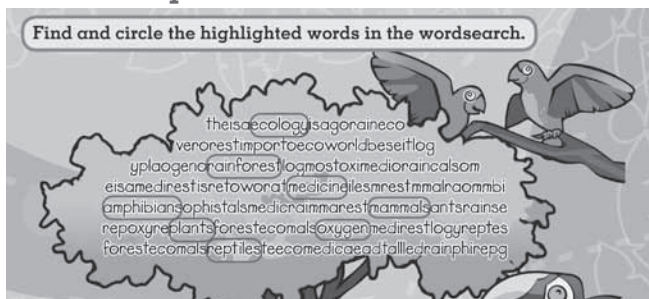


Find and circle the highlighted words in the wordsearch.

15'

Refer students to the pictures and encourage them to guess what they are going to read about: *the rainforest*. Tell them to point to the rainforest on the map on page 52. Then, divide the class into pairs. Invite volunteers to read the highlighted words aloud. After that, give students two minutes to find the highlighted words in the wordsearch and circle them. When they finish, they should put up their hands for you to check. Next, ask students why they think the rainforest and the plants are important. Accept all answers. Then, tell them to read the first two texts and find what the writer says: *It's important because its plants generate most of the Earth's oxygen. People use the plants to produce medicine.* Finally, invite a volunteer to read the last text aloud. Point out that this is another reason why the rainforest is important: *Because so many different kinds of animals live there.*

Answer Key:

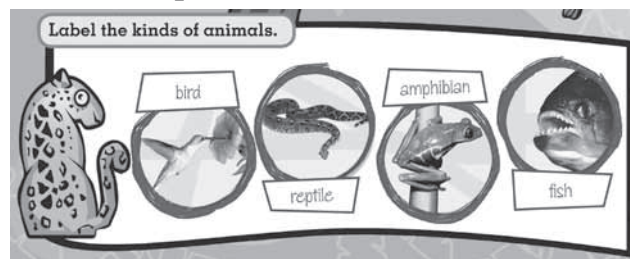


Label the kinds of animals.

15'

Divide the class into pairs and have them look at the picture. Ask what it is: *a leopard*. Then, invite students to identify the animals in the photos: *a hummingbird*, *a python (a snake)*, *a tree frog*, *a piranha*. If necessary, help them by writing the first letter of the name on the board. Then, tell them to look at the hummingbird and ask what kind of animal it is: *It's a bird*. Have students label the kinds of animals individually. Check by having a volunteer read the name of the animals and the kind of animal it is: *python – a reptile*, *tree frog – an amphibian*, *piranha – a fish*. Ask what the leopard is: *It's a mammal*. Get the class to vote on the coolest animal. Finally, encourage students to give more examples for each category.

Answer Key:



Truth or dare (see page 10)

10'

Now play *Truth or dare* with questions about Brazil. Students either answer the questions or dance the samba. Have fun!

Assign homework

5'



AB page 53

My project

Make a wrestling ring.

Materials: Three sheets of foam of different colours, a hole punch, four wooden sticks. Refer students to *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 97 and the *Time to check* section on page 52 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.

6

R U OK?



Objectives:

- learn the names of computer parts and activities
- use abbreviations for computer chats
- make comparisons using the superlative form of short adjectives



Light on new words

Computer parts

cable	/keɪ-bəl/	_____
keyboard	/kiː-bɔːd/	_____
memory stick	/me-mə-ri stɪk/	_____
mouse	/maʊs/	_____
mouse pad	/maʊs pæd/	_____
screen	/skriːn/	_____
speaker	/spiː-kə/	_____
webcam	/web-kæm/	_____

Computer world

chat online	/tʃæt ɒnˈlaɪn/	_____
download music	/daʊn-ləʊd ˈmjuː-zɪk/	_____
play computer games	/pleɪ kəmˈpjʊː-tə geɪmz/	_____
send e-mails	/send ˈiː-meɪlz/	_____
sign in	/saɪn ˈɪn/	_____
surf the internet	/sɜːf ðiːˈɪn-tə-net/	_____
upload photos	/ʌp-ləʊd ˈfəʊ-təʊz/	_____



Light on grammar

Superlatives (short adjectives)

In this unit, we use the superlative form of short adjectives to compare three or more people, things or animals. To make the superlative form of most short adjectives, we add *-est* and put *the* before the adjective: *new – the newest*. The spelling variations

are the same as for the comparative form: if the adjective ends in *-e*, we just add *-st*: *nice – nicest*. If the adjective ends in a vowel and a consonant, we double the consonant and add *-est*: *big – biggest*. If the adjective ends in a consonant plus *-y*, we remove the *-y* and add *-iest*: *easy – easiest*.



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn abbreviations for computer chats.

- TLK 2 U L8R
- DO U WNT 2 PLY COMPTR GMZ?
- HOW R U?
- 2NITE
- 2MORO
- C U



The lighthouse keepers' story A book of records



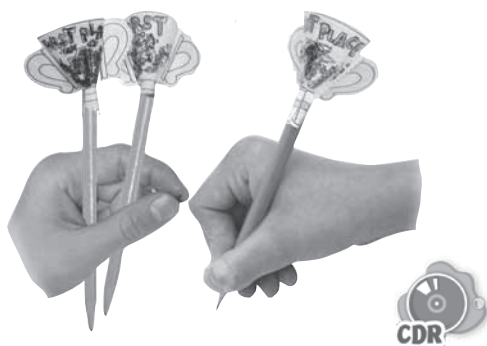
Teaching tip

In Lighthouse, there are several ways we use reading: matching pictures to descriptions, finding information to complete a table, or following along with a listening text, among others.

Reading is often paired with introducing new words or practising grammar. In addition, there are features built into the texts. They prepare students to understand the meaning better while helping them to become independent readers. Before *The lighthouse keepers' story*, there are *Before you read* activities to get students thinking about the topic. They are often accompanied in the Teacher's Book by prompts for students to look at the illustrations and make predictions about the text. This helps students to remember the language that they will need in order to better understand the text. With a clear context in mind, it is easier for readers to guess the meaning of unfamiliar words. Then, *After you read* activities check students' understanding of the text and often encourage them to work with the information in a more personal way. If students enjoy reading, they will continue to learn far beyond the scope of their English lessons.

Value: Doing your best

Doing your best means putting all your effort into the things you do, for your own satisfaction and approval.



Basic competences

In this unit students will develop:

- *Linguistic competence* by focusing in this unit on reading, either for a purpose or simply for pleasure (TB p. 73).
- *Linguistic competence* by recognizing the use of graphemes to represent the sounds of words in the composition of text/chat messages by completing a matching activity (SB p. 54).
- *Social and citizenship competence* by learning to compose text and chat messages using abbreviated language to communicate with other classmates (SB p. 55).
- *Competence in Learning to learn* by independently completing a table to summarise the rules for the use of comparative structures (SB p. 56).
- *Mathematical competence* by decoding and interpreting the evaluation of different video games (SB p. 57).
- *Artistic and cultural competence* by participating in a picture dictation. Students then exchange pictures and label their partner's work (SB p. 58).
- *Linguistic competence* by focusing on adjective word order in a text to unscramble phrases (SB p. 59).
- *Competence in Autonomy and personal initiative* by creating a personalised *Records Certificate* to acknowledge their own outstanding achievements (SB p. 60).
- *Competence in Processing digital information in the classroom* by accessing information on the internet to find interesting world records (SB p. 61).
- *Competence in Knowledge and interaction with the physical world* by identifying India on a map (SB p. 62).
- *Linguistic competence* by reading a text about Bangalore and then working in pairs to find information in the text to complete a crossword puzzle (SB p. 63).

6 R U OK?

Warm-up: Technology 15'

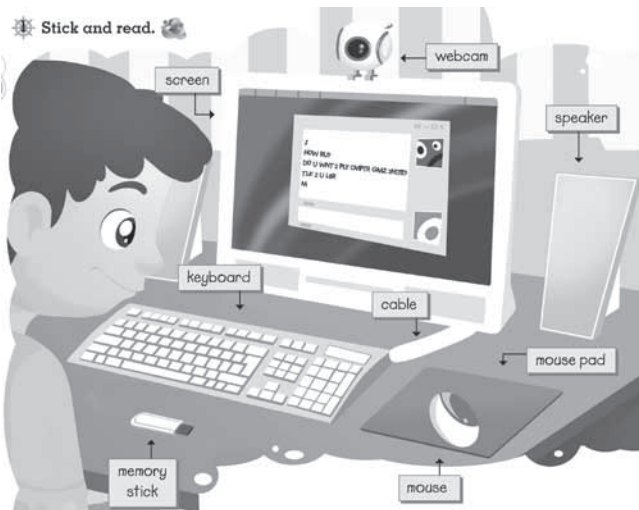
Write **TECHNOLOGY** on the board. Then, divide the class into groups of four and tell them they they've got five minutes to write as many items of technology as they can think of: *laptops, cars, CD players, etc.* When time is up, invite a volunteer from each group to come to the front. Groups take turns spelling out a word from their list and the volunteers write them on the board. After that, have groups discuss which item is most important to them and why. Finally, ask students to share their ideas with the class.

1 Stick and read. 10'

Invite students to look at the picture and ask what the person is doing: *using a computer*. Tell them to put up their hands if they sometimes use a computer. Then, tell students to use the stickers for activity 1 on page 54. Tell them to stick the computer parts in the spaces according to shape. Next, they read the names of the items. Elicit which words they already knew and which are new.

Answer Key:

Stick and read.



Listen and repeat. 1.49 15'

Play track 1.49 and invite the class to repeat the words. Then, divide students into four teams. Write the first letter of one of the words on the board. The first student to put up his/her hand and say the right word wins a point for his/her team. Several guesses may be necessary for words that begin with the same letter. Do the same with the rest of the words.

TRACK 1.49

NARRATOR: LISTEN AND REPEAT.
NARRATOR: SCREEN.
WEBCAM.
SPEAKER.
KEYBOARD.
CABLE.
MOUSE PAD.
MEMORY STICK.
MOUSE.

Assign homework 5'

Students stick magazine cutouts of computers into their notebooks and label the parts.

Light on real language 20'

Have students look at the abbreviated expressions on the yellow slips of paper and ask if they understand them. Elicit when people use them: *When they chat on the internet / by text message*. Refer the class to the screen in activity 1 and read the boy's message. Invite a volunteer to find the meaning of the first line: *How are you?* Do the same for the other lines. Explain that people can use numbers and letters that sound like words because it is faster. Write the numbers or letters on the board and get volunteers to write the words: 2 - to, U - you, R - are, C - see. Finally, tell students to look at the title of the unit and ask what it means: *Are you OK?*

Assign homework 5'

Additional homework

AB page 54

In their notebooks, students draw a computer and write the message from *Light on real language* on the screen. Underneath, they write the message in plain English. Encourage them to complete the names for J and M: (*Janice*), (*Michael*).

2 Complete with the corresponding vowels. 10'

Have the class look at the picture and identify what each child is doing. Tell students to point to number 1 in the picture. Then, refer them to number 1 in the list of phrases and elicit the action: *surf the internet*. Explain that for each phrase, the same vowel goes in all of the spaces. Next, divide the class into pairs. Have students guess the missing vowels and write them in pencil. Finally, ask volunteers to say the numbers that correspond to what they use their computer for.

Answer Key:

1. surf the internet
2. chat online
3. play computer games
4. send e-mails
5. download music
6. upload photos
7. sign in

Listen and check. 1.50 10'

Play track 1.50 and have students check their work. Then, read each of the activities aloud and get students to say the missing vowels. Help with meaning as needed.



TRACK 1.50

NARRATOR: LISTEN AND CHECK.
 NARRATOR: NUMBER ONE.
 SURF THE INTERNET.
 T - H - E, I - N - T - E - R - N - E - T.
 NARRATOR: NUMBER TWO.
 CHAT ONLINE.
 C - H - A - T.
 NARRATOR: NUMBER THREE.
 PLAY COMPUTER GAMES.
 C - O - M - P - U - T - E - R.
 NARRATOR: NUMBER FOUR.
 SEND E-MAILS.
 E - M - A - I - L - S.
 NARRATOR: NUMBER FIVE.
 DOWNLOAD MUSIC.
 D - O - W - N - L - O - A - D.
 NARRATOR: NUMBER SIX.
 UPLOAD PHOTOS.
 U - P - L - O - A - D, P - H - O - T - O - S.
 NARRATOR: NUMBER SEVEN.
 SIGN IN.
 S - I - G - N, I - N.

Listen and repeat. 1.51 5'

Play track 1.51. Tell students to listen and repeat the words.



TRACK 1.51

NARRATOR: LISTEN AND REPEAT
 NARRATOR: SURF THE INTERNET.
 CHAT ONLINE.
 PLAY COMPUTER GAMES.
 SEND E-MAILS.
 DOWNLOAD MUSIC.
 UPLOAD PHOTOS.
 SIGN IN.



Read the message. 5'

Have students read the message and use the examples on page 54 to find out what it means: *Do you want to listen to music tomorrow? See you later!* Check by asking a volunteer to read the message aloud.

Write a message for a friend. 10'

Divide the class into pairs. Refer them to the expressions on the previous page and explain that they can use any combination to write a message. When students have finished, get them to exchange messages with another pair and rewrite it in plain English.

Answer Key:

Student's own answers.



Lip reading (see page 10) 5'

Now play *Lip reading*. Practise computer parts and computer world vocabulary. Have fun!

Assign homework 5'



AB page 55

Additional homework

Pictionary pages 104 and 105. Students identify the pictures and write the corresponding words or phrases. Then, they write a sentence for each. Finally, they listen to the words and phrases in this unit's section of the CD in class.

I'm the newest!

1 Label the robots. 15'

Have students look at the pictures and say who the boy is talking to: *robots*. Ask if all the robots are the same: *No, they aren't*. Then, tell students to read the text. Elicit where the boy is and what he wants to do: *He's at a shop. He wants to buy a robot*. Next, get students to look at the first picture. Ask students what word they should write: *strong*. Invite students to complete the rest of the labels. When they finish, check by reading aloud what the robots say and having students spell the word:

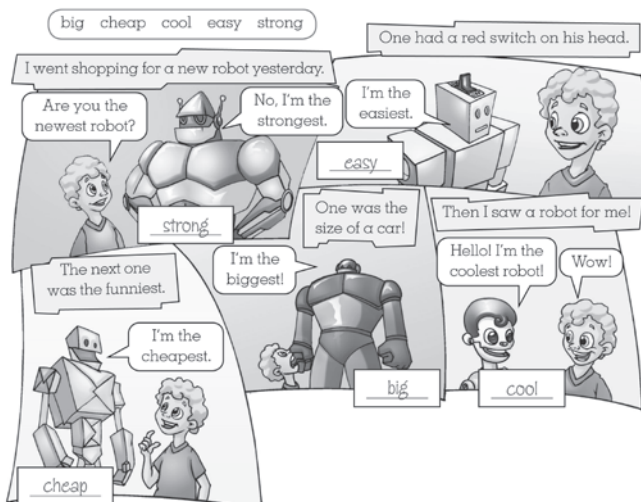
T: *I'm the easiest.*

SS: *Easy. E-A-S-Y.*

Finally, ask students which robot they would buy.

Answer Key:

Label the robots.



Assign homework 5'

Students choose three adjectives from activity 1 and draw robots to illustrate them in their notebooks.

2 Listen and chant. 1.52 10'

Invite a volunteer to read the title of the chant. Then, play track 1.52 and tell students to listen and follow along in their books. Ask them who is speaking: *a computer / the XYU*. Next, divide the class into two groups. Play the CD again and have groups say the lines in turns. Switch and repeat so that both groups say all of the lines.

Light on grammar 15'

Draw two robots on the board, one taller than the other. Invite students to give them names: (*Fred*) and (*Frida*). Label the robots. Then, point to them and say (*Frida*) *is taller than* (*Fred*). Draw another taller robot on the board and label it: (*Frank*). Say (*Frank*) *is taller than* (*Frida*) *and he's taller than* (*Fred*). (*Frank*) *is the tallest. He is the tallest robot*. Remind students that we add *-er* to compare only two people, animals or things. When we compare more than two, we can put *the* before the adjective and add *-est*. After that, invite two volunteers to read the examples. Elicit the adjective for the second example: *funny*. Explain that the spelling rules are the same as the rules for comparative adjectives. Write *small*, *hot* and *pretty* on the board. Elicit the superlative forms and get students to explain the rules.

Write the superlatives in the correct column. 15'

Read the words on the pieces of paper and refer the class to the categories in the table. Point out that the categories show the spelling rules. Then, invite a volunteer to say an adjective that goes in the first category: *strong*. Have students complete the rest of the table individually. Finally, elicit the adjectives for each category and get students to spell them.

Answer Key:

Light on grammar

It's the newest robot!
They're the funniest people!

Write the superlatives in the correct column.

big	strong	heavy	fat	easy	short
+ est	+ consonant + est	y → i + est			
strongest	biggest	heaviest			
shortest	fattest	easiest			

Wrap-up: Spelling quiz 5'

Say a short superlative adjective. Invite a volunteer to spell it. Continue with other short adjectives.

Assign homework 5'



AB page 56

Warm-up: How many words? 15'

Materials: Six sheets of poster paper, six felt-tip pens, sticky tape.

Write *COMPUTER GAMES* on the board. Ask students if they play computer games and which ones they like. Then, divide the class into six teams. Give each a sheet of paper and a pen. Tell them they've got five minutes to write as many words as possible using the letters of *COMPUTER GAMES*. When time is up, have teams stick their paper on the board. The team with the most correct words wins.

3 Read and decode the evaluations. 15'

Invite students to look at the pictures and get them to say what *Tank*, *Planes* and *Family Race* are: *video games*. Encourage students to guess what each game is about. Next, read the headings aloud: *graphics*, *sound*, *price*. Help students with meaning as necessary. Explain that five buttons means that the game is very good and one button means that it is very bad. After that, refer students to the table with *good* and *bad*. Read the comparative and superlative forms aloud. Then, invite a volunteer to decode the first evaluation: *Tank has got better sound than Planes*. Have students decode the rest of the evaluations and write them in their book. Check by asking volunteers to read the evaluations aloud.

Answer Key:

Tank has got better sound than Planes.
Planes has got worse graphics than Tank.
Family race is the best game.
Planes is the worst game.

Anchor Talk about the games with a friend. 10'

Divide the class into pairs. Invite a volunteer to read the example. Then, elicit one or two other comparisons: *Family Race has got the best price*. *Tank has got better graphics than Planes*. Have students take turns describing the games with their friend. Finally, ask some volunteers which game they would buy and why.

Assign homework 5' Additional homework 10' AB page 57 ex. 1

In their notebooks, students draw themselves playing one of the games in activity 3. Then, they label it with a comparison: *(Tank) has got the best graphics*.

Light on grammar 10'

Have a volunteer read the forms aloud. Explain that *good* and *bad* form the comparative and superlative in this way because they are irregular adjectives.

Anchor Read and answer. 15'

Write *I'm good at Maths* on the board. Explain what it means. Ask some students if they are good at Maths. Point out the structure: *good + at + noun*. We can have a verb + *-ing*: *good at dancing*. Then, read the first question aloud and get some volunteers to answer. Accept all answers. Tell students to point to *better at* in the question and explain that we can also use the comparative and superlative forms with *at*. After that, have students read the other questions and write the answers individually. When they finish, have them compare their answers with a friend. Finally, ask some volunteers one of the questions.

Answer Key:

Student's own answers.

Assign homework 5' Additional homework 10' AB page 57 ex. 2

In their notebooks, students write four sentences about their family members using the comparative and superlative forms of *good* / *bad at*.

Time to practise!

Warm-up: Picture dictation 15'

Tell students you are going to say the names of six things for them to draw. Say each item and give students time to draw: *a skateboard, a computer, a bicycle, a train, an aeroplane, a boat*. Next, divide the class into pairs. Have students exchange pictures and label the pictures. Check by getting students to spell the words as you write them on the board. Finally, ask the class which item is different from all the others: *a computer*.

1 Complete the table with the names of the vehicles. 15'

Invite the class to look at the pictures and ask which the fastest vehicle is: *the rocket*. Tell them to point to the four dots in the table. Explain that this column is for *the fastest, the cheapest, and the biggest* vehicle. Get them to write *rocket* in the space for *the fastest*. Then, elicit what they should write in the box with one dot: *skateboard*. After that, divide the class into pairs and tell them to complete the table. Check by drawing the table on the board and inviting volunteers to complete it.

Answer key:

Complete the table with the names of the vehicles.



	••••	•••	••	•
fast	rocket	car	bike	skateboard
cheap	skateboard	bike	car	rocket
big	rocket	car	bike	skateboard

2 Write four more comparisons. 10'

Invite volunteers to read the sentences aloud. Then, divide the class into pairs. Tell students to write four more sentences using either the comparative or the superlative form of each adjective. Finally, have some students read their sentences aloud.

Model Answer:

*A bike is cheaper than a car.
A skateboard is the cheapest.
A car is faster than a skateboard.
A rocket is the fastest.*

Assign homework 5'

Additional homework

AB page 58 ex. 1

Students choose a different vehicle and draw it in their notebooks: *a canoe*. Then, they write three sentences comparing it to the vehicles in the table in activity 1:
A canoe is cheaper than a car. A car is faster than a canoe. A canoe is bigger than a skateboard.

2 Sing a song. 1.53 15'

Tell students to close their books. Write these words on the board: *train, bicycle, car, plane, rocket, phone, computer, MP3, CD player*. Explain that they are going to hear a song that has got some of these words. They should listen and remember which of the words they hear. Then, play track 1.53. Invite volunteers to circle the words they think they heard. Accept all answers. After that, have students open their books and check the answers on the board. Then, play the CD again. Students listen and follow along in their books. Tell them to point to the word *gadgets*. Explain that a gadget is a small, useful invention. Ask students if they or their family members own any gadgets: *a mobile phone, an MP3 player, etc.* After that, divide the class into two groups. Play the CD again. One group sings the first verse and the other group sings the second verse. Both groups sing the chorus together. Switch verses and repeat.

Pair work 15'

Tell students they are going to describe some monsters. Then, divide the class into pairs. Assign Student A and Student B. Student A looks at page 114 and Student B looks at page 119. Elicit adjectives to describe the monsters and write them on the board: *tall, strong, long, short, fat, fast*. Student A says *Jimmy is the tallest monster*. Student B labels the corresponding monster. When students finish, they look at each other's work to check.

Assign homework 5'

Additional homework

AB page 58 ex. 2

In their notebooks, students draw a picture to illustrate one of the verses of the song.

Time to write

1 Read and colour. 10'

Invite the class to look at the picture. Read the text aloud and have students point to the items. Then, tell them to read the text again silently and colour the picture. When they finish, invite them to compare their work with a friend.

Answer Key:

Students colour the computer white; the screen, blue; the keyboard, green; the mouse, purple; the memory stick, orange and the desk, red.

Unscramble the phrases. 10'

Refer the class to the first scrambled phrase. Tell students to find the word *mouse* and underline it. Elicit the adjectives that describe it: *small, purple*. Have students write the phrase in their book. Then, get them to do the same for the rest of the descriptions. Check by asking volunteers to read the descriptions aloud. Finally, point out that when we have more than one adjective before a noun, the colour usually goes closest to the noun.

Answer Key:

small purple mouse

big blue screen

new white computer

cool green keyboard

cheap orange memory stick

2 Complete the description. 10'

Tell students to look at the picture. Ask what colour the different items are. Then, elicit the missing words from the first sentence: *new, grey*. After that, have students complete the rest of the description. Encourage them to help themselves by looking at the description in activity 1. When they finish, invite students to compare their work with a friend. Check as a class by asking volunteers to read their descriptions aloud. Note that there is more than one possibility for several of the spaces.

Answer Key:

I've got a new grey computer. It's got a small white screen and a cool green keyboard. I've also got a big orange mouse and a cheap blue memory stick. My computer is on a heavy yellow desk.

Bulletin board idea 15'

Materials: Two sheets of poster paper per group, drawing pins.

Divide the class into four groups and hand out the paper. Assign each group a part of a robot: head, body, arms and legs. Have them draw and colour their robot part on one of their sheets of poster paper. When they finish, stick all the pictures onto the bulletin board to form a robot. Then, on the other of sheet paper, each group writes a sentence to describe the robot: *It's the fastest! It's the coolest!* Display the sentences around the robot.

Assign homework 5'



AB page 59

The lighthouse keepers' story



Before you read 15'

Answer the questions in pairs.

Have students read the questions silently and ask if they need help with any words. Explain meaning as necessary. Then, divide the class into pairs and tell students to discuss the answers. Invite volunteers to share their ideas with the class.



1 Listen to the first part of the story. 1.54 15'

Ask what the title of the story is: *A book of records*. Then, play the first part of track 1.54 and have students listen and follow along in their book. Elicit the name of the book: *Guinness World Records*. Next, get students to read the Guinness World Records certificate. Ask what the record is: *The oldest living cat in the United Kingdom*. After that, write on the board: *Sir Hugh Beaver, Europe, 1954, The Guinness Brewery*. Explain that all the words are related to the book of Guinness World Records. Invite volunteers to say how and accept all answers. Then, play track 1.54 and have students listen and follow along in their books. Point to what you wrote on the board and elicit:

Sir Hugh Beaver – He decided to make the book of records. **Europe** – Sir Hugh and his friends wanted to know the name of the fastest bird in Europe. **1954** – They published the first book of records in 1954. **The Guinness Brewery** – They named the book after Sir Hugh's company.

Now read the story to a friend. 10'

Divide the class into pairs and tell them to take turns reading the story to each other. Help with pronunciation as necessary.

Assign homework 5'



AB page 60

Additional homework

On a sheet of white paper, students make their own Records Certificate:

(West) School Records
CERTIFICATE

The (tallest) student in year 4 is
(Roberto Fuentes).

Encourage them to sign and date their certificate and decorate it.

2 Listen to the second part of the story. 1.55 15'

Ask students what they remember about the book of Guinness World Records. Then, write these categories on the board: *the oldest person, the tallest man, the heaviest land animal*. Invite students to guess what the records are. Accept all answers. After that, play track 1.55 and have students listen and follow along in their books. Elicit the different records. Ask what other records are in the story: *the longest hair – 5.6 metres long, the smallest dog – 15 cm long, the fastest living creature – 270 km per hour*. Finally, encourage students to say which of the records they find most surprising.

Now read the story to a friend. 10'

Divide the class into pairs. Get them to take turns reading the paragraphs to a friend. Encourage them to imitate the tone of the voices on the CD.



After you read 5' Investigate three more records and write them down.

Tell students to do this at home and bring the information to the next lesson. Explain that they can find the information in the library or on the internet at <http://www.guinnessworldrecords.com>. At the start of the next lesson, students can compare their records with a friend.

Answer Key:

Student's own answers.



Value: Doing your best

Make a trophy pencil topper. 15'

Materials: One photocopy of craft template 6 (see the Values Section on the Teacher's Resource CD-ROM) per student, crayons, scissors, clear sticky tape, glue, glitter.

Ask students about activities they do regularly and list them on the board: *do homework, do the washing-up, play sports, etc.* Ask them if they always put lots of effort into each activity and encourage them to explain: *Yes, it's fun. No, it's difficult. No, it's boring.* Tell them that they should always do their best, even if it's not fun. To help them understand, ask about the consequences with the activities on the board: *What happens if you don't do your best with (doing the washing-up)? (You have to use plates that aren't clean later.)* Tell students that they are going to make a trophy to remind them to do their best and show them an example of a completed trophy. Hand out the template and have them colour the trophies yellow or gold. Then, students should cut out the pieces for each. Encourage students to keep the pieces of each trophy in a different pile. Help them fit the base of each trophy around a pencil top and fasten it with sticky tape. Next, they should tape the main part of the trophy to the base. Now, they can take the trophy off the pencil to complete it. Have them wrap the main part of the trophy into a cone shape and fasten it with sticky tape. After that, help them to stick the handles onto the trophy. The handles attach to the rectangles on the trophy. Finally, tell them to decorate their trophies with glitter and put them on their pencils.

Assign homework 5'



AB page 61

Warm-up: Let's talk about India 10'

Materials: A map of the world, a photo of the Taj Mahal.

Divide the class into six groups and have students read the records they investigated in the previous lesson. When they finish, ask them which records were the most interesting. Then, display the map and have a volunteer to come to the front and point to India. Ask students what continent India is in: *Asia*. Next, pass around the photo of the Taj Mahal. Ask them if they know what it is and why it was built. Explain that there was once a very rich emperor in India called

Shah Jahan. The emperor had a beautiful wife called Mumtaz Mahal. They loved each other very much. Mumtaz Mahal travelled with the emperor all over the empire and they had many children. When Mumtaz Mahal died, the Shah Jahan was very sad. He commanded his workers to build a fantastic tomb for her. It took 16 years to build and was finished in 1648. It is one of the Seven Wonders of the World. Millions of people visit the Taj Mahal every year. When you finish the story, ask students if they remember the name of the emperor's wife: *Mumtaz Mahal*. Tell them that the Taj Mahal is named after her.

Read and colour the flag. 15'

Invite a volunteer to read the first paragraph aloud. Tell students that the total population of the world is over 6 billion people. Explain the meaning of *freedom*: *you can decide your own actions, no one can force you to do something*. Then, invite volunteers to read the next two paragraphs. Explain *courage* (*you do something that is important but scary*), *truth* (*what is true*), *faith* (*your religious beliefs*) and *law* (*the rules of a society*). After that, have students colour the flag according to the text. When they finish, tell them to compare their flag with a friend's.

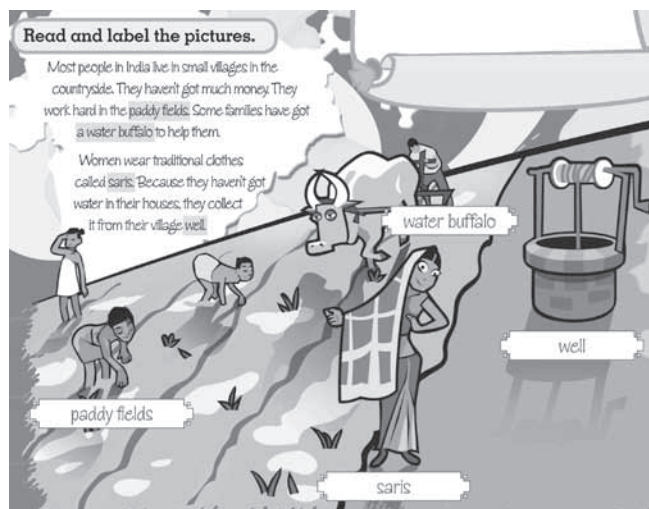
Answer Key:

Students colour the flag orange, white and dark green.

Read and label the pictures. 10'

Get the class to look at the picture. Ask students what they think the people are doing. Accept all answers. Then, have them read the text individually. After that, ask again what the people are doing: *They're working in paddy fields*. Next, divide the class into pairs. Students label the pictures together. Check by saying the words aloud and having students point to the objects in the picture. Explain that *paddy* in English comes from the old Indian word *padi* that means *rice*.

Answer Key:



AB page 62 10'

Check what you know! 😊 😐 😞

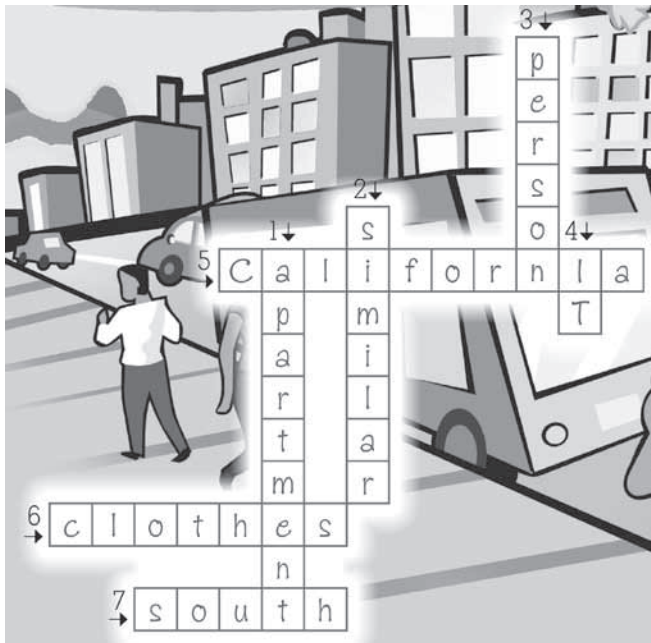
Materials: One sheet of white paper per team. Tell students to close their books. Then, divide the class into teams of four and hand out the paper. Teams race to write the eight computer parts vocabulary items on the paper. The first team to finish wins. Play again with seven computer actions. Then, divide the class into pairs. Students ask a friend questions about their family: *Who is the tallest person in your family? Who is better at running: you or your sister?* Finally, ask the class to complete the faces according to how they feel about what they know.

Solve the crossword puzzle.

15'

Invite the class to look at the picture and compare it with the one on the previous page. Encourage them to talk about the buildings, the cars, how people are dressed, etc. Tell students that the picture shows a scene in Bangalore. Then, have them read the text individually. When they finish, elicit some facts about Bangalore: *What's the population of Bangalore?* *What is Bangalore famous for?*, etc. Next, divide the class into pairs and tell them to look at the clues for the crossword puzzle. Explain that the answers are in the text. Get students to solve the crossword puzzle with a their partner. Check by saying the numbers and having volunteers say and spell the words.

Answer Key:



Describe a busy city in your country.

15'

Invite the class to say the names of some busy cities in their country. Then, get volunteers to describe one of the cities and say any facts they know about it. Write the name of the city in a circle on the board and add the information on lines coming out of the circle. Next, tell students to write a description of the city in their books. They should use the information on the board and the text about Bangalore as a guide. Finally, ask some volunteers to read their description aloud.

Answer Key:

Student's own answers.



Spot the difference (see page 10)

10'

Now play *Spot the difference* with the texts about India on pages 62 and 63. Have fun!

Assign homework

5'

My project



AB page 63

Make a family book of records.

Materials: One sheet of paper, four sheets of white paper.

Refer students to *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on pages 97 and 98 and the *Time to check* section on page 62 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.

7 Our history



Objectives:

- learn words related to handicrafts and artisans
- learn ways to express surprise and admiration
- talk about the past using *used to* + infinitive



Light on new words

Handicrafts

basket	/ba:s.kɪt/	_____
blanket	/blæŋ.kɪt/	_____
hammock	/hæ.mək/	_____
necklace	/nek.ləs/	_____
picture	/pɪk.tʃə/	_____
pot	/pɒt/	_____
sculpture	/skʌlp.tʃə/	_____

Artisans

jeweller	/dʒu:ə.lə/	_____
painter	/peɪn.tə/	_____
potter	/pɒ.tə/	_____
sculptor	/skʌlp.tə/	_____
weaver	/wi:və/	_____



Light on grammar

Used to

We use *used to* + infinitive when we talk about actions that happened in the past but do not happen anymore. In this unit, we also use the

structure *Did* + subject + *use to* + infinitive to form *Yes / No* questions. To form the negative, we use *did* + *not* + *use to* + infinitive.



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise ways of expressing surprise and admiration.

- You're kidding!
- That's amazing!
- Wow!
- You're joking!
- That's fantastic!
- Incredible!



The lighthouse keepers' story Grandad's story



Teaching tip

Pronunciation is an important part of learning a foreign language. However, it is important to remember that we are not trying to get students to have perfect pronunciation. The main thing is that people should be able to understand them without difficulty. Another reason for teaching pronunciation is to help students with their listening skills. Two aspects of English pronunciation that often make understanding spoken English difficult are word stress and the pronunciation of unstressed vowels. Both are indicated in the phonetic transcription of new vocabulary for each unit. Here is an example: /wi:·və/. Syllables are separated by /·/. Stressed syllables are preceded by /:/ . Unstressed syllables are usually pronounced with /ə/ or /ʌ/. The first step in teaching pronunciation and word recognition is to make students aware of how words are stressed. One way you can do this is to write circles above the word, using a larger circle for the stressed syllable: joking – Oo. You can also underline the stressed syllable: fantastic. Once you have done this, say the word aloud. Then, give your students plenty of practice listening to and repeating the words. For extra reinforcement, you can stand on your toes for the stressed syllable and have students stand up and do the same. The main thing to remember is that pronunciation can be fun!

Value: Celebrating your culture

Celebrating your culture means knowing about and sharing the values and habits that make your community unique.



Make a dream catcher!



Basic competences

In this unit students will develop:

- *Linguistic competence* by focusing on phonology or, more specifically, pronunciation and unstressed vowels (TB p. 85).
- *Linguistic competence* by learning and using formulaic expressions to express surprise and admiration when talking about unexpected or impressive events (SB p. 64).
- *Linguistic competence* by practising formulaic expressions to express surprise and then using them to respond to a sentence invented by their partner (SB p. 65).
- *Artistic and cultural competence* by reading about an ancient ball game: *Tlachtli* (SB p. 66)
- *Competence in Processing digital information in the classroom* by using the internet to find three pieces of information about the Incas of Peru (SB p. 67).
- *Competence in autonomy and personal initiative* by creating a personalised illustrated text about what they used to do when they were young (SB p. 68).
- *Social and citizenship competence* by creating a class bulletin board in small groups (SB p. 69).
- *Social and citizenship competence* by participating as moderators in reading a text aloud and making sure that everyone has a turn (SB p. 70).
- *Competence in Learning to learn* by researching about an ancient ruins near where they live in order to write about it and draw a picture for display (SB p. 71).
- *Competence in Knowledge and interaction with the physical world* by reading a text and identifying information about Australia and the native Aborigines (SB p. 72).
- *Mathematical competence* by sequencing a story using numbers (SB p. 73).

7

Our history

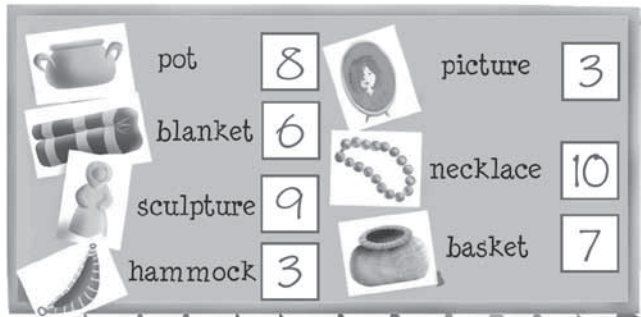
Warm-up: Word associations 15'

Point out the title of the unit and elicit a simple definition of *history*: *a study of the past*. Ask students if they like studying History. Encourage them to explain their answers. Next, elicit some names of events or people in the history of their country from students' other subjects. Then, write *History* in a circle on the board. Tell students to close their eyes and think of words related to this topic. Ask volunteers to say words they thought of: *old, event, school subject*, etc. Write them on the board in the form of a mind map. Finally, ask volunteers to come to the board and add more words to the mind map.

1 Find and count the following objects in the picture. 10'

Refer students to the picture and elicit what it shows: *a crafts market*. Ask them if they know of any crafts markets in their area and if they like going to them. Then, tell students to look at the small drawing of a pot at the top of the picture. Invite them to look for other pots in the picture and count them: *There are eight pots*. Have them write 8 in the box beside the pot. Next, divide the class into pairs and get them to count the rest of the objects and write the numbers.

Answer Key:



Listen and check. 2.1 5'

Play track 2.1. Students listen and check. Then, say the names of the objects at random and have students say how many of each there are.

TRACK 2.1

NARRATOR: LISTEN AND CHECK.
NARRATOR: THERE ARE EIGHT POTS.
THERE ARE THREE PICTURES.
THERE ARE SIX BLANKETS.
THERE ARE TEN NECKLACES.
THERE ARE NINE SCULPTURES.
THERE ARE SEVEN BASKETS.
THERE ARE THREE HAMMOCKS.

Listen and repeat. 2.2 10'

Play track 2.2 and get students to repeat the words all together. Then, divide the class into seven groups. Play the CD seven times and have groups repeat the words in turns so that each group says all of the words.

TRACK 2.2

NARRATOR: LISTEN AND REPEAT.
NARRATOR: BASKET. HAMMOCK. PICTURE. SCULPTURE.
BLANKET. NECKLACE. POT.

Assign homework 5' AB page 64 ex. 1

Additional homework

Students choose four objects from the picture to draw and label in their notebooks. Encourage them to make their objects as attractive as possible.

Light-on real language

Listen to these expressions. 2.3 15'

Write several unbelievable news extracts on pieces of paper: *Shakira is visiting (name of your school) tomorrow. A man fell from the top of (name of local high building) yesterday and survived*. Then, give the pieces of paper to several volunteers. They read the extracts aloud. React to each using one of the new expressions. Explain that we use them to express amazement and/or disbelief. Next, refer students to the expressions in their books. Point out the sound pattern for *You're kidding!* Show how the stress falls on the middle syllable and how the intonation rises and falls. Then, play track 2.3. Students listen and follow along in their books. Next, play the CD again. Students listen and repeat. Finally, have volunteers read the news headlines aloud and point to different students. They react by saying one of the new expressions.

Assign homework 5' AB page 64 ex. 2

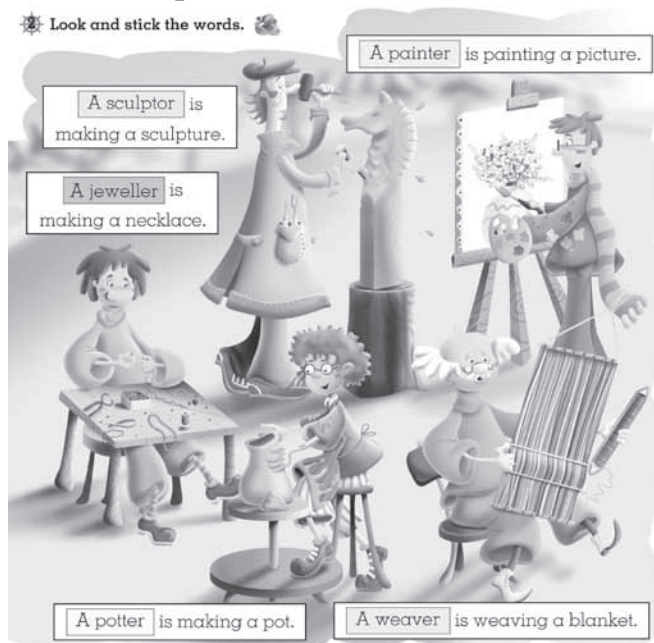
Additional homework

Students imagine an unbelievable situation and illustrate it in their notebooks. Then, they label the drawing with one of the expressions.

2 Look and stick the words. 5'

Tell students to look at the picture and say what the people are doing: *They're making things*. Say the names of the objects aloud and have students point to them. Then, tell students to use the stickers for activity 2 on page 65. Explain that the colour of each sticker matches the corresponding space. Students put the words in the spaces. When they finish, invite them to compare with a friend.

Answer Key:



Listen and repeat. 2.4 10'

Play track 2.4. Students repeat the names of the artisans. Then, describe an action and get students to guess the corresponding artisan:

T: *She is making a pot.*

SS: *A potter.*

Do the same with two other examples. Then, divide the class into pairs and have them continue in the same way.

TRACK 2.4

NARRATOR: LISTEN AND REPEAT.

NARRATOR: A PAINTER. A JEWELLER. A WEAVER.
A SCULPTOR. A POTTER.

Light on real language

Listen and match. 2.5 10'

Refer students to the expressions and the patterns. Then, say *You're joking!* Clap all three stress patterns shown and have students say which one it is. Next, play track 2.5. Students match the other expressions to the patterns. Check by writing the patterns on the board and having students say the expressions. Finally, clap the stress patterns as a class.

Answer Key:

Listen and match. 2.5

You're joking! 
That's fantastic! 
Incredible! 

Practise the expressions with a friend. 10'

Write this on the board: *I met _____ yesterday.* Point to the space in the sentence and elicit examples to complete it: *Justin Timberlake, the president*, etc. Do the same with these sentences: *I saw _____ in the street yesterday. I _____ last week.* Then, divide the class into pairs. Students think of four surprising things. After that, they tell other pairs: *I saw an alien in the street yesterday.* The other students respond with one of the new expressions.



Lip reading (see page 10) 10'

Now play *Lip reading*. Practise the expressions from the *Light on real language* section. Have fun!

Assign homework 5'

Additional homework

Pictionary pages 106 and 107. Students identify the pictures and write the corresponding words or phrases. Then, they write a sentence for each. Finally, they listen to the words and phrases in this unit's section of the CD in class.



AB page 65

They used to play games!

1 Read and discuss with a friend. 25'

Divide the class into pairs. Give them two minutes to write the names of as many sports that are played with a ball as possible. When the two minutes are up, say *Stop!* Have pairs count the number of sports they wrote. Invite the pair with the most sports to read them aloud. Encourage other pairs to add any other sports the pair did not mention. Ask students which of the sports they enjoy playing. Then, tell them they are going to read about an ancient ball game. Invite a volunteer to read the questions aloud. Explain meaning as necessary. Next, tell students to read the text and discuss the questions with a friend. When they finish, check by reading the questions aloud and having students say the answers. Finally, ask students if they would have liked to play *tlachtli*. Encourage them to say the ways *tlachtli* was similar to and different from basketball and football.

Assign homework 5'

Students choose five ball games and draw a symbol for each in their notebooks. One of the games should be *tlachtli*. Then, they label the symbols.

2 Listen and chant. 2.6 15'

Say *tlachtli* and ask students what it is: an *ancient ball game*. Get them to say everything they can remember about the game. Then, tell them they are going to listen to a chant about *tlachtli*. Play track 2.6 and have students listen and follow along in their books. Next, ask them to circle these words: *crowds*, *cheer*, *fear*, *priest*. Give examples of each to explain meaning. After that, play the CD again and invite students to chant along. Finally, divide the class into two groups and have them chant alternate lines. When they finish, have groups switch roles.



Light on grammar 10'

Have a volunteer read the first example aloud.

Ask them about the example:

T: *Did they use to play tlachtli?*

SS: *Yes, they did.*

T: *Is it a popular sport nowadays?*

SS: *No, it isn't.*

Explain that we use *used to* + infinitive when we talk about actions that happened in the past but that do not happen anymore. Have students underline more examples of *used to* + infinitive in the text and in the chant. Get them to read the examples aloud. Next, refer students to the second example. Elicit the negative form: *didn't* + *use to* + infinitive. Have students underline the negative example in the text.

Complete the sentences. 5'

Have students complete the missing words.

Invite them to look back at the text about *tlachtli* if they have any doubts. Check by asking them to read the sentences aloud.

Answer Key:

Children used to learn about it at school.

Players didn't used to touch the ball with their hands.

Wrap-up: Did they or didn't they? 10'

Say an activity: *drive cars*. Students say whether or not Ancient Americans used to do the activity: *They didn't use to drive cars*. Continue with one or two more activities: *watch TV*, *eat tortillas*. Then, divide the class into pairs and have them write their own list of activities. Invite some pairs to come to the front and read their activities aloud. The rest of the class says whether or not Ancient Americans used to do them.

Assign homework 5'



AB page 66

Warm-up: Dictation relay 15'

Write sentences with *used to* and *didn't use to* on pieces of paper: *People didn't use to have cars. Tlachtli used to be very popular.* Divide the class into four teams. One volunteer from each team comes to the front. Show one of the sentences to the class, making sure the volunteers at the front do not see it. Teams say the sentence aloud. The first volunteer to write the sentence correctly wins a point for his or her team. Continue with different volunteers for the rest of the sentences.

3 Read and circle the correct answers. 15'

Invite students to look at the text, read the title and say what it is: *It's a quiz about Mexico 500 years ago.* Have them point to the Aztec calendar and say if they have ever seen it. Then, explain that it was a stone calendar and it was found in Mexico City. Then, get volunteers to read the questions from the quiz aloud. Explain meaning as necessary. After that, divide the class into pairs. Have students discuss the questions and circle the answers.

Answer Key:

1. No, they didn't.
2. Yes, they did.
3. Yes, they did.
4. Yes, they did.
5. No, they didn't.
6. Yes, they did.

Listen and check. 2.7 10'

Play track 2.7. Students listen and check their answers. Then, read the questions randomly and have students say Yes or No. Finish by asking them if they were surprised by any of the information, what they knew and where they learned it.

TRACK 2.7

NARRATOR: LISTEN AND CHECK.
NARRATOR: FIVE HUNDRED YEARS AGO, THE PEOPLE OF MEXICO WERE VERY ADVANCED. THEY USED TO BUILD PYRAMIDS TO HONOUR THEIR GODS. PEOPLE DIDN'T LIVE IN THEM. THEY USED TO HAVE GREAT KINGS, LIKE MAYAN KING PAKAL AND AZTEC KING MOTEZUMA. THEY USED TO EAT TACOS WITH FISH, INSECTS AND EVEN SNAILS IN THEM! AND THEY ALSO USED TO CHEW GUM. THEY DIDN'T USE TO HAVE HORSES. INSTEAD, THEY TRAVELLED IN CANOES. AND THEY USED TO WRITE WITH HIEROGLYPHICS.

Assign homework 5'

Students search the internet, encyclopedias or their schoolbooks to find three pieces of information about the Incas of Peru. They write the information in their notebooks and illustrate it.

Light on grammar 10'

Invite a volunteer to read the first example aloud and elicit the answer: *Yes, they did.* Explain how we form questions with *used to*: *Did + subject + use to + infinitive.* Make sure students notice the difference between *used to* and *use to*. Point out the short answers. Ask students to give more examples of questions with *used to*: *Did the Aztecs use to travel in canoes? Did tlachtli players use to win medals?*

Complete and answer. 5'

Have students complete the question and write the answer individually. When they finish, get them to compare with a friend. Check by asking a volunteer to read the question aloud and elicit the correct answer from the class: *Did they use to eat chocolate? Yes, they did.*

Answer Key:

Did they use to have chocolate?
No, they didn't.

Pair work 15'

Divide the class into pairs. Assign student A and student B. Student A looks at page 115 and student B looks at page 119. Explain that students should ask a friend about the information they have not got in their table and mark the appropriate column: *One hundred years ago, did people use to go surfing?* Then, have students ask and answer questions to complete the table. Finally, check as a class by eliciting the questions and answers. Invite students to say whether they found any of the information surprising.

Assign homework 5'

Additional homework

In their notebooks, students write three more quiz questions about what people did 100 years ago. They ask a friend their questions at the beginning of the next lesson.



AB page 67

Time to practise!

Warm-up: Our teacher 15'

Divide the class into pairs. Have students ask and answer the quiz questions they prepared for homework. Then, tell them something about your life when you were their age: *I didn't use to (study English). I used to live in (Segovia). I used to wear (a blue school uniform). My favourite school subject used to be (Geography).* Encourage them to ask you questions: *Did you use to eat ice cream? Did you want to be a teacher?* Tell them as much about yourself as you feel comfortable with. Students usually love to learn about their teacher!

1 Listen and write A or B next to each phrase. 2.8 10'

Tell students to look at the illustration and elicit what the boy is talking about: *what he used to do as a baby and what he does now/ what he is like now.* Have volunteers read the phrases aloud and explain meaning as necessary. Then, play track 2.8. Students write A or B in the boxes. When they finish, have them compare their answers with a friend. Finally, read the phrases aloud and get students to say complete sentences: *He used to cry a lot. Now, he sings a lot.*

TRACK 2.8

NARRATOR: LISTEN AND WRITE A OR B NEXT TO EACH PHRASE.

BOY: I USED TO CRY A LOT WHEN I WAS A BABY. THEN, I USED TO SLEEP FOR FOUR HOURS A NIGHT. NOW, I SLEEP TEN HOURS A NIGHT. I USED TO EAT BABY FOOD. NOW, I EAT MEAT AND VEGETABLES. I EAT ICE CREAM, TOO! I USED TO PLAY WITH MY TOES. NOW, I PLAY THE GUITAR FOR MY FRIENDS.

Answer Key:

Listen and write A or B next to each phrase. 2.8

Then (A)	Now (B)
cry a lot	eat baby food
sing a lot	eat meat and vegetables
sleep ten hours a night	play the guitar
sleep four hours a night	play with my toes

Ask and answer in pairs. 15'

Tell students to look at the photos and read the dialogue. Explain that the children are talking about when they were babies. Then, say *sleep a lot* and get a volunteer to form a question: *Did you use to sleep a lot?* Say an answer. Next, say *cry a lot* and elicit the question from another volunteer. Get a different volunteer to answer it. After that, divide the class into pairs. Tell students to ask each other questions about what they used to do when they were babies. Encourage them to use the clues from activity 1. When they finish, ask some volunteers to tell the class about their friend.

Assign homework 5'

Students ask their parents questions about what they used to do when they were young. Then, they write three sentences in their notebooks: *My mum didn't use to take a bus to school. She used to walk. My dad used to eat ice cream after school.*

2 Sing a song. 2.9 15'

Tell students they are going to hear a song with three verses. Write the first line of each verse on the board: *When I was a baby, And then, when I was five, But now I am older.* Invite students to suggest phrases with *used to* for the first two verses. Elicit ideas for the last verse and accept all answers. Then, play track 2.9. Ask students if they guessed correctly. Next, play the CD again and have students listen and follow along in their books. Mime the different actions as students hear them. Finally, have students sing the song and mime the actions.

Assign homework 5'

Additional homework



AB page 68

In their notebooks, students write three sentences about what they used to do when they were seven. Then, they illustrate the sentences.

Time to write

1 Read and mark (✓) the correct picture. 10'

Tell students they are going to learn to describe a scene. Have them read the text individually and elicit what picture it refers to: *the second picture*. Then, divide the class into pairs and have students underline the words in the texts that helped them decide on the correct picture. Finally, ask several pairs to read out the words they have underlined.

Describe the other picture using the clues. 10'

Ask the class what they see in the first picture: *people visiting an ancient monument*. Encourage them to focus on details that they can find in the picture: *tourists, tour guide, statue, ruins*. Then, tell students to read the first question and elicit the answer: *It is a beautiful day. The sun is shining*. Do the same for the second question. Have the class write the beginning of their description. Next, read the last question and encourage them to give four examples of what is happening in the scene. Finally, get students to complete their description individually.

Model Answer:

It's a beautiful day. The sun is shining. There are a few people in the mountains. A guide is talking about a statue. Some soldiers are watching. A dog is chasing a cat. Some people are selling handicrafts. They are wearing traditional clothes.

Ask a friend to help you check your description. 10'

Divide the class into pairs. Have students read their friend's description. Then, read the first question aloud. Get students to tell their friend whether they could imagine the scene as if it was a drawing. Next, read the second question aloud. Say *A dog is chasing a cat. It is a beautiful day. Some people are in the park*. Point out that the sentences do not follow the order of the clues in their books. Get students to check if their friend followed the order. Finally, read the last question aloud. Encourage students to check if all the sentences begin with a capital letter and end with a full stop, and if all the words are spelled correctly. Monitor the activity and help students if you notice they have missed something.

Bulletin board idea 15'

Materials: Three photos of people in different outdoor scenes doing different activities, three sheet of white paper, drawing pins.

Note: Before the lesson, divide each sheet of paper into three sections by drawing horizontal lines. Label the sections: *Weather, Place, Activity*.

Divide the class into three groups. Hand out the materials. Assign one section to each group. Then, each group completes their section about their photo. When they finish, groups switch photos and sheets of paper. They complete their section about the new photo. When they finish, they switch the photos and the sheets of paper again. Have them do the same with the third photo. Finally, groups pin the photos and the descriptions to the bulletin board. Get three volunteers to read the complete descriptions.

Assign homework 5'



AB page 69

The lighthouse keepers' story



Before you read 10'

Read and predict the story with a friend.

Tell students to read the dialogue. Then, elicit who the people are: *a boy and his grandad*. Ask what Grandad is showing the boy: *a magic stone*. Next, tell students to close their books. Encourage them to imagine where Grandad got the magic stone. Invite volunteers to give suggestions. Accept all answers.

1 Listen to the first part of the story. 2.10 15'

Read the title of the story and elicit what it refers to: *How Grandad got his stone*. Then, invite students to look at the picture and identify the three parts of the scene. Get them to point to Grandad as a little boy and have a volunteer describe him: *He's got short brown hair. He's wearing a red T-shirt*. Next, encourage students to mention other details they can see in the picture. Write them on the board. When they finish, get a volunteer to describe the whole scene using the words on the board. Then, play track 2.10. Have students listen and follow along in their books. Ask them what Grandad found in the hole: *the stone*. Ask students if their predictions were right. Finally, invite them to suggest why they think the men were on the hill: *Maybe they were builders. Maybe they wanted to build some houses*.

Now read the story in groups. 15'

Divide the class into five groups. Each group chooses a moderator. The moderator decides who reads the text first, then stops him/her and points to the person who should continue reading. Groups change moderator when they finish and read again. Continue until all the group members have taken the role of a moderator.

Assign homework 5'

Additional homework



AB page 70

In their notebooks, students draw and label Grandad as a boy doing three activities: *He used to ride a bike. He used to listen to the radio. He used to go swimming.*

2 Listen to the second part of the story. 2.11 10'

Invite the class to say what they remember about the story from the previous lesson. Elicit what they think will happen next. Accept all answers. Then, play track 2.11. Ask them if they guessed correctly. After that, play the CD again. Students listen and follow along in their books. Finally, ask them why they think the warrior was calling the boy's name: *He wanted to tell him about the city.*

Now read the story in groups. 10'

Divide the class into five groups. Students take turns reading the story sentence by sentence.



After you read Match the two parts of the sentences.

Students match the phrases individually. Check by asking volunteers to read the completed phrases aloud.

Answer Key:

He drew a Mayan warrior.

The boy didn't use to dream.

The teacher went to the library.

They discovered an ancient city.



Value: Celebrating your culture

Make a dream catcher! 20'

Materials: One paper plate (see the Values Section on the Teacher's Resource CD-ROM) per student, scissors, crayons, wool of different colours, beads of different colours, glue, glitter.

Note: Prepare an example dream catcher ahead of time.

Ask students what they think *culture* means: *The values and habits that make your community unique.* Give some examples (special foods from your area, important celebrations, ways of talking, etc.) and encourage students to give their own examples. Explain that these things are very special. Then, tell the class that they are going to make something special from Native American culture: *a dream catcher.* Ask students if they know what a dream catcher is or what it does. Show them the example dream catcher and explain that they catch good dreams and ideas for you to have. Nightmares and bad ideas do not stick to them. Next, hand out the materials. Students cut a large hole in their paper plate to form a hoop. Then, they colour it. After that, help them to make eight small holes around their hoop with a pencil. Have them choose the colour or colours of wool they want in the middle of their dream catcher. They should thread the wool through the holes to make a spider web pattern. They can thread some beads onto the wool as decoration. When they finish, get them to tie three pieces of wool to the bottom of their hoop and one piece of wool to the top. Then, tell them to colour and cut out the feathers. They should stick them together, front and back. Help them to make a hole in each feather. They should tie three large feathers to the three pieces of wool on the dream catcher. An easy way to tie them is to thread the wool through the hole in each feather and tie a large knot at the end of the wool. After that, they can tie the three small feathers to other parts of the dream catcher. Finally, tell them to hang their dream catcher up at home to catch their good dreams and ideas.

Assign homework 5'

Additional homework

Students find information about an ancient ruin near where they live. In their notebooks, they draw a picture of the ruin and add relics according to the information.



AB page 71



Warm-up: Let's talk about Australia 15'

Materials: A map of the world, photos showing different lifestyles in Australia: an Australian family having a barbecue, a beach scene in Sydney, typical houses in a residential area, Chinatown in an Australian city.

Display the map and ask a volunteer to come to the front and point to Australia. Remind students that they learned about Australia earlier in the year. Ask them to say what they remember. Then, explain that this time they are going to learn about Australian people. Divide the class into four groups and give one photo to each group. Tell students they've got two minutes to

look at the photo and find things that are similar to and different from how they live. When the two minutes are up, groups switch photos. After they finish, elicit some of the things students identified. Then, collect the photos and hold up each of them in turn. Mention that barbecues are very popular in Australia, and that people call them *barbies*. Explain that Sydney is the second biggest city in Australia and that surfing is very popular there. Tell the class that most people live in residential areas around big cities. Finally, show the picture of Chinatown and explain that people from many different cultures live in Australia.

Read and classify the illustrated words. 15'

Tell the class that they are going to read about Aborigines. Have them read the first part of the article and find what the word *Aborigine* means: *the first*. Next, get students to read the rest of the article, paying special attention to words that are illustrated. Then, invite a volunteer to read the three headings below the article. Elicit an illustrated word from the text that goes in the category for other food: *fruit*. Then, tell students to classify the illustrated words individually. When they finish, get them to compare their answers with a friend. Check as a class by inviting volunteers to read the words in each category.

Answer Key:

Animals	Other food	Everyday objects
kangaroos	fruit	boomerangs
snakes	honey	spears
emus	seeds	wooden bowls
		grindstones

AB page 72 20'

Check what you know! 😊 😐 😞

Materials: One sheet of white paper per pair.

Divide the class into pairs. Write on the board the first letter of each of the words for the *handicrafts* vocabulary. Students work together to complete the words in their notebooks and write the names of the artisans who make each object. Next, pairs choose four ages and write two sentences and two questions with *used to* for each: *I used to put my toes in my mouth when I was two. Did you use to cry a lot when you were six?* When they finish, pairs ask and answer each other's questions. Finally, ask the class to complete the faces according to how they feel about what they know.

Read and talk about the differences between the pictures.

10'

Ask students who they learned about in the last lesson: *the Aborigines*. Tell them that today they are going to learn about Aboriginal culture. Get them to look at the pictures and say why they think the men have got paint on their bodies. Accept all answers. Then, have volunteers read the text aloud. Elicit that Aborigines used to paint their bodies for ceremonies. Then, divide the class into pairs. Tell pairs to find as many differences as possible between the two men. Check by asking students to describe the differences.

Listen and point to the pictures.



2.12

10'

Explain that the Aborigines have got many legends about their history. Explain that they used to paint scenes from their legends on rocks and that this is how we know about the stories now. Then, invite volunteers to describe the pictures. Tell them that they are going to listen to the legend and point to the corresponding pictures. Next, play track 2.12.

TRACK 2.12

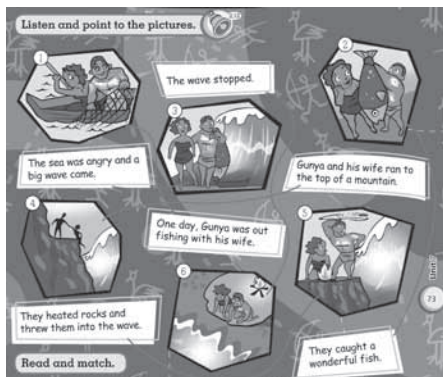
NARRATOR: LISTEN AND POINT TO THE PICTURES.
 NARRATOR: THE ABORIGINES ALSO MADE BEAUTIFUL PAINTINGS ON ROCKS. THE PAINTINGS OFTEN TOLD A STORY. THIS IS HOW THE ABORIGINES KEPT A RECORD OF DAILY LIFE AND THEIR RELIGIOUS BELIEFS. THIS IS ONE OF THE STORIES:
 NARRATOR: ONE DAY, GUNYA WAS OUT FISHING WITH HIS WIFE. THEY CAUGHT A WONDERFUL FISH. THE SEA WAS ANGRY AND A BIG WAVE CAME. GUNYA AND HIS WIFE RAN TO THE TOP OF A MOUNTAIN. THEY HEATED ROCKS AND THREW THEM INTO THE WAVE. THE WAVE STOPPED.

Read and match.

10'

Divide the class into pairs. Elicit which caption goes with the first picture. Then, have students match the other captions and the pictures. Check by saying a number and having a volunteer read the caption aloud.

Answer Key:



Wrap-up: Board drawings

10'

Ask a volunteer to come to the board with his/her book. Tell the rest of the class to close their books. The student at the front draws something on the board that is related to the *Light up the world* section on pages 72 and 73. The class guesses what the drawing represents. Continue with other volunteers.

Assign homework

5'

My project



AB page 73

Make a family quilt.

Materials: One small towel, one needle and thread, several pieces of old items of clothing.

Refer students to *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 98 and the *Time to check* section on page 72 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.

8

Volcano



Objectives:

- learn the names of land features and prepositions of place
- learn how to make and respond to suggestions
- talk about future plans using the present continuous



Light on new words

Land features

bridge	/brɪdʒ/	_____
cave	/keɪv/	_____
field	/fi:ld/	_____
hill	/hɪl/	_____
swamp	/swɒmp/	_____
tunnel	/ˈtʌ.nəl/	_____
volcano	/vɒlˈkeɪ.nəʊ/	_____
waterfall	/ˈwɔː.tə.fɔ:l/	_____

Prepositions of place

across	/əˈkrɒs/	_____
around	/əˈraʊnd/	_____
down	/daʊn/	_____
into	/ɪnˈtu:/	_____
out of	/ˈaʊt əv/	_____
over	/əʊ.və/	_____
through	/θru:/	_____
up	/ʌp/	_____



Light on grammar

Present continuous (future meaning)

We form the present continuous using the verb *be* + verb + *ing*. In this unit, we use the present continuous to talk about fixed plans in the near

future. We add a time expression (*next week, on Thursday, tomorrow*) to specify the point in the future.



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise how to make suggestions and give positive or negative responses.

- Why don't we go that way?
 - Let's go to the waterfall!
 - What about going to the hills?
- +OK, let's go! -I don't think that's a good idea.
- +Great idea! -No, I don't think so.
- +All right, let's go! -Sorry, I can't.



The lighthouse keepers' story Rescued



Teaching tip

Memory plays a very important part in language learning and in life, generally. Experts consider that there are two kinds of memory: short-term memory and long-term memory. Our short-term memory can only hold a small amount of information at a time. After that, we either transfer information to our long-term memory, or it disappears. Some factors that influence how well we remember items are the number of times we encounter them (frequency) and under what circumstances. We remember items better when they are linked to an emotion (surprise or humour, etc.) or when we are motivated to remember them. Our memory also works better when we give it plenty of exercise. As teachers, we can help our young students to develop their memory. Playing games of the kind included in *Lighthouse* increases the frequency with which students see new language, as well as helping them to tag it with positive emotional associations in their mind. Activities like wordsearches and crossword puzzles pose a cognitive challenge that requires students to do a different kind of mental work and aids the memory process. Activities involving actions, such as mime, role play and projects, further reinforce language and help students transfer it into long-term memory. Visually based activities such as those based on posters, the *Word kits* or the *Pictionary* enrich the associations that students form with new language and so help them remember it better. By incorporating all these elements into our teaching, we are not only making our lessons more fun; we are also developing in our students a mental capacity that will serve them well all their lives.



Basic competences

In this unit students will develop:

- *Competence in Learning to learn* by becoming aware of developing both long term and short term memory retention skills (TB p. 97).
- *Competence in Knowledge and interaction with the physical world* by learning to locate symbols of land features successfully from the key on a map (SB p. 74).
- *Linguistic competence* by learning and using formulaic expressions to make and respond to suggestions (SB p. 75).
- *Competence in Autonomy and personal initiative* by creating their own symbols for different activities (SB p. 76).
- *Competence in Processing digital information in the classroom* by accessing information through a listening text (SB p. 77).
- *Social and citizenship competence* by planning for an emergency (SB p. 78).
- *Artistic and cultural competence* by creating a class bulletin board map (SB p. 79).
- *Linguistic competence* by reading and acting out the story, *Rescued*, in groups (SB p. 80).
- *Linguistic competence* by correcting the comprehension sentences for the story, *Rescued* (SB p. 81).
- *Competence in Knowledge and interaction with the physical world* by reading about three different Italian cities in order to match them to their locations on the map (SB p. 82).
- *Mathematical competence* by finding references to different numbers in a text and identifying what the numbers refer to: historical dates, number of people etc. (SB p. 83).

Value: Having dreams for the future

Having dreams for the future means believing you can do great things despite the obstacles in your path.



Make a 3D map.



8

Volcano

Warm-up: Volcanoes 15'

Materials: Some photos of volcanoes around the world.

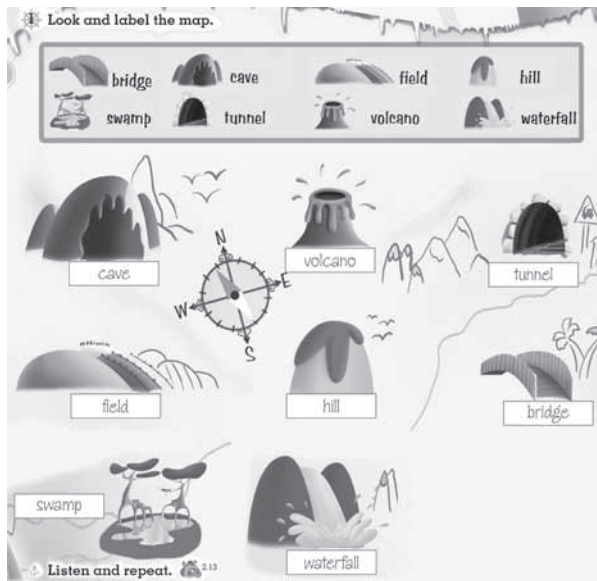
Note: Write the name of the volcano and the name of the country where it is located on the back of each photo.

Point out the title of the unit. Then, show some photos of volcanoes around the world and invite students to guess where they are. Say the name of each one and where it is located. Encourage students to say anything they know about it.

1 Look and label the map. 10'

Have students look at the picture and elicit what it is: *a map*. Ask them what they can see: *a river, mountains, trees, etc.* Next, point out the symbol for cave in the table and have students point to the cave on the map. Tell them to write the word *cave* in the space under the picture. After that, have them complete the other spaces individually. When they are finished, invite them to compare their work with a friend. Get them to check that their words are spelled correctly.

Answer Key:



Listen and repeat. 2.13 15'

Play track 2.13 and tell students to point to the words and repeat them. Then, divide the class into four groups. Play the CD again and have groups take turns repeating the words. Next, invite a volunteer to come to the front and stand with his/her back to the class. "Write" one of the words with your finger on the volunteer's back. He/She has to guess the word. If the

volunteer cannot say the word after you "have written" it several times, encourage the class to help. Continue with the rest of the words and other volunteers.

TRACK 2.13

NARRATOR: LISTEN AND REPEAT.
NARRATOR: BRIDGE. SWAMP.
CAVE. TUNNEL.
FIELD. VOLCANO.
HILL. WATERFALL.

Assign homework 5'

Additional homework

AB page 74 ex. 1

In their notebooks, students draw their own map. They include the land features from the unit and label them.

Light-on real language 20'

Say to the class: *Let's play a game.* Encourage students to respond. Then, describe two or three objects in the classroom and get students to guess what they are. After that, say *OK, why don't we have a test?* and wait for the class to respond. Tell them not to worry and that they are not going to have a test. Elicit some things they said: *Oh no!* Ask them to say how they responded to the suggestion to play a game: *Hurray! Great!* Explain that there are different ways to make suggestions and respond to them. Invite volunteers to read the example suggestions in the book. Then, write *Why don't we...* on the board and encourage the class to complete the suggestion: *Why don't we (go home now)?* Point out that you can also say *Let's (go home now)* or *What about (going home now)?* Invite volunteers to read the positive responses. Tell them to act very happy. Do the same with the negative responses but get them to act very serious. Finally, make some suggestions and get the class to respond with positive or negative responses.

Assign homework 5'

Additional homework

AB page 74 ex. 2

In their notebooks, students draw a picture of a student talking to a teacher. Then, they write a dialogue in speech bubbles. The student makes a suggestion and the teacher responds to it.

2 Listen and stick the words. 2.14 10'

Refer students to the pictures and explain that they are photos from a trip. Get them to describe the pictures. Then, tell students to use the stickers for activity 2 on page 75. Invite them to guess the space for each word. Accept all answers. Next, play track 2.14. Students listen and stick the words. Check by saying the prepositions and having students say the corresponding land feature.

TRACK 2.14

NARRATOR: LISTEN AND STICK THE WORDS.
 NARRATOR: HERE WE WERE FLYING OVER THE VOLCANO.
 IT WAS AMAZING!
 IN THIS PHOTO, WE WERE GOING INTO A CAVE. AND HERE WE WERE COMING OUT OF IT... WE WERE REALLY DIRTY!
 HERE WE WERE GOING ACROSS THE BRIDGE. IT WAS MOVING... VERY SCARY!
 LOOK! GOING THROUGH THE SWAMP WAS REALLY HARD. THERE WAS LOTS OF MUD.
 HERE WE WERE GOING AROUND THE FIELD. AND HERE UP THE HILL.
 WHEN WE WERE GOING DOWN THE HILL WE WERE TIRED, BUT WE WERE HAPPY TO SEE THE WATERFALL.

Answer Key:

1. over
2. into
3. out of
4. across
5. through
6. around
7. up
8. down

Listen and repeat. 2.15 10'

Play track 2.15. Invent an action to represent each preposition. Play the CD again and get students to repeat the words and do the actions. Finally, do the actions and invite the class to say the corresponding prepositions. Combine two or three actions to make it more challenging.

TRACK 2.15

NARRATOR: LISTEN AND REPEAT.
 NARRATOR: OVER.
 INTO.
 OUT OF.
 ACROSS.
 THROUGH.
 AROUND.
 UP.
 DOWN.

Light-on real language

Unscramble the suggestions. 5'

Refer students to the first group of words and elicit the suggestion: *Why don't we go across the bridge?* Tell them to write it in the space below the words. Then, have them unscramble and write the other suggestions. Check by asking volunteers to read the suggestions aloud.

Answer Key:

Why don't we go across the bridge?
Let's go up the hill!
What about going through the tunnel?

Now make up dialogues using these expressions. 10'

Divide the class into pairs. Say *go up a volcano tomorrow* and elicit a suggestion from the class: *What about going up a volcano tomorrow?* Ask students to say the suggestion in two other ways: *Let's go up a volcano tomorrow. Why don't we go up a volcano tomorrow?* Elicit positive and negative responses. Then, tell pairs to write three dialogues and practise acting them out. Encourage them to put lots of expression into their voices. Finally, have some pairs act out their dialogues for the rest of the class.

Wrap-up: Draw a dialogue 10'

Get students to draw a picture of one of their dialogues and show it to a friend. The friend guesses the suggestion.

Assign homework 5'

Additional homework

Pictionary pages 108 and 109. Students identify the pictures and write the corresponding words or phrases. Then, they write a sentence for each. Finally, they listen to the words and phrases in this unit's section of the CD in class.



AB page 75

I'm doing my project tomorrow

1 Read and draw a symbol for each activity. 15'

Have students read the activities silently and decide which they would like to do and which they would not like to do. Then, get them to share their opinions with the rest of the class. After that, explain that they have to draw a simple drawing for each activity. When they finish, invite them to compare their symbols with a friend's.

Answer Key:

Student's own drawings.

2 Listen and complete the diary. 15'

Tell the class they are going to hear a girl talking about her plans for the week. Ask students if they know anyone who uses a diary. Then, tell students to listen and draw the symbols for what she is doing each day. They should use the symbols they drew in the previous activity. Play track 2.16 and allow students to sketch the symbols. Play the CD again to give students time to do the drawings. Check by saying the activities and inviting volunteers to say the day of the week.

TRACK 2.16

NARRATOR: LISTEN AND COMPLETE THE DIARY.

GIRL: THIS IS MY DIARY FOR NEXT WEEK. I'VE GOT SO MUCH TO DO! I'M GOING TO THE DENTIST ON MONDAY. AND THEN ON TUESDAY, I'M STUDYING FOR MY EXAMS. ON WEDNESDAY, I'M DOING A VOLCANO PROJECT FOR MY SCIENCE LESSON. I'M PLAYING FOOTBALL FOR THE SCHOOL ON THURSDAY. AND ON FRIDAY I'M HAVING A PARTY. NEXT WEEKEND IS BUSY TOO. ON SATURDAY, I'M GOING TO THE CINEMA AND ON SUNDAY I'M VISITING MY GRANDAD.

Answer Key:

Listen and complete the diary. 2.16

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
going to the dentist	studying for exams	doing volcano project	playing football	having a party	going to the cinema	visiting Grandad

Assign homework 5'

In their notebooks, students draw a diary for next week. Then, they draw activities for each day.

2 Listen and chant. 2.17 15'

Play track 2.17 and have students listen to the chant and follow along in their books. Play the CD again and get students to say the chant together. Then, divide the class into five groups. Assign each group a day of the week from the chant. Groups take turns saying their part of the chant. Finally, encourage them to say their part of the chant from memory.



Light on grammar 10'

Write *She's studying History* on the board and illustrate it with a stick figure. Get students to say what the tense is and when we use it: *the present continuous. We use it to describe actions that are in progress now.* Invite students to give some more examples. Then, have volunteers read the sentences in the book and point out the time expressions. Ask students what time they refer to: *the future.* Explain that we can also use the present continuous to talk about plans that have been fixed for the near future. Remind them how we form the present continuous: *be + verb + -ing.* Finally, give some examples of what you are doing next Saturday: *I'm going shopping next Saturday.* Invite some volunteers to say what they are doing next Saturday.

3 Complete the sentences. 5'

Have students read the two incomplete sentences and think what verbs could complete them. Ask a volunteer to complete the first sentence: *visiting.* Do the same with the second sentence and invite a volunteer to read it aloud: *They're having a party next Friday.* Invite other two volunteers to write the sentences on the board for the class to check their work.

Answer Key:

I'm meeting my friends on Saturday.
They're having a party next Friday.

Wrap-up: Guess who? 15'

Students imagine they are a famous person or character. Then, they say what they are doing next week: *I'm visiting Princess Fiona on Monday.* Other students guess the person: *You're Shrek!*

Assign homework 5'

Additional homework

In their notebooks, students write three sentences to describe the activities in the diary that they drew.



AB page 76

Warm-up: Things I do 15'

Draw two columns on the board. In one, write *Things I do with my family*. In the other, write *Things I do with my friends*. Students copy the columns into their notebooks. Then, divide the class into pairs. Allow five minutes to write as many activities as they can think of in each column. When time is up, invite pairs to compare activities with another pair. Finally, ask students which activities were on both pairs' lists.

3 Listen and colour the activity for each day. 2.18 15'

Refer students to the activity wheel and have a volunteer read aloud the activities for Monday. Get students to vote for the activity that they prefer. Do the same with the rest of the week. Next, tell students that they are going to hear the girl asking the boy about his plans. Then, play track 2.18. Students listen and colour the activity for each day.

TRACK 2.18

NARRATOR: LISTEN AND COLOUR THE ACTIVITY FOR EACH DAY.

GIRL: HI, CAN I ASK YOU SOME QUESTIONS ABOUT YOUR PLANS FOR THE WEEK? IT'S FOR MY HOMEWORK.

BOY: SURE!

GIRL: ARE YOU GOING SHOPPING ON MONDAY?

BOY: YES, I AM. I'M GOING SHOPPING WITH MY MUM.

GIRL: ARE YOU PLAYING TENNIS ON TUESDAY?

BOY: NO, I'M NOT. I'M HAVING PIANO LESSONS.

GIRL: AND ON WEDNESDAY? ARE YOU VISITING YOUR FRIENDS IN SEGOVIA?

BOY: YES, I AM. IT'S VERY EXCITING!

GIRL: WHAT ABOUT THURSDAY?

BOY: I'M CHATTING ON THE COMPUTER WITH A FRIEND FROM AUSTRALIA.

GIRL: ARE YOU MAKING PIZZA ON FRIDAY?

BOY: YES, I AM. I'M MAKING PIZZA WITH MY PARENTS.

GIRL: AND WHAT ABOUT YOUR WEEKEND?

BOY: I'M GOING TO THE DENTIST ON SATURDAY. I DON'T LIKE GOING TO THE DENTIST.

AND ON SUNDAY I'M STAYING AT HOME.

GIRL: THANKS FOR YOUR HELP.

Answer Key:

Monday: going shopping

Tuesday: having piano lessons

Wednesday: visiting friends

Thursday: chatting on the computer

Friday: making pizza

Saturday: going to the dentist

Sunday: staying at home

Check your answers with a friend. 10'

Divide the class into pairs. Have one pair read the dialogue. Then, have students take turns asking similar questions about the boy's routine to check activity 1. Check as a class by saying the days of the week and having students say what the boy is doing: *On Monday, he's going shopping.*

Assign homework 5'

Students cut out photos from old magazines that symbolize activities from the boy's activity wheel. They stick and label them in their notebooks.

Light on grammar 10'

Ask some volunteers questions in the present continuous: *Are you studying Maths? Are you playing football?* Get students to say when you are referring to: *now / the present*. Then, elicit in what other situation we can use the present continuous: *to talk about plans in the near future*. Next, invite some volunteers to read the example questions and answers aloud. They point to the highlighted parts and say what they notice: *The questions are the same as when we talk about the present. The time expressions indicate the future*. Finally, invite some volunteers to make other questions for their classmates to answer.

Ask a friend about his / her plans for this weekend. 15'

Divide the class into pairs. Say *play football* and *Saturday* and elicit the question: *Are you playing football on Saturday?* Then, have students talk with their friend about their plans for the weekend. When they finish, ask volunteers to tell the class some of the things their friend is doing.

Assign homework 5'

Additional homework



AB page 77

In their notebooks, students write a dialogue between themselves and a famous person about their weekend plans: (*Paulina*), *are you singing at a concert this weekend?* — *Yes, I am.* *Are you going to the cinema?* — *No, I'm not.* Encourage them to illustrate the dialogue with a picture or magazine cutout of the famous person.

Time to practise!

Warm-up: Body sculptures 15'

Note: Before the lesson, prepare pieces of paper with the *prepositions of place* vocabulary. Divide the class into four teams. The first team chooses a piece of paper. Give them one minute to form a sculpture with their bodies to represent the preposition. If at least two other teams can guess the preposition, they get five points. Teams that guess correctly get one point. Do the same with the other teams. Continue until all of the slips of paper have been used. The team with the most points at the end wins.

1 Look and number the instructions. 10'

Invite a volunteer to read the title aloud: *Emergency Fire Instructions*. Ask students what the pictures show: *what to do if there is a fire*. Ask them if there are instructions like this in their school and where they are: *on the door of the classroom, on the bulletin board, etc.* Then, tell students to look at the first picture and find the corresponding instruction: *Stand in line*. Tell them to write 1 beside the instruction. After that, get them to number the rest of the instructions individually. When they finish, encourage them to compare their work with a friend.

Answer Key:

1. Stand in line.
2. Leave the classroom slowly.
3. Don't run!
4. Go down the stairs.
5. Go out to the playground.
6. Walk through the auditorium.

2 Listen and check. 2.19 10'

Play track 2.19. Students check the order of their instructions. Check as a class by saying a random number from 1 to 6 and asking a volunteer to read the corresponding instruction. Next, elicit what students should do if there is a fire in their school.

TRACK 2.19

NARRATOR: LISTEN AND CHECK.
NARRATOR: WHEN YOU HEAR THE FIRE ALARM, STAND IN LINE. THEN, LEAVE THE CLASSROOM SLOWLY. DON'T RUN! NEXT, GO DOWN THE STAIRS AND GO OUT TO THE PLAYGROUND. FINALLY, WALK THROUGH THE AUDITORIUM. WAIT WITH YOUR TEACHER UNTIL IT'S SAFE TO RETURN TO YOUR CLASSROOM.

Assign homework 5'

Additional homework AB page 78 ex. 1

In their notebooks, students draw a map of their school and mark an escape route from their classroom.

2 Sing a song. 2.20 15'

Ask students what happens in their school when there is an emergency: *The bell rings. / There is an alarm*. Elicit what they should do when they hear it. Then, tell them they are going to sing a song about an emergency. Play track 2.20 and have students listen and follow along in their books. Explain meaning as necessary. Next, divide the class into two groups. Play the CD again and get students to sing along, one group for each verse. The whole class sings the last verse together. Then, switch roles. Finally, invite students to sing the song again. To encourage the class to sing out, turn the volume down for some of the lines.

Pair work 15'

Divide the class into pairs. Assign student A and student B. Student A looks at page 115 and student B looks at page 120. Tell students they are going to complete Jake's diary. Students take turns saying what Jake is doing on different days: *On Monday, Jake is going to the dentist*. They write the activity in the space for the corresponding day: *going to the dentist*. Students continue until the diary is complete. Check by eliciting what Jake's plans for each day are. Finally, have students plan a surprise party for Jake on the day when he is not doing anything: *Saturday*.

Assign homework 5'

Additional homework AB page 78 ex. 2

Students choose two rules for what to do if there is an earthquake and draw a symbol for each of them in their notebooks.

Time to write

Follow the blue line and complete the directions. 10'

Tell students to look at the picture and describe what they see. Elicit that the boy is talking to the girl in the aeroplane. Ask why: *Because he doesn't know how to get to the camp.* Explain that the blue line shows the route that the girl is telling the boy to take. Refer students to the box above the picture and elicit the first instruction: *Go around the swamp.* Tell students to complete the rest of the directions individually. Finally, check by asking volunteers to read the directions aloud in order. The rest of the class traces the route with their fingers.

Answer Key:

1. *Go around the swamp.*
2. *Climb up the hill.*
3. *Walk across the bridge.*
4. *Go through the field.*

Follow the red line and write directions. 15'

Divide the class into pairs. Tell students to look at the red line and ask them where the boy wants to go: *To the volcano.* Elicit the first instruction: *Go through the field.* Then, have students write the rest of the directions. When they finish, invite them to compare their directions with another pair. Check by asking volunteers to read the directions aloud.

Model Answer:

1. *Go up the hill.*
2. *Go around the cave.*
3. *Go into the tunnel.*
4. *Come out the tunnel.*
5. *Climb up the volcano.*

Bulletin board idea 20'

Materials: One sheet of card, crayons, scissors per pair; one large sheet of white paper, red wool, drawing pins.

Divide the class into pairs and give out the materials. Assign one land feature per pair. Pairs draw their feature on the card and cut it out. Then, get them to pin their pictures to the bulletin board to make a map. Next, tell students to decide on an interesting day trip and mark it on the map with the red wool. Finally, get students to dictate the directions for their route to you. Write the directions on the large sheet of paper and pin it to the bulletin board.

Assign homework 5'



AB page 79

The lighthouse keepers' story



Before you read 10'

Why are dogs "man's best friends"?

Ask students to put up their hands if they've got a pet dog. Invite some volunteers to tell the class about their pets. Then, refer them to the pictures. Elicit that some dogs rescue people, others work for the police, and others help people who cannot see. Read the question aloud. Ask students to suggest why dogs are called "man's best friends." Tell students they are going to read a story about a special dog.



1 Listen to the first part of the story. 2.21 15'

Refer students to the title of the story and explain the meaning. Then, have them describe the pictures and say what they think happens in the story. Accept all ideas. After that, play track 2.21. Students listen and follow along in their books. Ask them if their predictions were correct. Elicit why they think Tikki didn't want to go up the hill: *Because she knew it was dangerous.* Ask why the children fell into the cave: *Because there was an earthquake.* Finally, ask students what they would do if they were in the same situation as the children at the end of this part of the story.

Now read the story in groups. 15'

Divide the class into groups of three and assign roles: a narrator, Angie, Mark. Then, play track 2.21, pausing after each section. Have students repeat according to their role. Get the narrator to do sound effects of Tikki barking. Next, have students read the story aloud in their groups. Encourage Mark and Angie to make the story as dramatic as possible. When they finish, have one group read the story to the rest of the class.

Assign homework 5'



AB page 80

Additional homework

In their notebooks, students stick a photo or draw a picture of their pet. If they haven't got a pet, they should invent one. Then, they write about it. They should include the pet's name, age and some things the pet likes eating or doing.

2 Listen to the second part of the story. 2.22 10'

Ask students to say what they remember about the story from the previous lesson. Then, play track 2.22. When the story finishes, get students to say what happens. Accept all contributions. Next, play the CD again and have them listen and follow along in their books. Get them to say any differences between what they understood the first time and what they understand now. Finally, ask how the police officers knew where the children were: *They looked at the photos and recognized the place.*

Now read the story in groups. 10'

Divide the class into groups of three and assign the roles of the narrator, the children and the policeman. Students read the story in their groups. Encourage them to put as much expression into their voices as possible. When they are ready, have volunteers take turns reading aloud to the class. Correct pronunciation as necessary.



After you read 10' **Correct these sentences about the story.**

Divide the class into pairs. Then, point out that there are mistakes in the sentences. Tell students to find the information in the text that talks about Mark and what he wanted to do. Have a volunteer read the sentence with the correct information and tell students to write it. Then, get them to work together to correct the other sentences. Invite volunteers to read their sentences aloud.

Answer Key:

1. Mark wanted to take some photos of the volcano.
2. Tikki didn't want to climb the hill.
3. They fell into a cave.
4. The police looked at the photos and knew where they were.



Value: Having dreams for the future **Make a 3D map.** 15'

Materials: One photocopy of craft template 8a and 8b (see the Values Section on the Teacher's Resource CD-ROM), crayons, scissors, a sheet of cardboard, modelling clay of different colours for each student, glue. Ask students about their dreams for the future and about the challenges they face making these dreams come true. Put students into groups and hand out the templates. Tell them they are going to make a three-dimensional map to symbolize the journey to their dreams. Have them colour the objects on the template and cut them out. Then, hand out modelling clay and cardboard to each student. Students make a landscape with the objects from the template and the modelling clay. Then, they put the people in the picture. After that, encourage volunteers to talk about their dreams for the future. Finally, invite the class to walk around and look at the maps.

Assign homework 5'

Additional homework



AB page 81

In their notebooks, students draw a medal for Tikki and decorate the page with magazine cutouts of dogs.

Warm-up: Let's talk about Italy 15'

Materials: A map of the world, photos of an Italian pizza, a Formula 1 Ferrari, some famous Italian football players, a Milan fashion show.

Display the map and ask a volunteer to come to the front and point to Italy. Ask students if the shape of Italy reminds them of anything: *a boot*. Encourage them to say the names of some places in Italy: *Rome, Venice*, etc. Then, write these scrambled words on the board: *ZPAZI* (pizza), *REFRAEIR* (Ferrari), *BOLTAFOL* (football), *SIHFNOA* (fashion). Underline the first letter of each word and explain that all the words are associated with Italy. Show the photos as clues and have students write

the complete words. When they finish, elicit the answers. Ask students if they like pizza and what their favourite kind is. Tell them there are dozens of different kinds of pizza. Get them to say the names of other kinds of Italian food: *spaghetti, lasagna*, etc. Then, show them the photo of the Ferrari and point out that Ferraris are always red. Encourage them to say anything else they know about Formula 1 racing. Next, show the photos of famous football players and ask if students know their names. Finally, show the photo of the Milan fashion show and tell the class that Milan is one of the most famous fashion centres in the world.

Read and circle the symbols with the corresponding colours. 10'

Invite a volunteer to read the first text aloud: *Italy is a country in....* Tell them they are going to find out more about some famous places in Italy. Then, ask a volunteer to read the words in the second text that are highlighted in different colours. Ask what they are: *names of cities in Italy*. Tell students to read about the first city, *Pisa*, and find the symbol on the map. Elicit the symbol: *a tower*. Students circle the tower with a red pencil. After that, have students read about Florence, Rome and Venice and circle the symbols with the corresponding colours. When they are finished, invite volunteers to describe the symbols for each city.

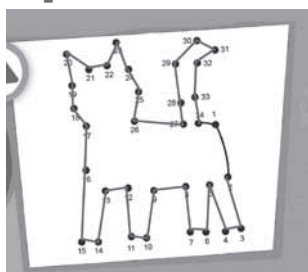
Answer Key:

Students circle the Leaning Tower with red; the Colosseum with blue and the cathedral with green.

Read and discover the animal. 10'

Have a volunteer read the text aloud. Invite students to guess what animal the text refers to. Accept all guesses. Then, have them connect the dots and discover that the animal is a cat. Finally, get students to colour the picture.

Answer Key:



AB page 82

Check what you know! 15'

Materials: One sheet of white paper per pair. Divide the class into pairs and give out the paper. Pairs draw a map with the natural features from page 74 and label the features. Next, they draw a route on their map. After that, they exchange maps with another pair and write directions for the map they have been given. Then, students point to different places on their map and make suggestions about going there. Their friend accepts or rejects the suggestions. After that, students draw a diary in their notebooks and write five things they are doing next week. Their friend asks questions to guess the things: *Are you going shopping on Monday? Yes, I am. Are you playing football on Thursday? No, I'm not.* Finally, ask the class to complete the faces according to how they feel about what they know.

Read about Pompeii.



Write *Pompeii* and *Vesuvius* on the board and ask students if they have ever heard of them. Tell them to look at the pictures for clues. Then, explain that they are going to read about a natural disaster. Have a volunteer read the first paragraph of the text aloud. Elicit that Pompeii was a large Roman town and that Vesuvius is a volcano. Next, tell students to read the rest of the text individually. Ask what happened: *There was an eruption. Many people died.* Get students to say what the pictures show: *people and a dog preserved in stone.*

Write the meaning of the following numbers from the text.



Divide the class into pairs. Have students find and underline the number 79 in the text. Ask them what it refers to: *the year of the eruption*. Tell them to write that phrase in the first space. Then, get students to do the same for the rest of the numbers. Check by saying them and asking volunteers to read their answers aloud.

Answer Key:

79 AD - the year the volcano erupted
24th August - the date of the eruption
20, 000 - people lived in Pompeii
10 a.m. - the time of the eruption
2,000 - people died

Imagine you survived the eruption.



Tell students to imagine they were in Pompeii on the day that Vesuvius erupted. Invite them to read the words in the volcano cloud. Then, tell them they are going to write an entry in their diary about what happened. Point out that diaries always begin with the date. Elicit the word that students should use first: *August*. Invite volunteers to make a sentence with *August*: *Today is 24th August*. Ask the class to say what might come next: *The weather is very hot*. Then, have students complete the diary entry individually. When they finish, they compare entries with a friend. Finally, invite some volunteers to read their diary entry aloud.

Model Answer:

It was 10 a.m. on 24th August. I was at home drinking water and playing with my dog. Suddenly, I heard people running and crying. I looked outside and saw Vesuvius. It was erupting! Hot ash was falling from the sky. My friends and I ran very fast out of the city. Some people helped us escape.



Truth or dare (see page 10)



Now play *Truth or dare* with information about Italy. Remember to choose a dare action with the class. Have fun!

Assign homework



My project



AB page 83

Make a volcano.

Materials: A plastic cup, a shoe box, paint, modelling clay, sodium bicarbonate, vinegar. Refer students to *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 99 and the *Time to check* section on page 82 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.

9

A trip to South America



Objectives:

- learn travel words and large numbers
- practise language for buying tickets to travel
- talk about future plans using *be going to*



Light on new words

Travel

bus	/bʌs/	_____
bus driver	/bʌs 'draɪ-və/	_____
passenger	/'pæ-sɪn-dʒə/	_____
rucksack	/'rʌk-sæk/	_____
suitcase	/'su:t-keɪs/	_____
ticket	/'tɪ-kɪt/	_____
ticket counter	/'tɪ-kɪt ˌkaʊn-tə/	_____

Large numbers

one hundred	/wʌn 'hʌn-drəd/	_____
two hundred	/tu: 'hʌn-drəd/	_____
three hundred	/θri: 'hʌn-drəd/	_____
four hundred	/fɔ: 'hʌn-drəd/	_____
five hundred	/faɪv 'hʌn-drəd/	_____
six hundred	/sɪks 'hʌn-drəd/	_____
seven hundred	/se-vən 'hʌn-drəd/	_____
eight hundred	/eɪt 'hʌn-drəd/	_____
nine hundred	/naɪn 'hʌn-drəd/	_____
one thousand	/wʌn 'θaʊ-zənd/	_____



Light on grammar

Be going to

We use *be going to* to talk about planned actions in the future. In a sentence, the structure is: subject +

the verb *be* + *going to* + infinitive. We form questions by switching the subject and the verb *be*.



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise language for buying tickets to travel.

- One ticket to Buenos Aires, please.
Single or return?
- Return, please.
That's £120.
- Here you are.



The lighthouse keepers' story
The fantastic balloon trip!



Teaching tip

Self-assessment is an important part of language learning. Learners who are aware of their progress are motivated and feel good about themselves. At the same time, they are also conscious of items they need to review. Encourage students to reflect on what they have learned this year. One way to do this is to have them look again at the *Check what you know* sections in the *Activity Book*. Get them to choose three points they are not sure about. Then, during the lesson, divide the class into pairs and have them tell their friend the points they are not sure about. Have them practise together. To review vocabulary, they can point to different items in the *Pictionary* section while their partner says the word or phrase. With items from *Light on real language* or *Light on grammar*, they can take turns reading the examples aloud. Help students if there are still doubts. When they finish, encourage them to review more on their own and to use the language they learned at every opportunity. By reflecting on what they have learned and reviewing in this way, students develop learning habits that will help them with other subjects, as well as build their confidence outside the English classroom.

Value: Being proud of where you're from

Being proud of where you are from means you enjoy sharing what you know and love about your city, town or neighbourhood.



Make a travel guide.



Basic competences

In this unit students will develop:

- *Competence in Learning to learn* by actively participating in the development of self-assessment strategies (TB p. 109).
- *Linguistic competence* by learning vocabulary to talk about travel and transport as well as a dialogue to buy a ticket (SB p. 84).
- *Mathematical competence* by learning and using travel expressions and larger numbers to buy tickets (SB p. 85).
- *Social and citizenship competence* by doing the warm up activity in two teams to play vocabulary revision games (SB p. 86).
- *Competence in Processing digital information in the classroom* by accessing information through a listening text (SB p. 87).
- *Linguistic competence* by reading a text and recognizing where to locate references to time in conjunction with verbal tenses (SB p. 88).
- *Artistic and cultural competence* by designing and illustrating a postcard (SB p. 89).
- *Linguistic competence* by reading and acting out the story, *The fantastic balloon trip!*, in pairs (SB p. 90).
- *Competence in Autonomy and personal initiative* by creating their own personalised travel guide for their hometown with illustrations and magazine cut-outs (SB p. 91).
- *Competence in Knowledge and interaction with the physical world* by reading information about Peru and completing a chart (SB p. 92).
- *Competence in Learning to learn* by participating in reviewing key unit concepts and memorable review activities to learn useful revision techniques in the *Time to Check* section and *My spelling practice* (SB p. 93).

9 A trip to South America

Warm-up: Country quiz 20'

Materials: Sixteen large cards.

Note: Write a trivia question about South America on each card: *What is the (biggest country) in South America? What is the capital of (Argentina)?*, etc. Number the backs of the cards so that the numbers are visible from the board.

Draw a grid on the board that is four squares across and four squares down. Stick one card in each square so that students can see the numbers. Then, divide the class into two teams: X and O. Teams take turns choosing cards and answering the questions. When a team answers correctly, mark the square with the corresponding symbol. If they answer incorrectly, return the card to the square. The first team to fill a line of squares (horizontally, vertically or diagonally) with their symbol wins. Play the game again until all the cards have been used. Finally, tell students that this unit is all about travelling to South America.

1 Find and count the objects and people. 10'

Invite students to look at the picture and say what it shows: *a bus station*. Refer them to the key. Say *rucksack* and get them to point to the rucksack. Do the same for the other items in the key. After that, tell students to find and count the items in the picture and write the numbers in the squares. Explain that they should only count items that look the same as in the key. When they finish, check by reading the words and inviting volunteers to say the corresponding number.

Answer Key:

Find and count the objects and people.

	→ rucksack	11		→ bus	3		→ bus driver	3		→ passenger	13
	→ suitcase	17		→ ticket	6		→ ticket counter	5			

Listen and repeat. 2.23 10'

Play track 2.23 and have students repeat the words. Then, tell them to stand up. One student says a word for one of the items and points to a classmate. He/She repeats the word, says a word for a different item, and points to another classmate. Students sit down after they say their words. Continue until all students are sitting.

TRACK 2.23

NARRATOR: LISTEN AND REPEAT.

NARRATOR: RUCKSACK. PASSENGER. TICKET.

BUS. SUITCASE. TICKET COUNTER.

BUS DRIVER.

Assign homework 5' AB page 84 ex. 1

Additional homework

In their notebooks, students make a bus station scene using magazine cutouts. They should include and label at least four travel vocabulary items.

Light-on real language 20'

Invite students to look at the picture and ask where the people are: *at a ticket counter*. Then, place your desk at the front of the class and tell students it is a ticket counter. Act out the scene of a traveller buying a ticket. Read the dialogue aloud, changing voices and moving from one side of the desk to the other. Remember to act out paying for and receiving the tickets. Students listen and follow along in their books. Explain the difference between *single* and *return*: *People buy single tickets to go to a place. People buy return tickets to go to a place and return*. Next, divide the class into pairs and tell students to read the dialogue. When they finish, they should switch roles and read the dialogue again. Tell them to make the characters sound very happy. Finally, invite some pairs to perform the dialogue for the class, using your desk as a ticket counter.

Assign homework 5' AB page 84 ex. 2

Additional homework

Students find a picture of a place in South America and stick it into their notebooks. Then, they find out how much it costs to go there and write the amount beside the picture: *(Madrid) to (Buenos Aires) – £600*.

2 Listen and stick. 2.24 10'

Invite students to look at the pictures and ask who the people are: *guards*. Elicit that they are carrying money in the bags. Then, invite students to guess how to say the different numbers. Accept all answers. Next, tell students to use the stickers for activity 2 on page 85. Tell students they are going to hear the numbers. Play track 2.24. Students listen and stick. Check by reading the numbers aloud and getting volunteers to write the corresponding numbers in digits on the board. Point out that we use *and after hundred* in numbers like *four hundred and twenty-five*. Add that the pound sign goes before the number, but we say *pounds* after the number.

TRACK 2.24

NARRATOR: LISTEN AND STICK.

NARRATOR: ONE HUNDRED POUNDS.
THREE HUNDRED POUNDS.
FOUR HUNDRED AND TWENTY-FIVE POUNDS.
SEVEN HUNDRED AND FIFTY POUNDS.
ONE THOUSAND POUNDS.

Answer Key:



Solve the problems. 10'

Invite volunteers to read the numbers aloud. Then, divide the class into pairs and tell them to solve the problems. They draw a bag of money with the corresponding number in each space.

Answer Key:

 Solve the problems.



Listen and check. 2.25 5'

Play track 2.25. Have students listen and check their answers. Check as a class by inviting volunteers to write the answers on the board.

TRACK 2.25

NARRATOR: LISTEN AND CHECK.

NARRATOR: NUMBER ONE.

GIRL: ONE HUNDRED AND THIRTY-THREE PLUS TWO HUNDRED AND THIRTY-FOUR EQUALS THREE HUNDRED AND SIXTY-SEVEN.

NARRATOR: NUMBER TWO.

BOY: EIGHT HUNDRED AND THIRTY-ONE MINUS TWO HUNDRED AND FIFTY-FIVE EQUALS FIVE HUNDRED AND SEVENTY-SIX.

NARRATOR: NUMBER THREE.

GIRL: THREE HUNDRED AND SEVENTY-FIVE PLUS FOUR HUNDRED AND FIFTY-SIX EQUALS EIGHT HUNDRED AND THIRTY-ONE.

NARRATOR: NUMBER FOUR.

BOY: NINE HUNDRED AND FORTY-SIX MINUS FIVE HUNDRED AND TWENTY-FOUR EQUALS FOUR HUNDRED AND TWENTY-TWO.



Number the sentences. 5'

Get students to read the scrambled dialogue silently. Elicit the first sentence: *One ticket to New York, please*. Then, have students number the rest of the sentences in the dialogue. Check by asking two volunteers to read the dialogue aloud.

Make up dialogues with a friend. 10'

Divide the class into pairs. Elicit information about each ticket. Then, invite students to choose one of the tickets and make a dialogue to practise in pairs. Finally, have some pairs act out their dialogue for the class.

Answer Key:

1. One ticket to New York, please.
2. Single or return?
3. Return, please.
4. That's £575.
5. Here you are.

Wrap-up: Where to? 5'

Get students to close their books. Name a price and have students say where the ticket is to:
T: Two hundred and ten pounds.
SS: Return to Santiago.

Assign homework 5'

Additional homework



AB page 85

Pictionary pages 110 and 111. Students identify the pictures and write the corresponding words or phrases. Then, they write a sentence for each. Finally, they listen to the words and phrases in this unit's section of the CD in class.

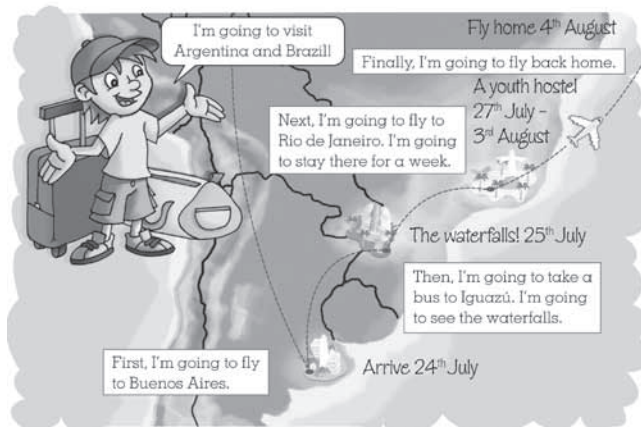
I'm going to travel!

1 Look and stick. 10'

Have students describe the boy. Then, invite a volunteer to read what he says aloud. Get students to point to Brazil and Argentina on the map. Ask them if they know the names of the three places on the map: *Buenos Aires, Iguazú, Rio de Janeiro*. Explain that the map shows what the boy is going to do. Next, tell students to use the stickers for activity 1 on page 86. Students put the stickers in the corresponding spaces.

Answer key:

Look and stick.



2 Listen and check. 10'

Play track 2.26. Students listen and point to the stickers as they hear them. Check as a class by asking volunteers to read their stickers aloud in order.

TRACK 2.26

NARRATOR: LISTEN AND CHECK.

BOY: I'M GOING TO VISIT ARGENTINA AND BRAZIL!

FIRST, I'M GOING TO FLY TO BUENOS AIRES.

THEN, I'M GOING TO TAKE A BUS TO IGUAZÚ.

I'M GOING TO SEE THE WATERFALLS.

NEXT, I'M GOING TO FLY TO RIO DE JANEIRO.

I'M GOING TO STAY THERE FOR A WEEK.

FINALLY, I'M GOING TO FLY BACK HOME.

Assign homework

Additional homework

Students find pictures of two other places to visit in Argentina and Brazil and stick them into their notebooks.

2 Listen and chant. 15'

Refer students to the title of the chant and ask them where the most famous place to celebrate Carnival is in South America: *Rio de Janeiro*. Remind them that they learned about Carnival in Rio in an earlier unit and elicit what they remember. Then, play track 2.27 and have students listen and follow along in their books. Ask what the singer is going to do and explain meaning as necessary. Next, divide the class into four groups. Play the CD again and have the whole class chant the first two lines. Then, each group chants one of the things the singer is going to do. The whole class chants the last three lines together. When you finish, switch roles so that each group chants all of the lines. Finally, have the whole class chant everything together.

Light on grammar 15'

Write *First, Then, Next, Finally* on the board. Refer students to the boy in activity 1 and elicit his itinerary. Write the location under each of the words. Explain how we use *First, Then, Next, Finally* to indicate the order of events. After that, point to *First* and elicit: *First, he's going to fly to Buenos Aires*. Write the sentence on the board. Explain that we use *be going to + infinitive* when we talk about future plans. Finally, have students find more examples of *be going to* in the chant.

Number the pictures and say the actions. 5'

Tell students to read the examples silently and number the pictures. Check by having volunteers read each sentence aloud while the rest of the class points to the correct picture.

Answer key:

Light on grammar

First, she's going to get up.
Then, she's going to brush her teeth.
Next, she's going to get dressed.
Finally, she's going to have breakfast.

Number the pictures and say the actions.



Assign homework

Additional homework

In their notebooks, students write four things they are going to do tomorrow and illustrate them.



3 Listen and mark (✓ or ✗). 2.28 15'

Tell the class they are going to hear about a girl called Mary. Mary is talking about the items she is going to take with her on holiday. Have students look at the table. Invite volunteers to read the names of the different items aloud. Next, play track 2.28 and get students to mark the things Mary is going to take with a ✓. They should put a ✗ beside the things she is not going to take. Then, invite students to compare their answers with a friend. Check as a class by saying the names of the items and getting volunteers to respond: *She's going to take her swimming costume. She's not going to take an umbrella.*



TRACK 2.28

NARRATOR: LISTEN AND MARK.
 BOY: HI MARY, WHAT ARE YOU DOING?
 GIRL: I'M PACKING MY SUITCASE. I'M GOING ON HOLIDAY.
 BOY: ARE YOU GOING TO TAKE YOUR CAMERA?
 GIRL: YES, I AM.
 BOY: ARE YOU GOING TO TAKE AN UMBRELLA?
 GIRL: NO, I'M NOT. IT'S NOT GOING TO RAIN.
 BOY: ARE YOU GOING TO TAKE A SWIMMING COSTUME?
 GIRL: YES, I AM. I'M GOING TO SWIM EVERY DAY!
 BOY: ARE YOU GOING TO TAKE A HAT?
 GIRL: YES, I AM. AND MY SANDALS. BUT I'M NOT GOING TO TAKE MY TRAINERS.

Answer Key:

	Mary	Me
 swimming costume	✓	
 trainers	✗	
 camera	✓	
 hat	✓	
 sandals	✓	
 umbrella	✗	

Imagine you're Mary's friend and mark (✓ or ✗). 5'

Tell students to imagine they are going to go on holiday. Get them to mark four items they are going to take with a ✓ and two items they are not going to take with an ✗.

Ask a friend about his / her answers. 10'

Divide the class into pairs. Demonstrate the activity by asking a student about one of the items: (*José*), *are you going to take your sunglasses?* The student answers: *Yes, I am* or *No, I'm not*. Then, students ask and answer in pairs when they finish, invite some volunteers to tell the rest of the class what their friend is going to take.

Assign homework 5'

Tell students to imagine they are going on a trip. In their notebooks, they draw their suitcase and label the contents.



Light on grammar 10'

Refer students to the pictures and elicit what the children are doing: *skateboarding, doing exercise*. Then, ask a volunteer to read the first question and the answers aloud. Point out how we form questions with *be going to*: *We switch the subject and the verb be*. Finally, remind the class that in short answers we do not repeat the main verb.

Look and circle the answers. 10'

Have students read the examples silently and circle the answers. Check by asking volunteers to read the questions and answers aloud.

Answer Key:

Are you going to ride your bike?
No, I'm not.
Is she going to do exercise?
Yes, she is.

Assign homework 5'

Additional homework



AB page 87

Explain that at the start of a new year, people often make special plans about what they are going to do. In their notebooks, students write three plans for the next school year: *I'm going to speak more English. I'm going to do all my homework. I'm not going to arrive late.*

Time to practise!

1 Look and complete the captions. 15'

Tell students to describe the man in the first picture. Ask what they think his job is. Accept all answers. Then, have them read the first caption silently and elicit that he is an explorer. Next, refer students to the words in the box. Elicit what they are: *time expressions for different verb tenses*. Get students to read the first caption again and underline the verb in pencil. Ask what tense it is and what time expression corresponds to this tense: *present simple, every day*. Divide the class into pairs and invite them to follow the same procedure to complete the other captions. Check by saying an object in each picture: *bird, bed, fish*. Students read the corresponding caption aloud.

Now circle the verbs with the corresponding colours. 10'

Invite a volunteer to read the tenses in the table and say what colour corresponds to each. Then, have other volunteers read the verbs they have underlined in every caption. Next, tell the class to circle each verb with the colours indicated in the table. Check by asking students to say the verbs and the names of the tenses: *was working – past continuous*.

Answer Key:

Students colour the verbs according to the code.

Look and complete the captions.

now Last week every day tomorrow

Last week, I was
working in the jungle when
I had a little problem.

I am an explorer. I study
jungles, oceans and
mountains every day.

It's important to rest well. I'm going
to bed now! Good night.

I'm going to
discover the
underwater world
tomorrow.



Assign homework 5' Additional homework AB page 88 ex. 1

In their notebooks, students draw a picture of an explorer in the mountains and write a caption in each tense they have reviewed in class:
I'm climbing a mountain now. I'm very tired.
I'm going to go to bed early tonight! etc.

2 Sing a song. 2.29 15'

Say *London, New York, Paris* and ask what countries they are in. Then, play track 2.29 and have students listen and follow along in their books. Elicit where the singer is going to go and what she is doing at the moment. Ask what she is going to do: *travel far, make new friends*. Then, divide the class into two groups. Play the CD again. The first group sings the first verse, the whole class sings the chorus, and the second group sings the second verse. When they finish, groups switch roles.

Pair work 15'

Tell students they are going to talk about items that they are going to take on holiday. Then, divide the class into pairs. Assign student A and student B. Student A looks at page 116 and student B looks at page 120. Elicit the names of the items in the pictures. Students ask *Are you going to take (a camera)?* They answer according to the items in their suitcase. In the empty suitcase, students draw the items that their friend is going to take. When they finish, they compare suitcases to check. Finally, invite volunteers to say the items in each suitcase.

Assign homework 5' Additional homework AB page 88 ex. 2

In their notebooks, students draw a picture of the girl from the song.

Time to write

1 Look and circle the correct option. 10'

Materials: Three or four postcards of different cities. Pass the postcards around the class and invite students to identify the locations. Then, ask what kind of information people write on postcards: *the weather, the activities they are doing, that they are having fun*, etc. Have students read the postcard in the book and find the different pieces of information. After that, refer them to the pictures. Tell them to circle the words on the postcard so that the descriptions match the pictures. Check by getting volunteers to read the postcard aloud, sentence by sentence. Next, ask students to say the time expressions the writer uses in the different sentences. Finally, point out how we start and finish a postcard.

Answer Key:

1 Look and circle the correct option.



Dear Mum and Dad,
I'm having a great / terrible time. Yesterday, I got up early / late. It was rainy / sunny. I went to the town / the beach with my friends. We swam / read the whole morning. After that, we ate oranges / ice cream. In the afternoon, we visited an aquarium and saw some fish / dolphins.
See you soon,
Maxine

The Clark Family,
23 Rose Avenue
London
UK



2 Circle the options and write a postcard. 15'

Tell the class to look at the pairs of puzzle pieces and say what each piece shows: *a good time / a terrible time; get up early / get up late; windy / rainy; the mountains / the beach; go climbing / go sailing; eat fish / eat meat*. Then, invite students to imagine that they went on holiday. They circle a picture from each pair to describe how the holiday was and what they did. Elicit the beginning of their postcard: *Dear (Lisa),*. Remind them to use correct verb tenses and time expressions. When they finish, have students compare postcards with a friend. Finally, ask some volunteers to read their postcards aloud.

Answer Key:

2 Circle the options and write a postcard. Model answer



Dear Mum and Dad,
I'm having a terrible time! Yesterday I got up early but it was raining. I went sailing with my friends all day. I drove the boat but I felt sick. In the evening, we had fish for dinner.
I hate fish!

See you soon,
Mark



Student's address

Bulletin board idea 15'

Materials: One half-sheet of white paper per student, drawing pins.

Divide the class into groups of three and hand out the paper. Students draw and colour a picture to make a postcard from a place of their choice. Then, they switch postcards with a friend in their group. They write a message on the back of the postcard to the third student in the group. After that, they read each others' postcards. Finally, pin the postcards to the bulletin board. Invite the class to look at the postcards and vote on the most interesting trip.

Assign homework 5'



AB page 89

The lighthouse keepers' story



Before you read 15'

Investigate the meaning of these words with a friend.

Materials: Monolingual dictionaries (English-English).

Divide the class into groups and give a dictionary to each. Have them look up *charity*. Remind them that the words appear in alphabetical order. Ask a volunteer to read the definition aloud. Invite students to give examples of charities they know. Then, get them to look up *raffle* and *raise money*. Ask them if they have ever participated in a raffle or helped to raise money. Encourage them to give details.

Answer Key:

charity: an organization that gives money to the poor

raffle: a lottery where people buy tickets to win a prize

raise money: do something to earn money for a cause

⚓ **Now read the story in pairs.** 15'

Divide the class into pairs. Students read the texts to their friend. When they finish, have them switch roles. Finally, ask a pair of volunteers to read the story to the rest of the class.

Assign homework 5'



AB page 90

Additional homework

In their notebooks, students make a poster advertising the charity balloon trip.

1 **Listen to the first part of the story.** 2.30 15'

Invite a volunteer to read the title of the story: *The fantastic balloon trip!* Have students look at the picture of the balloon and ask them if they have ever seen one in real life or on TV. Next, tell them to look at the pictures and imagine what the people are saying. Accept all answers. Then, play track 2.30 and have students listen and follow along in their books. Elicit who the children in the balloon are: *a girl and her brother*. Ask what they did: *They organized a balloon trip raffle*. Ask how much each ticket cost: *one pound*. Invite volunteers to say whether or not they would like to go on the balloon trip.

2 Listen to the second part of the story. 2.31 10'

Make a simple line drawing of a hot-air balloon on the board and get students to say what it is. Then, ask them about the story: *What's the title of the story? Who are the characters? What did they do?* Encourage students to look at the pictures and predict what is going to happen next. Then, play track 2.31 and ask them if they were right. Invite the class to say where the balloon went and why the girl smiled at the end of the story: *Because a trip to France for one pound is very cheap!*

Now read the story in pairs. 10'

Read the text aloud and tell students to underline the actions in each paragraph. Then, as a class, mime each of the actions. Next, invite a volunteer to read the first paragraph aloud. Have the rest of the class mime the actions as the volunteer reads. Do the same for the other two paragraphs. Then, divide the class into pairs. Get students to take turns reading the paragraphs to a friend. When they finish, have them switch roles.



After you read 5' Find captions from the text for each picture.

Invite students to look at the pictures and identify the corresponding parts of the story. Elicit a caption for the first picture: *the Eiffel Tower*. Tell students to find and underline captions for the other pictures in the text. Then, tell them to compare captions with a friend.

Write the captions. 5'

Students copy the captions into the spaces below each picture. When they finish, invite three volunteers to write the captions on the board.

Model Answer:



After you read
Find captions from the text for each picture.



The Eiffel Tower



The ropes broke!



A trip to France for only \$1!



Value: Being proud of where you're from Make a travel guide. 15'

Materials: One photocopy of craft template 9a and 9b (see the Values Section on the Teacher's Resource CD-ROM) per student, crayons, scissors, magazine cutouts, three letter-size sheets of paper per student, a stapler, magazine cutouts of food and places, glue.

Ask students about things they like in their hometown: *shops, restaurants, places to play*, etc. Hand out the templates and the paper. Students colour and cut out the cover frame. They should draw their hometown in the frame and write its name at the top. Then, students make a booklet by folding the paper in half. Help them to staple it at the top. Get them to stick the picture of their hometown on the front of the booklet. After that, they should put the labels on different pages. Have them illustrate the pages with magazine cutouts of people eating, shopping or doing fun activities. Then, they write the names of their favourite places on the corresponding pages: *restaurants, shops, or fun activities*. Remind students to write their names on the back of the last page. Finally, give students a few minutes to show their travel guides to each other.

Assign homework 5'



AB page 91


Warm-up: Let's talk about Peru

Materials: A map of the world, photos of the Andes mountains, indigenous people in Peru, terraced fields.

Display the map and have a volunteer come to the front and point to Peru. Invite students to say anything they know about Peru. Then, point to the Andes on the map and say their name. With your finger, trace how they run through Peru and all the way down South America. Hold up photos of the Andes and tell the class that they are very high mountains. Next, display photos of the people. Pass

around the photos of the fields. Explain that people in the Andes often live very high up and that they live from agriculture. There are special terraced fields to grow food in the mountains. They grow mainly maize and potatoes. Tell the class that in Peru, these people are the descendants of a very famous civilization. Elicit their name: *the Incas*. The Incas spoke Quechua. They built many roads and bridges. They also knew a lot about medicine and surgery. The Incas were famous for their gold and silver jewellery.

Read and complete the chart.

Tell the class to look at the pictures and describe what they can see. Accept all answers. Then, get students to look at the chart. Ask a volunteer to read the words aloud. Next, have students read the text silently and complete the information in the chart. When they are finished, encourage them to compare charts with a friend.

Answer Key:

Capital: Lima

Population: 27 million people

Languages: Spanish, Quechua, Aymara

Currency: Nuevo sol

Colours of the flag: red and white

Famous tourist destination: Machu Picchu

Listen and check.

Play track 2.32. Students listen and check their answers. Then, refer students to the illustrations. Elicit that the building is part of Machu Picchu. Explain that the Incas did not use cement. They cut enormous stones that joined together perfectly.

TRACK 2.32

NARRATOR: LISTEN AND CHECK.

NARRATOR: THE CAPITAL OF PERU IS LIMA.

ITS POPULATION IS 27 MILLION PEOPLE.

THE OFFICIAL LANGUAGE IS SPANISH, BUT PEOPLE ALSO SPEAK QUECHUA AND AYMARA. THE CURRENCY IS THE NUEVO SOL.

THE PERUVIAN FLAG HAS GOT THREE VERTICAL STRIPES, TWO RED STRIPES ON THE SIDES AND A WHITE ONE IN THE MIDDLE.

FINALLY, THE MOST POPULAR TOURIST DESTINATION IS MACHU PICCHU.

 AB page 92
Check what you know!

Divide the class into pairs. Tell them to open their book to page 84. Then, have them cover the key above the picture. One student points to different items in the picture and the other says their name in English. When they finish, students switch roles. After that, pairs write two maths problems in numbers. They exchange problems with another pair. Students calculate the solutions and tell the other pair. Next, write the names of these tenses on the board: present simple, past simple, present continuous, past continuous, future with *be going to*. Students write one true / false sentence in each tense and read their sentences to a friend. The friend guesses which sentences are false. Finally, ask the class to complete the faces according to how they feel about what they know.

Read and stick the missing sentence parts.



Tell students to look at the picture and ask them if they know the name of the place: *Machu Picchu*. Then, divide the class into pairs. Tell students to use the stickers for page 93. Students read the text together and find sentence parts that fit the spaces. Next, they check with another pair. Ask volunteers to read the paragraph and say what sentence part fits each space. They place the stickers in the appropriate places. Finally, ask students whether or not they would like to visit Machu Picchu and encourage them to explain their answers.

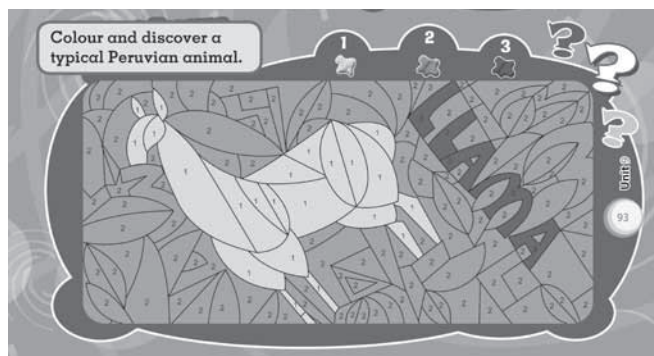
Answer Key:

Colour and discover a typical Peruvian animal.



Get students to look at the key and tell you what colours they are going to use: *yellow, green, red*. Then, have them colour the drawing. Finally, elicit the name of the animal: *a llama*. Tell them to point to the photo of the llama. Explain that llamas help people carry things. We can use their wool to make clothes. Add that they get angry very easily. When they are angry, they spit!

Answer Key:



Spot the difference (see page 10)



Now play *Spot the difference* with the texts about Peru. Have fun!

Assign homework



My project



AB page 93

Make a hot-air balloon.

Materials: A balloon, old newspapers, flour, salt, water, crepe paper of different colours, string, a small square box.

Refer students to *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 100 and the *Time to check* section on page 92 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.

Activity Book

with answers

Unit 1

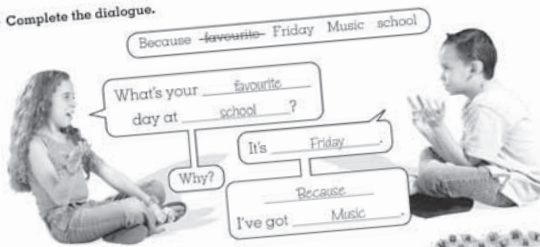
Unit 1

1 Complete the names of the school subjects.



4 Match.

2 Complete the dialogue.



I love English! Unit 1

3 Unscramble the sentences.

- love • plays • in • I • acting
I love acting in plays.
fun • is • Drama
Drama is fun!
- like • I • problems • don't • solving
I don't like solving problems.
difficult • is • Maths
Maths is difficult!
- experiments • doing • like • I
I like doing experiments.
is • great • Science
Science is great!
- enjoy • about • learning • I • the • past
I enjoy learning about the past.
interesting • is • History
History is interesting!
- don't • like • I • exercise • doing
I don't like doing exercise.
boring • PE • is
PE is boring!
- hate • recorder • the • playing • I
I hate playing the recorder.
Music • hard • is
Music is hard!

4 Complete the sentences about you.
Student's own answers

- I like _____
It's _____
- I enjoy _____
It's _____
- I don't like _____
It's _____
- I hate _____
It's _____

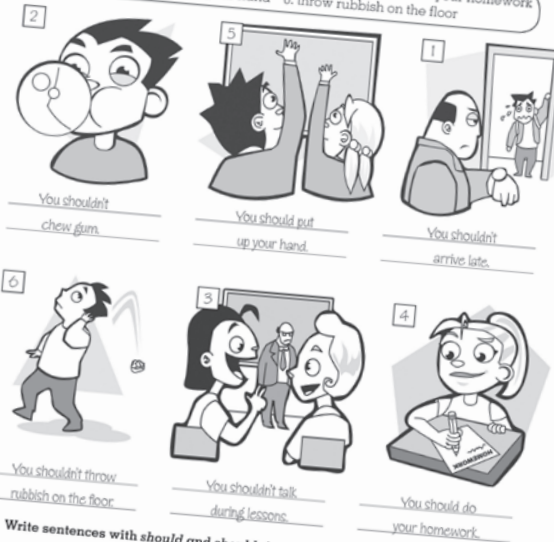


Unit 1 I love English! 5

You should read more!

1 Look and number the pictures.

- arrive late
- chew gum
- talk during lessons
- do your homework
- put up your hand
- throw rubbish on the floor



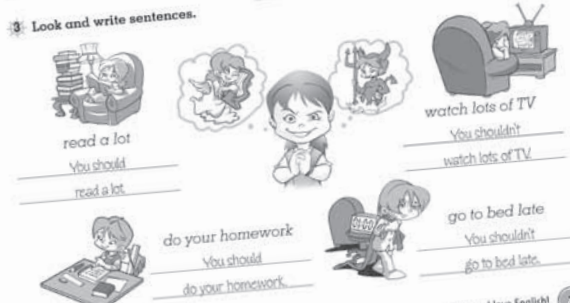
4 Write sentences with should and shouldn't.

I love English! Unit 1

2 Complete with should or shouldn't.



3 Look and write sentences.



Unit 1 I love English! 7

Unit 1

Activity Book

with answers



Time to practise!

1 Circle the correct option.

1 I hate / love doing exercise!

2 I like / don't like playing the recorder.

3 I love / hate solving problems.

4 I enjoy / hate painting.

2 Complete the dialogues.

What are you doing?

I'm reading a book.
I love it.

I love reading, too.

What are you doing?

I'm solving problems.
I enjoy it.

It's hard for me.

I love English! Unit 1

Time to write

1 Look and complete the instructions.

1 Use a box or a folder.

3 Don't leave it at home.

4 Keep it at school.

2 Label it with your name.

5 Add every new piece of writing to it.

Complete the e-mail.

New Message

To: pablo@net.net
From: laura@net.net

Hi Pablo,

Today in our English lesson, we learned how to make a portfolio. It's a place to keep all your writing. You can (1) use a box or a folder. You should (2) label it with your name. You should (3) leave it at home. You should (4) keep it at school. You should (5) add every new piece of writing to it. This way, you can see how your writing is getting better. See you tomorrow,

Laura

Unit 1 I love English!

The lighthouse keepers' story

1 Read the first part of the story *A mystery at school*.

2 Circle the correct word.



In Maths, Felicity can't find her pen / ruler.
At break, Tom can't find his banana / sandwich.
The children play in the park / playground before their first lesson.
Things are missing from their classroom / school bags.
Suddenly, Felicity / Tom has a good idea.
The children are happy / sad because things are missing.

3 Number the sentences.

4 Write who says the phrases.

I can't find my banana!
Felicity

I'm sorry, Miss Jones.
Felicity

And my ham sandwich is missing!
Tom

I can't find my pencil.
Pete

You should have all your stationery, Felicity.
Miss Jones

I love English! Unit 1

2 Read the second part of the story *A mystery at school*.

3 Match.

Where do Tom and Felicity hide?

What have they got?

Who is Mr Black?

Who is Sandy?

What does Sandy do?

A camera.

The dog.

Behind the bushes.

She opens the school bags.

The headteacher.

4 Write rules for Sandy.

1 open school bags

2 take children's things

3 bark at students

4 sleep on the desks

1. You shouldn't open school bags.
2. You shouldn't take children's things.
3. You shouldn't bark at students.
4. You shouldn't sleep on the desks.

Unit 1 I love English!

Activity Book

with answers

Unit 1



Time to check

1. Complete the sentences about you. Student's own answers

- _____ playing the recorder. It's _____.
- _____ doing experiments. It's _____.
- _____ solving problems. It's _____.
- _____ acting in plays. It's _____.
- _____ doing exercise. It's _____.

2. Read and complete the sentences.

Monday	Tuesday	Wednesday	Thursday	Friday
Geography	Maths	History	Music	PE
Spanish	Drama	Art	Science	English

- He learns about important past events on Wednesdays.
- He does experiments on Thursdays.
- He does exercise on Fridays.
- He plays his favourite instrument on Thursdays.
- He solves problems on Tuesdays.
- He learns about the world on Mondays.

Check what you know!

Model answer
10 school subjects express your preferences using like, love, don't like, hate, enjoy
6 school activities talk about things you should and shouldn't do

12 I love English! Unit 1



My project

Make an English phrase book.

- Make a cover for your English phrase book out of a letter-size piece of card.
- Label and colour it.
- Fold twelve white letter-size pages in two.
- Label the pages with the letters of the alphabet.
- Write useful phrases on pieces of paper.
- Stick the phrases into your English phrase book.
- Put the phrase book together. Ask an adult to help you punch two holes and thread a piece of string through them.

Unit 1 I love English! 13

Unit 2

Unit 2

1. Solve the crossword puzzle.



2. Write the dialogue.



14 An amazing holiday Unit 2

3. Unscramble the words.

- ngsufir surfing
- inkghl hiking
- lisangi climbing
- libgomin climbing
- mwimangi swimming
- liiskng climbing



Look and number the pictures.

4. Look and answer the questions.

1. Where did you go on holiday?

- I went to the mountains.
What did you do?
I went climbing.

3. Where did she go on holiday?

- She went to the forest.
What did she do?
She went hiking.

2. Where did you go on holiday?

- I went to the beach.
What did you do?
I went swimming.

4. Where did he go on holiday?

- He went to the beach.
What did he do?
He went sailing.

Unit 2 An amazing holiday 15

Unit 2

Activity Book

with answers



We went to the mountains

1. Look and complete the sentences.

ate saw stayed ~~leave~~ was went

1. I drove to the beach with my parents last weekend.

4. We went to the zoo.

2. It was hot.

5. We saw dolphins.

3. We stayed at my granny's house.

6. I ate a burger and some chips.

2. Match.

- | | |
|----------------------------------|--------------------------|
| 1. Where did he go last weekend? | A burger and some chips. |
| 2. Was it hot? | At his granny's house. |
| 3. Where did he stay? | Dolphins. |
| 4. Where did he go? | To the beach. |
| 5. What did he see? | To the zoo. |
| 6. What did he eat? | Yes, it was. |

16 An amazing holiday Unit 2

2. Look and answer using ago.

- When was Joe's birthday?
Two weeks ago
- When did he have an exam?
Three weeks ago
- When did he go surfing?
A month ago
- When did he go to the beach?
Three days ago

Today's date:
30th September



3. Circle the correct word.



We went to Orlando last / ago summer.



My birthday was three days last / ago.



I didn't go to school last / ago weekend.



We had an exam last / ago week.



I stayed with my granny two weeks last / ago.



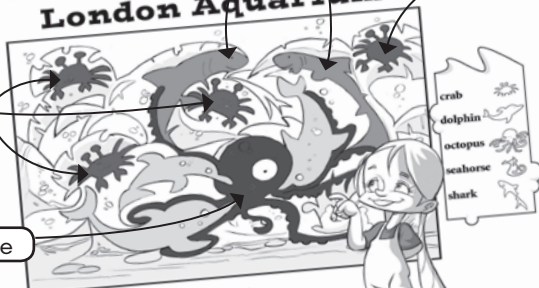
My mum made a cake last / ago Monday.

Unit 2 An amazing holiday 17

Time to practise!

1. Find and colour the animals.

London Aquarium



crab
dolphin
octopus
seahorse
shark

2. Look and complete the sentences.

- There were three dolphins.
- There were two sharks.
- There was an octopus.
- There weren't any seahorses but there were four crabs.

3. Answer the questions.

- Were there any dolphins?
Yes, there were.
- Were there any crabs?
Yes, there was.
- Was there an octopus?
No, there weren't.
- Were there any seahorses?
Yes, there were.
- Were there any sharks?

18 An amazing holiday Unit 2

Time to write

1. Match.

Ruth's notes

- | | | | |
|-------------------|--------------------|---------------------------|------------------------|
| Where / go? | Who / go with? | Where / stay? | When / travel? |
| How / be it? | What / do? | Who / there? | |
| To the mountains. | Hotel near a lake. | Went climbing and hiking. | Took lots of pictures. |
| Fun! | With his parents. | Climbers and hikers. | Last month. |

2. Read and underline the mistakes in the report.



Ruth's report
Last week, Tim went to the beach with his school. They stayed in a house near the beach. There were surfers and sailors there. They went sailing and surfing. He didn't take any pictures. It was very boring.

3. Rewrite the report with the correct information.

Last month, Tim went to the mountains with his parents. They stayed in a hotel near a lake. There were climbers and hikers there. They went climbing and hiking. He took lots of pictures. It was fun!

Unit 2 An amazing holiday 19

Activity Book

with answers

The lighthouse keepers' story

1. Read the first part of the story *The crocodile hunter*.

2. Read and cross out the wrong picture.

The crocodile hunter

Steve Irwin was from Australia.

Steve's parents had their own zoo.

Steve had a pet snake when he was little.

Steve and his dad discovered a new kind of turtle.

Steve was afraid of parrots!

3. Read and draw. Student's own drawings

1. Steve travelled all over the world.

2. Steve loved surfing.



20 An amazing holiday Unit 2

2. Read the second part of the story *The crocodile hunter*.
Read and circle the correct option.

Sydney Herald
Australian naturalist dies in accident
4th September

The famous crocodile hunter, Steve Irwin, was killed by a stingray on Monday morning. He was filming a new TV programme about dangerous sea animals. Steve, only 44 years old, was the director of the Australia Zoo. He was married to Terri Raine and had two children, Bindi and Bob. His daughter Bindi wants to teach people how important it is to protect wild animals.

Steve Irwin

- Steve Irwin was attacked by a crocodile.
stingray.
- He was in the ocean when the accident happened.
in a lake
- Steve was thirty-four years old when he died.
forty-four
- He had two daughters.
a son and a daughter
- Bindi wants to direct the zoo.
help preserve wildlife

Unit 2 An amazing holiday 21

Time to check

1. Complete the table.

Verb	Past	Regular / Irregular
be	was / were	irregular
eat	ate	irregular
go	went	irregular
have	had	irregular
stay	stayed	regular
take	took	irregular
jump	jumped	regular

2. Read and complete the questions.

- Where did George go? He went to the forest.
- Who did he go with? His friend.
- What did they do? They went hiking.
- When did they go? Last Saturday.

Check what you know!

15 holiday words

ask about past activities



regular and irregular verbs in the past

talk about past activities using last / ago

Model answer



22 An amazing holiday Unit 2

My project

Make a picture frame.

- Choose your favourite photo of your last holiday.
- Unfold the ends of a colourful tissue box and flatten it.
- Cut a picture frame in an oval, square or rectangular shape.
- Make different patterns from modelling clay.
- Stick the figures onto the frame.
- Paint and decorate your frame with washable paint and glitter.
- Stick the photo behind the frame.

Unit 2 An amazing holiday 23

Unit 3

Activity Book

with answers

Unit 3

1 Find and colour the household objects.

Blue Pink Yellow Brown

armchair
bookcase
bath
coffee table
carpet
deck

2 Label the pictures.

3 Look and complete the phrases.

1 What a mess!
Oh, no!

2 What a disaster!
It's really messy here!

24 Superheroes Unit 3

3 Find and circle five electrical appliances.

Complete the dialogues.

How much is the toaster? It's thirty pounds.

How much is the coffee maker? It's sixty-two pounds.

How much is the CD player? It's fifty-nine pounds.

How much is the laptop? It's forty-seven pounds.

How much is the blender? It's ninety-eight pounds.

£59 £62 £30 £47 £98

Unit 3 Superheroes 25

What were you doing?

1 Look and complete the sentences.

What were the children doing when the Ferris wheel stopped?

1. Phil (sleep) was sleeping.

2. John and Mike (fly) were flying planes.

3. Vince (write) was writing a text message.

4. Alicia (listen) was listening to music.

5. Laura (scream) was screaming.

6. Carlos and Dora (read) were reading books.

2 Correct the sentences.

1. Alicia was screaming. Alicia wasn't screaming. She was listening to music.

2. Phil was drinking lemonade. Phil wasn't drinking lemonade. He was sleeping.

3. Carlos and Dora were playing football. Carlos and Dora weren't playing football. They were reading books.

4. Vince was sleeping. Vince wasn't sleeping. He was writing a text message.

26 Superheroes Unit 3

2 Unscramble the questions.

NEWS SUPERCITY NEWS

Heroes keep city safe!

Supergirl saves the Empire State Building!
Superboy helps children on the lake!
Superboy and Supergirl catch bank robbers!

1. What - yesterday - morning - was - Supergirl - doing
What was Supergirl doing yesterday morning?

2. was - Superboy - yesterday - afternoon - Where
Where was Superboy yesterday afternoon?

3. were - last - night - they - Where
Where were they last night?

4. doing - they - What - were
What were they doing?

3 Look and underline the correct option.

1. Supergirl was rescuing a cat. / Supergirl was putting out a fire.

2. Superboy was at the lake. / Superboy was at school.

3. Last night, they were at home. / Last night, they were in the city.

4. They were looking for robbers. / They were saving some children.

Unit 3 Superheroes 27

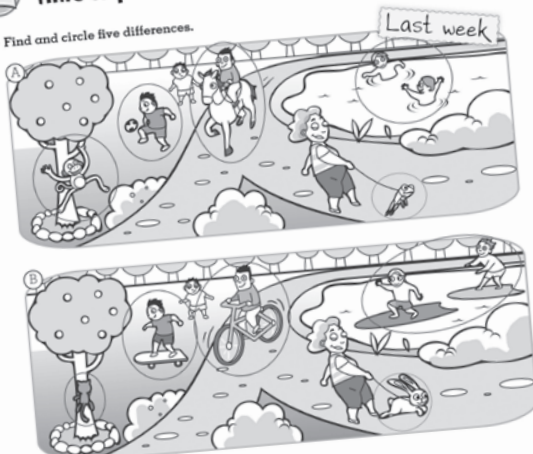
Activity Book

with answers

Unit 3

Time to practise!

1. Find and circle five differences.



2. Write sentences.

1. In A, the woman was walking a frog. In B, she was walking a rabbit.
2. In A, a boy was riding a horse. In B, he was riding a bike.
3. In A, two boys were swimming. In B, they were surfing.
4. In A, a boy was playing football. In B, he was skateboarding.
5. In A, a monkey was climbing a tree. In B, a cat was climbing a tree.

28 Superheroes Unit 3

Time to write

1. Read and write the times.



2. Look and complete the report.

Yesterday, I discovered the secret identity of a superhero.
I followed Julian all day. At ten o'clock, he was riding his bike.
At half past ten, he was helping an old lady.
At eleven o'clock, he was talking to a girl.
At three o'clock, he was eating some pizza.
At five o'clock, he was entering a cinema.
At seven o'clock, he became Arachniboy!

Unit 3 Superheroes 29

The lighthouse keepers' story

1. Read the first part of the story Secret identity.

2. Number the pictures.



3. Match.

A boy saw Superboy flying over his house.

Tin's mum went shopping.

Tin was doing his homework.

Tin's mum came back home.

30 Superheroes Unit 3

2. Read the whole story Secret identity.

3. Write what the characters say.

He was flying over our house. He was rescuing people from a fire.
I was doing my homework. You were saving those people. I was looking for you!

I was looking for you!



He was flying over our house.



I was doing my homework.



You were saving those people.



He was rescuing people from a fire.



Unit 3 Superheroes 31

Unit 3

Activity Book with answers



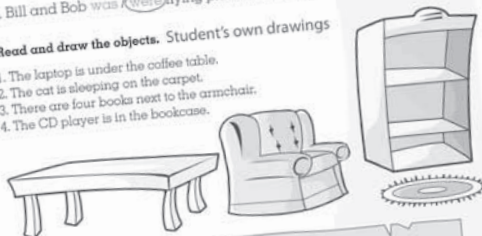
Time to check

1 Circle the correct word.

- What were / was you doing at five o'clock yesterday?
I was / were watching TV.
- Were / Was you at school this morning?
No, I wasn't / weren't. I was / were at home.
- What was / were the students doing when the teacher arrived?
They were / was reading their books.
- Bill and Bob was / were flying planes. They wasn't / weren't reading.

2 Read and draw the objects. Student's own drawings

- The laptop is under the coffee table.
- The cat is sleeping on the carpet.
- There are four books next to the armchair.
- The CD player is in the bookcase.



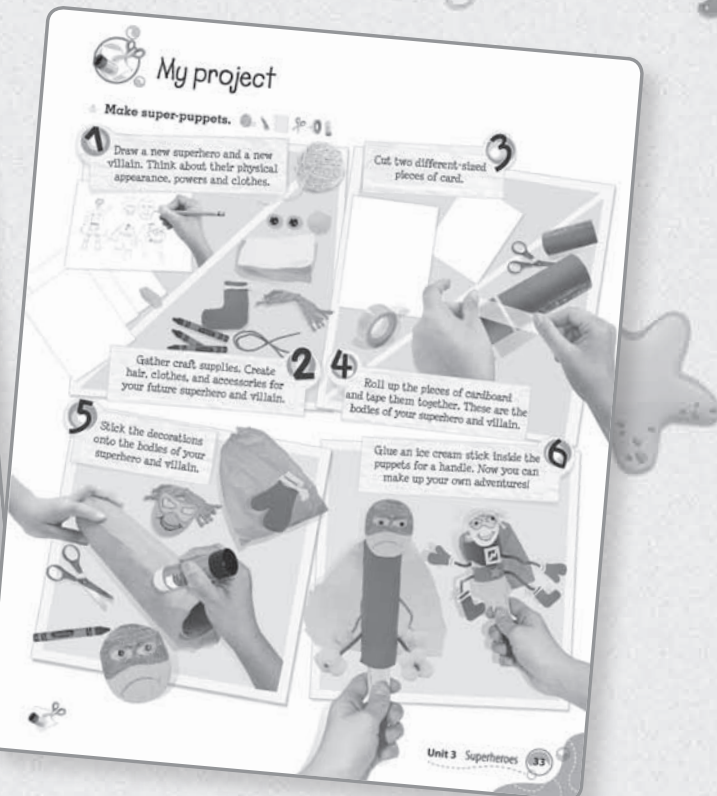
Check what you know! Model answer

6 household items	ask and answer questions about continuous actions in the past	😊
5 electrical appliances	ask and answer questions about continuous actions in the past	😊

My project

Make super-puppets.

- Draw a new superhero and a new villain. Think about their physical appearance, powers and clothes.
- Cut two different-sized pieces of card.
- Gather craft supplies. Create hair, clothes, and accessories for your future superhero and villain.
- Roll up the pieces of cardboard and tape them together. These are the bodies of your superhero and villain.
- Stick the decorations onto the bodies of your superhero and villain.
- Glue an ice cream stick inside the puppets for a handle. Now you can make up your own adventures!



Unit 4

Unit 4

1 Unscramble the words.

Spelling Competition

- e-e-e-e-a-a-r-b- acer fiofiola miuopd phtory
 kerta niishf nief dneal
- scoreboard
 - track
 - race official
 - finish line
 - podium
 - medal
 - trophy

2 Look and write what they say.

Well done! Don't worry. I won the race! I lost the race.



3 Look and complete the sentences.

- Jane is third. Mary is fifth.
 Debra is tenth. Nigel is first.
 Allie is ninth. Jack is seventh.
 Judy is eighth. Fiona is second.
 Steve is fourth.
 Vince is sixth.



Activity Book with answers

Could you swim when you were six?

1. Look and complete the dialogues.



swim / six



skateboard / eight



ride a bike / seven

Could you swim when you were six?

Yes, I could.

Could you skateboard when you were eight?

No, I couldn't.

Could you ride a bike when you were seven?

Yes, I could.

4. Write questions for Joe.

Could you play football when you were six?

Could you play the guitar when you were six?



Yes, I could.

No, I couldn't.



2. Read and number the pictures.

1 I was swimming when it started to rain.

2 I was running when I saw a snake.

3 I was climbing when my phone rang.

4 I was dancing when I saw a shark.



2



3

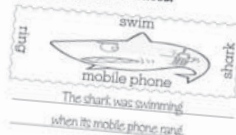


1



4

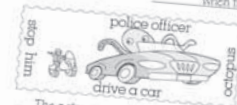
3. Write funny sentences.



The shark was swimming when its mobile phone rang.



The bear was reading a book when the light went out.



The octopus was driving a car when the police officer stopped him.

Time to practise!

1. Read the information and write what they say.

	Last year	This year
Mary	climb trees	swim
John	play the guitar	play the piano
Gary	run fast	skip
Me		ride a bike

Last year, I couldn't swim but I could climb trees!
This year, I can't speak Japanese, but I can speak French.



Mary

Last year, I couldn't play the piano but I could play the guitar!
This year, I can't use a digital camera, but I can use a DVD player.



John

Last year I couldn't skip but I could run fast!
This year I can't ride a horse, but I can ride a bike.



Gary

2. Complete the information about you.

Student's own answers

Draw and write about yourself.

Student's own drawings

Time to write

1. Look and number the pictures.



2. Complete the first part of the story.

was chasing
saw a shark
was terrified

Fiona was tenth in the swimming race when she saw a shark. It was chasing her. She was very scared.

3. Look and write the second part of the story.



swim / win

celebrate / jump out

be

Fiona swam fast and won the race.
She was celebrating when the shark jumped out.
It was Ted, her best friend.

Unit 4

Activity Book

with answers



The lighthouse keepers' story

1. Read the first part of the story *Grandad, my coach*.

Write the opposites.

happy → sad

slow → fast

won → lost

Granny → Grandad

right → wrong

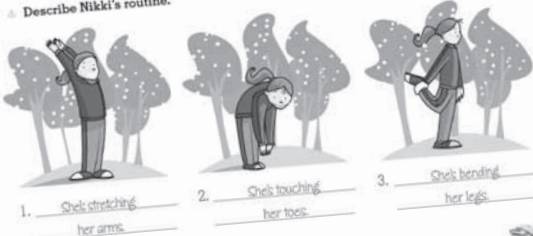
can't → can



Complete the sentences.

- Nikki is sad because she lost the school race.
- Her grandad could run fast when he was ten.
- They went to the park to train for the race.
- It's important to warm up before you run.

Describe Nikki's routine.



40 Champions Unit 4

2. Read the whole story *Grandad, my coach*.

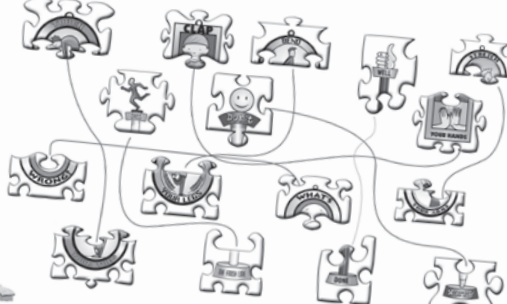
Complete what Nikki tells her mum.

won was clapping couldn't run heard ran



I couldn't run fast at the start.
Then, I heard Grandad shouting.
He was clapping. I ran faster
and faster. I won the race!

Match the two parts of the phrases.



Unit 4 Champions 41



Time to check

1. Circle the correct option.

- We were playing / played football when it started to rain.
- My mum was cooking when she was cutting / cut herself.
- He had / was having a shower when the phone rang / was ringing.
- He was winning / won the race when he fell / was falling.

2. Look and write sentences. Model answer



- Tom could add and subtract when he was four but he couldn't read short stories.
- He could play video games when he was three, but he couldn't speak French.
- He could bake a cake when he was seven, but he couldn't study on his own.
- He could speak French when he was six, but he couldn't play tennis.

Check what you know!

7 competition words

ask and answer questions about abilities in the past using could

talk about interrupted actions in the past



ordinal numbers



ask and answer questions about abilities in the present using can



42 Champions Unit 4



My project

Make a family medal.

- Choose one member of your family you would like to celebrate. Cut out pictures from magazines to represent what he/she is good at.

- Cut a circle from card and write Great (Dad, Mum, Sister).

- Stick the magazine cutouts and decorate the medal.

- Stick a piece of string to the back of the medal and give it to the family member.



Unit 4 Champions 43

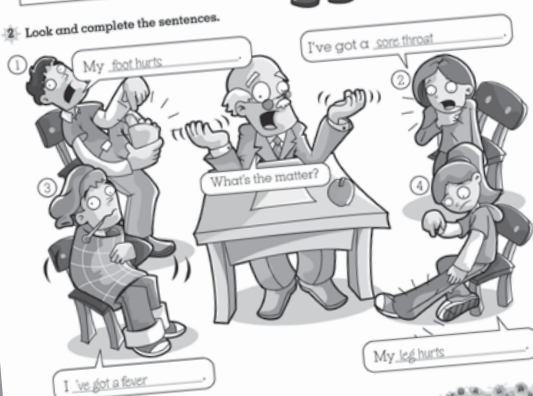
Activity Book with answers

Unit 5

1 Follow and write the illnesses.

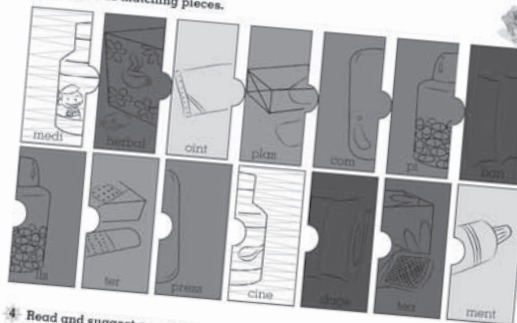


2 Look and complete the sentences.

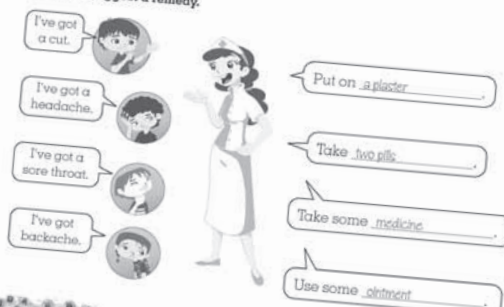


44 In good shape Unit 5

3 Colour the matching pieces.



4 Read and suggest a remedy.



Unit 5 In good shape 45

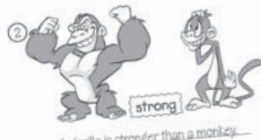
I'm taller than you!

1 Complete the sentences.



- Jack is faster than Bill.
- Jill is shorter than Sally.
- Tom is stronger than Paul.
- Luke is thinner than Steve.

2 Look and compare.



46 In good shape Unit 5

3 Read and complete the chart.

Two children are 1.30 m tall.
Kate isn't 1.30 m tall.
One child is 1.40 m tall. Nadia is 1.35 m tall.

Two children are 9. One child is 8.
Nadia isn't 9. Tom is 10.

Two children run 50 m in 20 secs.
Tom doesn't run 50 m in 20 secs.
One child runs 50 m in 18 secs.
Joseph runs 50 m in 25 secs.

	Tom	Kate	Nadia	Joseph
how tall?	1.30 m	1.40 m	1.35 m	1.30 m
how old?	10	9	8	9
how fast?	15 secs	20 secs	20 secs	25 secs

4 Circle the correct word.

- Joseph is shorter / taller than Nadia.
- Kate isn't younger / older than Tom.
- Tom isn't faster / slower than Kate and Nadia.
- Kate is taller / shorter than Tom.

5 Write questions and answer them. Model answer

- Is Tom younger than Joseph? No, he isn't.
- Is Kate faster than Joseph? Yes, she is.
- Is Nadia older than Tom? No, she isn't.
- Is Joseph taller than Tom? No, he isn't.

Unit 5 In good shape 47



Time to practise!

1. Write questions.

World Wrestling



1. tall / Rock Man / Mad Bull
Who is taller, Rock Man or Mad Bull?
Rock Man is taller than Mad Bull.
2. fat / Rock Man / Muscle Man
Who is fatter, Rock Man or Muscle Man?
Rock Man is fatter than Muscle Man.
3. strong / Mad Bull / Muscle Man
Who is stronger, Mad Bull or Muscle Man?
Muscle Man is stronger than Mad Bull.
4. young / Mad Bull / Rock Man
Who is younger, Mad Bull or Rock Man?
Mad Bull is younger than Rock Man.

Look and answer the questions.

Write four more comparisons. Model answer

1. Muscle Man is stronger than Rock Man.
2. Muscle Man is older than Mad Bull.
3. Mad Bull is thinner than Rock Man.
4. Rock Man is shorter than Muscle Man.

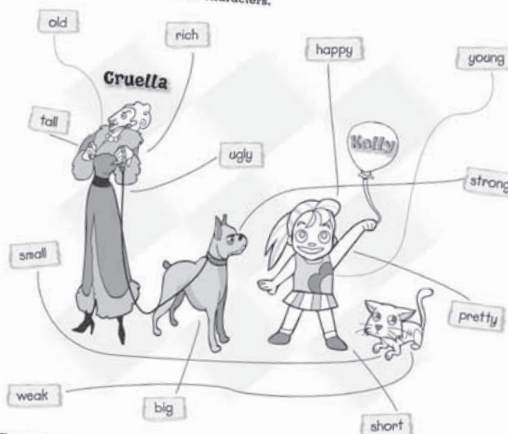


48 In good shape Unit 5



Time to write

1. Match the adjectives to the characters.



Describe the characters.

Cruella is old and ugly.
She's also tall and rich.
She's got a dog. It's big and strong.

Kelly is young and pretty.
She's also short and happy.
She's got a dog. It's small and weak.

Unit 5 In good shape 49



The lighthouse keepers' story

1. Read the first part of the story The magic ointment.

Number the pictures.



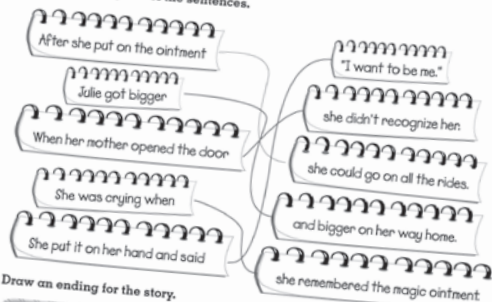
Complete the sentences.

1. Julie was crying because she was sad.
2. She couldn't go on the rides because she was very short.
3. The old lady gave her some ointment.
4. The label said, "Magic Ointment: Put it on and make a wish."

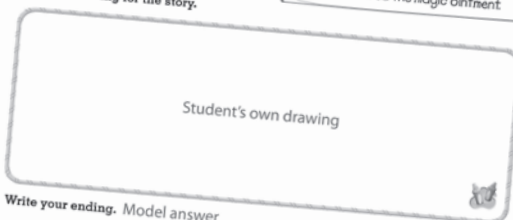
50 In good shape Unit 5

2. Read the second part of the story The magic ointment.

Match the two parts of the sentences.



Draw an ending for the story.



Write your ending. Model answer

Julie opened her eyes. She was her again! She knocked on the door and her Mum opened. This time, she did recognize her. Julie was glad to be short again!

Unit 5 In good shape 51

Activity Book with answers



Time to check

1. Look and unscramble the sentences.

	gorillas	orangutans	chimpanzees
height	1.60 m	1.30 m	90 cm
weight	90 - 180 kg	40 - 90 kg	32 - 55 kg
strength	***	**	*

1. stronger • chimpanzees • are • gorillas • than
Gorillas are stronger than chimpanzees.

2. than • chimpanzees • gorillas • weaker • are
Chimpanzees are weaker than gorillas.

3. chimpanzees • orangutans • shorter • are • than
Chimpanzees are shorter than orangutans.

4. orangutans • than • heavier • are • gorillas
Gorillas are heavier than orangutans.

5. taller • are • than • orangutans • chimpanzees
Orangutans are taller than chimpanzees.

Check what you know!

5 illnesses



7 remedies



compare two people, animals or objects using short adjectives

Model answer



52 In good shape Unit 5



My project

Make a wrestling ring.

1 Cut a square of craft foam and a matching piece of card. Stick them together.

2 Trace two thumbholes in the centre of the square and cut them out.

3 Trace and cut two rings from another piece of craft foam. Stick a piece of wool around each thumbhole.

4 Ask an adult to make a hole in each corner of the mat using a hole punch. Insert a wooden stick into each hole.

5 Thread a length of wool around the mat to form a wrestling ring.

6 Finally, invite a member of your family to wrestle you. Set the wrestling ring over your thumb. The first to pin his/her opponent for a count of 3 wins.

Unit 5 In good shape 53

Unit 6

1 Connect the dots.

COMPUWORLD



Label the objects.

54 RUOK? Unit 6

2 Match the two parts of the phrases.



3 Number the pictures.

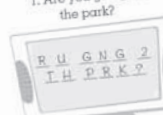


3 Encode the messages.

1. Are you going to the park?

2. Talk to you tonight.

3. See you later.



Unit 6 RUOK? 55

Unit 6

Activity Book

with answers



I'm the newest!

1. Look and complete the sentences.

Hi! How are you?

Fred's pet shop

- The parrot is very pretty. It's the prettiest pet in the shop.
- The parrot is also funny. It's the funniest pet in the shop.
- The fish is very cheap. It's the cheapest pet in the shop.
- The cat is really fat. It's the fattest pet in the shop.
- The dog is very big. It's the biggest pet in the shop.
- The hamster is really fast. It's the fastest pet in the shop.

2. Read the information and write.

	Diplodocus	Velociraptor
lived	67 million years ago	84 million years ago
height	6 m	1 m
weight	5.7 tonnes	15 kilos
speed	32 km/h	64 km/h
old	Diplodocus is the oldest	slow Diplodocus is the slowest
tail	T-Rex is the tallest	short Velociraptor is the shortest
heavy	Diplodocus is the heaviest	fast Velociraptor is the fastest

56 R U OK? Unit 6

3. Look and answer the questions.

THIS MONTH'S ROBOT RATINGS:

	1	2	3
TINMAN	000	0	00
METALMAN	00	000	0
ROBOMAN	0	00	000



- Who is worse at cleaning, Metalman or Roboman? Roboman is worse.
- Who is the worst at cleaning? Tinman is the worst.
- Who is better at running, Roboman or Metalman? Metalman is better.
- Who is the best at running? Tinman is the best.
- Who is the best at Maths? Roboman is the best.
- Who is the worst at Maths? Metalman is the worst.

4. Look and compare the animals.

- koala / ant The koala is better than the ant.
- ant / tortoise The ant is worse than the tortoise.
- tortoise The tortoise is the best.
- rabbit / monkey The rabbit is better than the monkey.
- snake The snake is the worst.
- snake / koala The snake is worse than the koala.



Unit 6 R U OK? 57

Time to practise!

1. Read and complete the table.

Hi, I'm Kathy. My brother is the tallest person in my family. I'm taller than my dad, but he's taller than my mum. She's the shortest. I'm better at Maths than my brother. My mum is the best. My brother is better at Maths than my dad. My dad is the worst.



	tail	good at Maths
brother		★★★★
Kathy		★★★
dad		★★
mum		★



2. Complete the table about your family. Student's own answers

short	funny
	★★★★
	★★★
	★★
	★

Write about your family. Student's own answers

58 R U OK? Unit 6

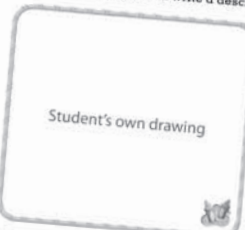
Time to write

1. Decode the description.

I've got a new black robot. It's got a big screen on its face. It's got two cool speakers on its ears and a keyboard on its body. It hasn't got a cable. It's got a remote control that looks like a mouse.

I've got a new black robot. It's got a big smile on its face. It's got two cool speakers on its ears and a keyboard on its body. It hasn't got a cable. It's got a remote control that looks like a mouse.

2. Draw your own robot and write a description. Student's own drawing



Student's own answers

Unit 6 R U OK? 59

Activity Book

with answers

Unit 6

The lighthouse keepers' story

1. Read the first part of the story A book of records.

2. Number the pictures.



3. Read and write True or False.

1. Sir Hugh wanted to know the name of a bird.
2. He and his friends looked for the information on the internet.
3. They published a book about records.
4. Sir Hugh named the book after his favourite drink.
5. His book is the most famous book of records in the world.

True
False
True
False
True

60 RU OK? Unit 6

2. Read and complete the records.

The world's tallest land animal is the giraffe. It can be up to 6 m tall.

The largest living animal is the blue whale. The largest ever was 171 tonnes and was 27 m long.

The longest snake ever measured was a python. It was 10 m long.

Cheetahs are the fastest creatures on land. They can run 112 km/h.

Match.



Unit 6 RU OK? 61

Time to check

1. Complete the table.

Adjective	Comparative	Superlative
bad	worse than	the worst
big	bigger than	the biggest
cheap	cheaper than	the cheapest
fat	fatter than	the fattest
funny	funnier than	the funniest
good	better than	the best
heavy	heavier than	the heaviest
old	older than	the oldest

2. Circle the correct option.

1. The elephant is heavier / the heaviest land animal.
2. I'm better / the best at Maths than my sister.
3. My brother is funnier / the funniest person in my family.
4. He's worse / the worst at English than my sister.
5. What is faster / the fastest living creature?

Check what you know!

Model answer

8 computer parts



7 computer actions



compare more than two items using the superlative



use irregular forms of the adjectives good and bad



62 RU OK? Unit 6

My project

1. Make a family book of records.

1. Choose the records you want to include. Collect the information and write it on a sheet of paper.

2. To make the cover, fold a letter-sized sheet of card.

3. Write the title and decorate it.

4. Make a page for every record.

5. Add a picture or a photo of your family member.



Unit 6 RU OK? 63

Unit 7

Activity Book

with answers



Unit 7

1. Unscramble the words.

ckaeien → necklace
sbekta → basket
hamoek → hammock
tuercpi → picture
nebatk → blanket
puetrclos → sculpture

2. Decode the message.

OUR HISTORY

3. Complete and write the captions.

Wow! You're kidding! That's amazing!

That's amazing! Do you want to try it? You're kidding! Wow!

64 Our history Unit 7

3. Colour the paths with different colours.

Jeweller necklace
weaver blanket
painter picture
potter pot

4. Write sentences using the words.

1. The weaver is weaving a blanket.
2. The jeweller is making a necklace.
3. The painter is painting a picture.
4. The potter is making a pot.

Unit 7 Our history 65

They used to play games!

1. Complete with used to or didn't use to.

In Ancient Rome...

Romans used to travel by horse.
They didn't use to watch TV.
Men didn't use to wear trainers.

2. Look and write sentences.

A long time ago...

draw on walls wear shoes have electricity hunt mammoths

1. People used to draw on walls.
2. They didn't use to wear shoes.
3. They didn't use to have electricity.
4. They used to hunt mammoths.

66 Our history Unit 7

3. Look and write questions.

Fifteen years ago...

1. send / text messages
Did people use to send text messages?
2. have / MP3 players
Did they use to have MP3 players?
3. play / video games
Did they use to play video games?
4. have / mobile phones
Did they use to have mobile phones?
5. watch / DVDs
Did they use to watch DVDs?
6. use / digital cameras
Did they use to use digital cameras?

4. Answer the questions.

1. Yes, they did.
2. No, they didn't.
3. Yes, they did.
4. Yes, they did.
5. No, they didn't.
6. No, they didn't.

Unit 7 Our history 67

Activity Book

with answers

Time to practise!

1 Write sentences about Coolman.



lift trains
He used to lift trains.



fly very fast
He used to fly very fast.



see through walls
He used to see through walls.



not sleep a lot
He didn't use to sleep a lot.

2 Complete the interview.

Did you use to lift trains?

Yes, I did.

Did you use to fly very fast?

Yes, I did.

Did you use to see through walls?

Yes, I did.

Did you use to sleep a lot?

No, I didn't.

68 Our history Unit 7

Time to write

1 Complete the description.



It's a sunny day. There are lots of people on the beach. Some people are swimming in the sea. Some children are playing football. They're wearing T-shirts. Some people are listening to music. A girl is eating ice cream.

2 Write a new description. Student's own answers

It's a cloudy day. There are lots of people in the forest. Some people are relaxing in the park. Some people are playing tennis. They're wearing shorts. Some people are listening to music. A girl is eating ice cream.

3 Draw a picture of your description.

Student's own drawing

Unit 7 Our history 69

The lighthouse keepers' story

1 Read the first part of the story Grandad's story.

2 Circle the correct option.

The boy's grandad used to live in a village / city.
His house was near / on a small hill. He used to / didn't use to play there with his friends / cousins.
One day, he saw men painting circles / crosses / on trees / bridges.



3 Number the sentences.

I saw a stone. 4

I went to the hill. 1

I saw men with maps. 2

I went home. 6

The men left. 3

I picked up the stone. 5



70 Our history Unit 7

2 Read the second part of the story Grandad's story.

3 Write True or False.



- Grandad used to dream a lot. False
- He had a strange dream. True
- He wasn't good at drawing. False
- The teacher went to the library. True
- The picture was of a Mayan warrior. True
- They didn't find any more ancient relics. False

4 Draw a picture of what he saw in his dream.

Student's own drawing

Unit 7 Our history 71

Unit 7

Activity Book

with answers

Time to check

1 Find and circle ten words.

2 Read and complete.

1. The Aztecs (live) _____ used to live _____ in large cities.
 2. They (chew) _____ used to chew _____ gum.
 3. _____ Did they (wear) _____ use to wear _____ glasses?
 4. The Aztecs (play) _____ used to play _____ tlachtli.
 5. _____ Did they (write) _____ use to write _____ with pens?

Check what you know! Model answer

7 handicrafts 5 artisans

ask and answer questions about past habits using used to

72 Our history Unit 7

My project

Make a family quilt.

1 Ask each family member to give you a piece of an old item of clothing that is special to him/her.

2 Make 10 cm x 10 cm squares from the material.

3 Separately, cut similar squares from plain material.

4 Take turns with your family members sewing the squares onto a small towel.

5 Take your family quilt to school and tell your class why it is special.

Unit 7 Our history 73

Unit 8

Unit 8

1 Circle the letters that form each word.

volcano hill bridge tunnel

waterfall cave field swamp

2 Write the words.

3 Complete the suggestions. Model answer Write the responses.

Why don't we go that way? I don't think that's a good idea.

Let's go into the cave. No, I don't think so.

What about going to the field? OK, let's go!

74 Volcano Unit 8

3 Look and write the phrases.

across the cereal bowl

through the apple

up the apple

down the apple

out of the apple

over the cereal bowl

around the apple

into the apple

Unit 8 Volcano 75

Activity Book

with answers

Unit 8

I'm doing my project tomorrow

1. Look and complete the sentences.

Ellie is studying History on Monday.
 She's going to the dentist on Tuesday.
 Harry is watching TV on Wednesday.
 He's studying Geography on Thursday.
 Paul and Pete are having a party on Friday.
 They're playing football on Saturday.

Next week...



2. Correct the sentences.

I'm going to the dentist on Wednesday.



No, you aren't going on Wednesday.
 You're going on Tuesday.

I'm studying Geography on Tuesday.



No, you aren't studying it on Tuesday.
 You're studying it on Thursday.

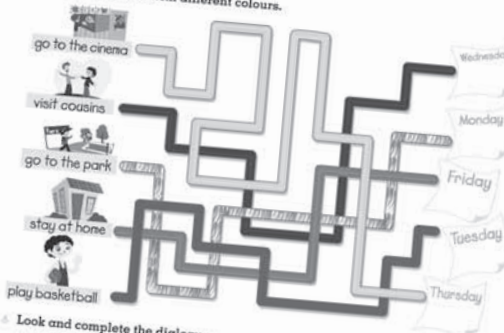
We're playing football on Sunday.



No, you aren't playing it on Sunday.
 You're playing it on Saturday.

Unit 8 Volcano

2. Colour the paths with different colours.



3. Look and complete the dialogue.

What are you doing on Monday?

Are you visiting your cousins on Sunday?

Are you going to the cinema on Thursday?

I'm going to the park.

No, I'm not. I'm visiting them on Wednesday.

Yes, I am.

Unit 8 Volcano

Time to practise!

1. Unscramble the instructions.

room • leave • the



Leave the room.

not • run • do



Do not run.

downstairs • go



Go downstairs.

the • lift • use • not • do



Do not use the lift.

the • into • go • car park



Go into the car park.

help • wait • for



Wait for help.

2. Look and write sentences. Model answer

Lake Forest Camp

Jobs for the next week

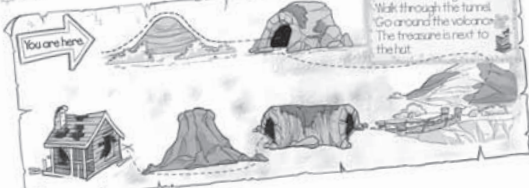
	Monday	Tuesday	Wednesday	Thursday	Friday
Grizzlies	collect wood	pick up rubbish	wash plates	collect wood	pick up rubbish
Coyotes	wash plates	collect wood	pick up rubbish	wash plates	pick up rubbish
Panthers	pick up rubbish	wash plates	collect wood	collect wood	wash plates

- The Grizzlies are picking up rubbish on Tuesday and Friday.
- The Coyotes are washing plates on Monday and Thursday.
- The Panthers are collecting wood on Wednesday and Thursday.

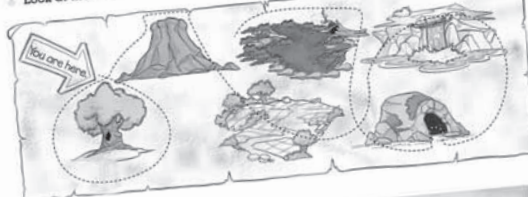
Unit 8 Volcano

Time to write

1. Read the directions and draw the route on the map.



Look at the map and write the directions.



climb up
go down
walk across
go across
go into
go out of
go around

Go around the tree.
Climb up the volcano.
Go down the volcano.
Walk across the field.
Go across the bridge.

Unit 8 Volcano

Unit 8

Activity Book with answers



The lighthouse keepers' story

1 Read the first part of the story *Rescued*.

2 Complete the dog's tag.



3 Answer the questions. Model answer

1. Why did Mark and Angie go to the mountains?
Because Mark wanted to take some photos of the volcano.

2. Why was Tikki barking?
Because she didn't want to go up the hill.

3. What was the terrible noise?
It was the hole in the ground opening.

4 Complete with a preposition.

1. Mark and Angie went across the river.
2. Then, they climbed up the hill.
3. They fell into the cave.
4. They couldn't get out of the cave.



80 Volcano Unit 8

2 Read the whole story *Rescued*.

3 Underline the correct option.

1. Tikki was at the opening of the cave / tunnel.
2. Angie threw the camera to Tikki / Mark.
3. Tikki ran under / across the bridge.
4. Tikki gave the camera to / ran away from two police officers.
5. The police officers didn't know / knew where they were.

4 Mark (✓) the last picture.



5 Write what Tikki, the dog, said to her friend.

1. Mark and Angie / go / for a walk / in the mountains
Mark and Angie went for a walk in the mountains.
2. Mark and Angie / fall / into a cave
Mark and Angie fell into a cave.
3. They / cannot / get out of the cave
They couldn't get out of the cave.
4. Angie / give me the camera / and / I / take it / to the police
Angie gave me the camera and I took it to the police.
5. They / look / at the photos / and / rescue Mark and Angie
They looked at the photos and rescued Mark and Angie.

Unit 8 Volcano 81



Time to check

1 Complete the dialogue.

Hi, Carol.

Listen! What about going shopping this afternoon?

Hi, Monica!

This afternoon? I can't. I (go) 'm going to the dentist. Arrgh! I hate it!

Well, what about tomorrow?

What are you (do) doing tomorrow?

Let me think... I (see) 'm seeing Gina and Lucy. We (go) 're going to the library to do the science project. Why don't you come with us?

That's a good idea! What time are you (meet) meeting?

See you then. Bye.

Three o'clock at the entrance.

Bye.

Check what you know! Model answer

8 land features



8 prepositions



ask and answer questions about future arrangements using the present continuous

82 Volcano Unit 8



My project

Make a volcano.



2 Make a volcano around a plastic cup with modelling clay and put it in the box.

3 Put bicarbonate of soda in the cup.

4 Add vinegar and watch the volcano erupt!

Unit 8 Volcano 83

Activity Book with answers

Unit 9

1. Label the pictures.

Labels: ticket, bus, bus driver, suitcase, passenger, rucksack, ticket counter.

2. Read and complete the dialogue.

A ticket to Saturn, please.

Single or return?

Single please.

That's forty pounds.

Here you are.

Unit 9 A trip to South America 84

3. Match.

Labels: eight hundred and forty pounds, four hundred pounds, one hundred pounds, one thousand pounds, eight hundred and twenty pounds, five hundred and forty-five pounds.

4. Solve the problems.

£400 + £50 + £5 = four hundred and fifty-five pounds

£700 + £10 + £5 = seven hundred and fifteen pounds

£500 + £10 + £5 = five hundred and fifteen pounds

£600 + £10 + £5 = six hundred and fifteen pounds

Unit 9 A trip to South America 85

I'm going to travel!

1. Look and complete.

take a bus explore fly fly back ~~go~~ take a bus back

I'm going to go to the Grand Canyon next month!
First, I'm going to fly to Phoenix.
Then, I'm going to take a bus to the Grand Canyon.
I'm going to explore the Grand Canyon.
Next, I'm going to take a bus back to Phoenix.
Finally, I'm going to fly back home.

2. Look and number.

Kevin's activities

1. play football 2. have a shower 3. have dinner 4. get ready for school

3. Write what Kevin's going to do.

First he's going to play football with his friends.
Then he's going to have a shower.
Next he's going to have dinner.
Finally he's going to get ready for school.

Unit 9 A trip to South America 86

3. Look at the chart and complete the dialogue.

Are you going to go to the cinema today?
Yes, I am.

Are you going to visit your granny?
No, I'm not.

What about shopping?
Are you going to go to the shopping centre?
Yes, I am. I'm going with my sister on Saturday.

Are you going to play football?
No, I'm not. I'm too tired.

Are you going to meet your friends?
Yes, I am. We're going to get together on Sunday.

Are you going to do your Maths homework?
No, I'm not.

Unit 9 A trip to South America 87

Unit 9

Activity Book

with answers



Time to practise!

1. Colour the sentences.

Future: blue, Present continuous: grey, Past simple: red, Present simple: green

Grey: I'm travelling with my parents around the USA.

Green: My dad drives about one hundred and sixty kilometres every day.

Red: Last week, we visited San Francisco.

Green: We took a tram up a very long street.

Green: We went shopping in Chinatown.

Blue: Tomorrow, we're going to drive to L.A.

Blue: We're going to spend the day at Universal Studios!

2. Read and circle the correct option.

New Message

To: kevin@nat.net
From: brian@nat.net

Hi Kevin,
I'm staying / stay in a summer camp in the mountains. Every day we got / get up at seven o'clock. After breakfast, we usually go / are doing an outdoor activity. Yesterday, we went / are going climbing. It was great. Today, we go / are going hiking. Right now, I get / am getting my things ready. I'm taking / took my camera and a hat. Tomorrow, we sail / are going to sail on the lake.
Talk to you soon,
Brian

88 A trip to South America Unit 9

Time to write

1. Number the parts of the postcard.

1. greeting, 2. body, 3. closing, 4. sender's name, 5. stamp, 6. address

We're having a great time in New York. It's very hot and sunny. Yesterday, we visited the Statue of Liberty. Then, we went to Central Park. Tonight, we're going to fly around the city in a helicopter.

Dear Anne, [1] [2] [3] [4] [5] [6]

See you soon, [1] [2] [3] [4] [5] [6]

Anne Smith
25 Perry Lane
Edinburgh
UK

2. Write a postcard with the information below.

Dear Mum and Dad,
We're not having a very good time in London. The weather is awful. It's rainy and cold! Yesterday we visited Big Ben and we bought souvenirs. Tomorrow, we're going to visit the Tower of London.

Love,
Tony

Mr and Mrs Lloyd
2 Dickens St
Aurora, IL 60504
USA

Unit 9 A trip to South America 89

The lighthouse keepers' story

1. Read the first part of the story The fantastic balloon trip!

2. Number the sentences.

Each ticket costs £1. [4]

How many tickets did we sell? [5]

How much are the tickets? [3]

Let's organize a balloon trip raffle. [1]

The winners can go up in the balloon. [2]

3. Underline the correct option.

1. Who owns the balloon?
a) The children. b) The children's dad. c) The children's mum.

2. When did the children organize the raffle?
a) Last summer. b) Last week. c) Last spring.

3. How many people won the raffle?
a) Fifty. b) Fifteen. c) Five.

4. What was the money for?
a) For the children. b) For a trip to France. c) For charity.

90 A trip to South America Unit 9

Read the whole story The fantastic balloon trip!

Match the two parts of the sentences.

International Theme
Balloon hanging on Eiffel Tower!

The passengers got into the balloon and
It was a really cheap
The balloon rose higher and higher until
They were safe because
When they woke up
The passengers were so tired that
When the wind started to blow hard

the ropes broke.
ropes were holding them to the ground.
they fell asleep.
it went up.
it reached the ocean.
trip to France.
they were hanging from the Eiffel Tower.

Write what the characters say. Model answer

Rye: []

The ropes have broken.

Unit 9 A trip to South America 91

Write the words on the lines.

My spelling practice

Activity Book with answers



Unit 3 Superheroes

Solve the crossword puzzle.

- | | |
|------------------------|-------------------------|
| 1. <i>bookcase</i> | 7. <i>toaster</i> |
| 2. <i>carpet</i> | 8. <i>blender</i> |
| 3. <i>desk</i> | 9. <i>bath</i> |
| 4. <i>laptop</i> | 10. <i>CD player</i> |
| 5. <i>armchair</i> | 11. <i>coffee table</i> |
| 6. <i>coffee maker</i> | |

Unit 4 Champions

Find and circle seven words.

Find and circle seven words.

trophy _____
podium _____
medal _____
scoreboard _____
finish line _____
track _____
race official _____

Write the words on the lines.

Unit 5 In good shape

Solve the crossword puzzle.

- | | |
|------------------------|-----------------------|
| 1. <i>stomach ache</i> | 4. <i>sore throat</i> |
| 2. <i>toothache</i> | 5. <i>backache</i> |
| 3. <i>headache</i> | 6. <i>fever</i> |



Unit 6 R U OK?

Find and circle eight words.

Find and circle eight words.

speaker _____ cable _____
screen _____ memory stick _____
mouse _____ keyboard _____
mousepad _____ webcam _____

Write the words on the lines.

Unit 7 Our history

Solve the crossword puzzle.

- | | | |
|--------------------|---------------------|--------------------|
| 1. <i>blanket</i> | 5. <i>sculpture</i> | 9. <i>necklace</i> |
| 2. <i>sculptor</i> | 6. <i>weaver</i> | 10. <i>pot</i> |
| 3. <i>picture</i> | 7. <i>painter</i> | 11. <i>potter</i> |
| 4. <i>jeweller</i> | 8. <i>basket</i> | 12. <i>hammock</i> |

Unit 8 Volcano

Find and circle eight words.

Find and circle eight words.

hill _____
bridge _____
waterfall _____
volcano _____
cave _____
tunnel _____
swamp _____
field _____

Unit 9 A trip to South America

Solve the crossword puzzle.

- | | | |
|--------------------------|----------------------|------------------|
| 1. <i>rucksack</i> | 4. <i>bus</i> | 7. <i>ticket</i> |
| 2. <i>suitcase</i> | 5. <i>passenger</i> | |
| 3. <i>ticket counter</i> | 6. <i>bus driver</i> | |

Numbers

Find and circle fourteen numbers.

Find and circle fourteen numbers.

1st *first* 8th *eighth*
2nd *second* 9th *ninth*
3rd *third* 10th *tenth*
4th *fourth* 58 *fifty-eight*
5th *fifth* 90 *ninety*
6th *sixth* 300 *three hundred*
7th *seventh* 1000 *one thousand*

Write the words on the lines.

Track List

CD 1

Unit	Track	Rubrics
1	1.1	Listen and check.
	1.2	Listen and repeat.
	1.3	Listen and repeat.
	1.4	Listen and chant.
	1.5	Listen and check.
	1.6	Sing a song.
	1.7	Listen to the first part of the story.
	1.8	Listen to the second part of the story.
	1.9	Listen and repeat.
2	1.10	Listen and number.
	1.11	Listen and repeat.
	1.12	Listen and repeat.
	1.13	Listen and mark.
	1.14	Listen and complete.
	1.15	Listen and chant.
	1.16	Listen and match.
	1.17	Sing a song.
	1.18	Listen to the first part of the story.
3	1.19	Listen to the second part of the story.
	1.20	Listen and point to each person.
	1.21	Listen and repeat.
	1.22	Listen and repeat.
	1.23	Listen and repeat.
	1.24	Listen and chant.
	1.25	Listen and number the dialogues.
	1.26	Listen and complete.
	1.27	Sing a song.
4	1.28	Listen to the first part of the story.
	1.29	Listen to the second part of the story.
	1.30	Listen and repeat.
	1.31	Listen and repeat.
	1.32	Listen and check.
	1.33	Listen and circle the correct option.
	1.34	Listen and chant.
	1.35	Listen and check.
	1.36	Sing a song.
5	1.37	Listen and check.
	1.38	Listen to the first part of the story.
	1.39	Listen to the second part of the story.
	1.40	Listen and write the name of the country.
	1.41	Listen and write the name of the country in Greek.
	1.42	Listen and repeat.
	1.43	Listen and stick the missing letters.
	1.44	Listen and follow.
	1.45	Listen and chant.
6	1.46	Sing a song.
	1.47	Listen to the first part of the story.
	1.48	Listen to the second part of the story.
	1.49	Listen and repeat.
	1.50	Listen and check.
	1.51	Listen and repeat.
	1.52	Listen and chant.
	1.53	Sing a song.
	1.54	Listen to the first part of the story.
	1.55	Listen to the second part of the story.

CD 2

Unit	Track	Rubrics
7	2.1	Listen and check.
	2.2	Listen and repeat.
	2.3	Listen to these expressions.
	2.4	Listen and repeat.
	2.5	Listen and match.
	2.6	Listen and chant.
	2.7	Listen and check.
	2.8	Listen and write A or B next to each phrase.
	2.9	Sing a song.
8	2.10	Listen to the first part of the story.
	2.11	Listen to the second part of the story.
	2.12	Listen and point to the pictures.
	2.13	Listen and repeat.
	2.14	Listen and stick the words.
	2.15	Listen and repeat.
	2.16	Listen and complete the diary.
	2.17	Listen and chant.
	2.18	Listen and colour the activity for each day.
9	2.19	Listen and check.
	2.20	Sing a song.
	2.21	Listen to the first part of the story.
	2.22	Listen to the second part of the story.
	2.23	Listen and repeat.
	2.24	Listen and stick.
	2.25	Listen and check.
	2.26	Listen and check.
	2.27	Listen and chant.
Diagnostic test	2.28	Listen and mark.
	2.29	Sing a song.
	2.30	Listen to the first part of the story.
	2.31	Listen to the second part of the story.
	2.32	Listen and check.
	2.33	Listen and number the verbs.
	2.34	Sing a song.
	2.35	Listen and mark.
	2.36	Listen and check.
Pictionary	2.37	Unit 1. School subjects.
	2.38	Unit 1. School activities.
	2.39	Unit 2. Holiday.
	2.40	Unit 3. Household items.
	2.41	Unit 3. Electrical appliances.
	2.42	Unit 4. Competition.
	2.43	Unit 4. Ordinal numbers.
	2.44	Unit 5. Illnesses.
	2.45	Unit 5. Remedies.
	2.46	Unit 6. Computer parts.
	2.47	Unit 6. Computer world.
	2.48	Unit 7. Handicrafts.
	2.49	Unit 7. Artisans.
	2.50	Unit 8. Land features.
	2.51	Unit 8. Prepositions of place.
	2.52	Unit 9. Travel.
	2.53	Unit 9. Large numbers.



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