Now I Know! 3

Making every classroom exciting and every child curious to know more

There's a challenge in every unit, taking learners through a staged process of inquiry supported by exciting and varied content including BBC video.

All the goals are clear: new language, new knowledge, and new skills, with exciting real-world tasks that help children and their parents to see and celebrate achievement.

- Authentic BBC video in openers and throughout every unit
- Unit titles formulated as Big Questions
- Integrated 21st Century Skills
- Selected GSE descriptors as objectives

english.com/nowiknow

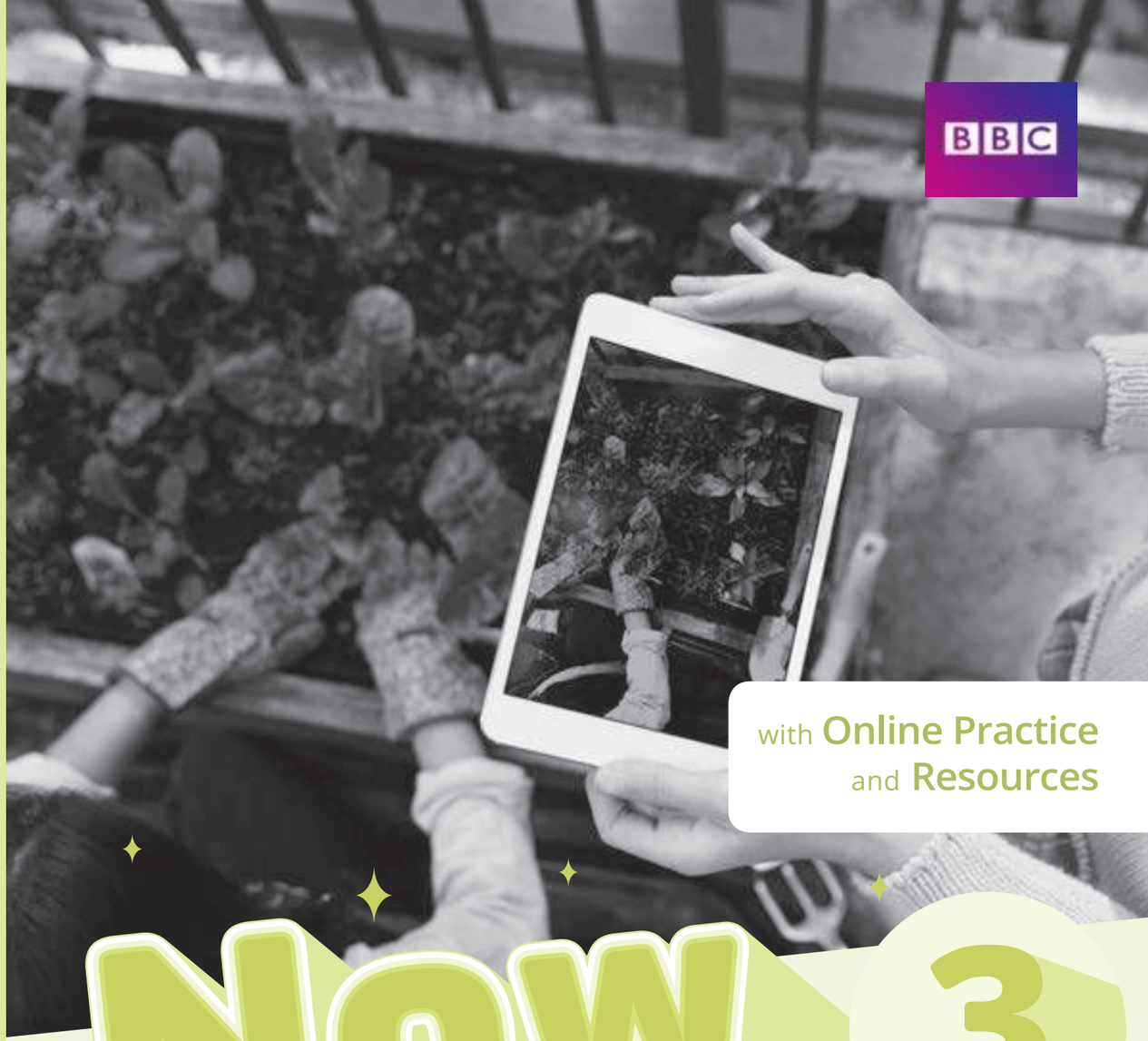
Course	GSE	CEFR	PTE YL	English Benchmark	Cambridge exams
Level 1	19-29	Pre A1/A1	Firstwords	Level 1	A1 Starters
Level 2	27-34	A1/A2	Springboard	Level 2	A1 Starters
Level 3	33-39	A2/A2+	Quickmarch	Level 3	A1 Movers
Level 4	38-46	A2+/B1	Breakthrough	Level 4	A2 Flyers
Level 5	43-54	B1/B1+		Level 5	Key
Level 6	51-58	B1+		Level 6	Preliminary

ISBN 978-1-292-26881-1

Now I Know! 3 Teacher's Book

Catherine Zgouras

Pearson



with Online Practice and Resources

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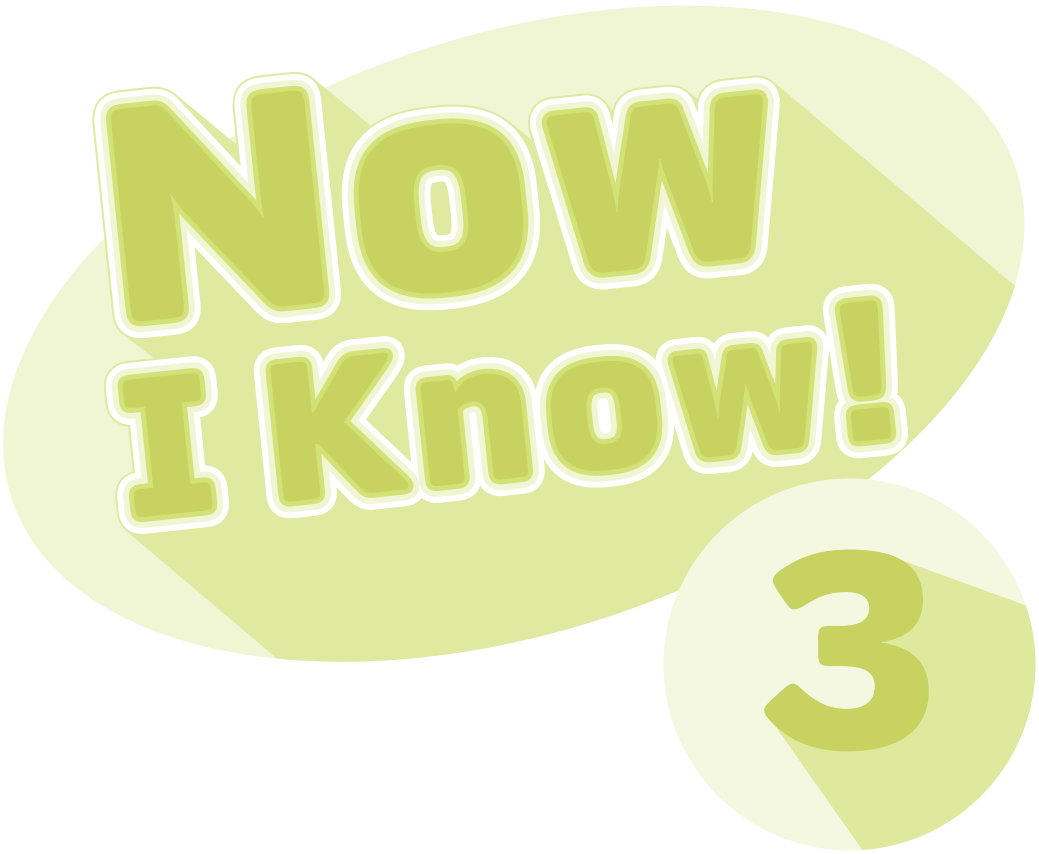

Teacher's Book

Catherine Zgouras

Contents

Unit	Vocabulary	Reading
UNIT 1 **How do we find our way?** Page 18 **Video:** Big World Kids: Going to the Cinema	**Key vocabulary 1:** below, above, beside, close to, square, downtown, building, map, sign, cross **Key vocabulary 2:** recreation center, art gallery, bridge, harbor, museum, theater, up, down, along, around	**Reading 1:** Benny and Jenny Go to School (fiction, American English) **Reading 2:** My Weekend in Sydney, Australia (factual, British English) **Reading strategies:** Use pictures to help you predict when you read a story. / Use headings in a text to predict what it's about. **Value:** Be resourceful
UNIT 2 **How do we know about the past?** Page 34 **Video:** Pencil and Rubber: Where Are the Dinosaurs?	**Key vocabulary 1:** herbivore, carnivore, dinosaur, horn, tail, extinct, quick, careful, loud, dead **Key vocabulary 2:** pharaoh, bury, archeologist, treasure, thieves, dig, exhibit, gold, steps, tomb	**Reading 1:** Dinosaur World (fiction, British English) **Reading 2:** Tutankhamun's Treasure (factual, American English) **Reading strategies:** Use the time and place of a story to help you understand. / Read the first sentence of each paragraph to get the general idea of a text. **Value:** Stay safe
UNIT 3 **Why do we go on vacation?** Page 50 **Video:** All Over the Place: Sandcastle Competition	**Key vocabulary 1:** campsite, blanket, sleeping bag, camping stove, flashlight, compass, set up a tent, make a fire, clean up, get lost **Key vocabulary 2:** meet new people, go zip lining, go rock climbing, beautiful, go kayaking, heavy, light, unsafe, waterfall, coast	**Reading 1:** A Relaxing Vacation (fiction, American English) **Reading 2:** Summer Camp Reviews (factual, British English) **Reading strategies:** Find the beginning, middle, and end of a story to help you follow the action. / Decide which part of a text to read again to find information. **Value:** Experience new things as a family
UNIT 4 **Why do we tell stories?** Page 66 **Video:** All Over the Place: Robin Hood Festival	**Key vocabulary 1:** giant, castle, bowl, coin, silver, enormous, furious, prince, princess, fairy tale **Key vocabulary 2:** king, queen, fierce, wife, hero, husband, myth, legend, search, hide	**Reading 1:** Jane and the Sunflower (fiction, American English) **Reading 2:** What are Myths and Legends? (factual, British English) **Reading strategies:** Recall the order of events to help you understand a story. / Use visual representations to help you understand. **Value:** Use your skills to help solve problems
UNIT 5 **Why take care of the environment?** Page 82 **Video:** Brain Crunch: Pollution	**Key vocabulary 1:** country, fresh air, plant (n), insect, habitat, wildlife, pretty, full, rescue, throw away **Key vocabulary 2:** breathe, lungs, burn, coal, oil, fossil fuel, electricity, power plant, protect, gadgets	**Reading 1:** Meadow Rescue (fiction, American English) **Reading 2:** Air Pollution. What Can you Do? (factual, British English) **Reading strategies:** Make predictions before you read and while you're reading. / When you don't understand part of a text, read it again. Read the parts before and after it, too. **Value:** Help animals in danger
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Grammar	Speaking	Writing	Now I Know
Grammar 1: imperative verbs and *don't* + imperative verbs **Grammar 2:** *Do / Does … ? / Are / Is … -ing … ?* with time expressions **Videos:** Doctor Who: I'm the Doctor Parts 1–3	**Speaking strategy:** Speak towards the listener.	**Writing strategy:** Use different words for *very good*: *amazing, fantastic, great, awesome*.	**Projects:** Make a presentation about your neighborhood or city. Make a travel blog about a day in a city in another country.
Grammar 1: adverbs **Grammar 2:** *has / have to, don't / doesn't have to, Do / Does … have to?* **Videos:** Doctor Who: Green Eyes! Parts 1–3	**Speaking strategy:** Focus on the speaker.	**Writing strategy:** Use interesting words and phrases to describe an animal.	**Projects:** Perform a scene from a movie about time travelers and extinct animals. Make an interesting webpage for your museum.
Grammar 1: verb + *-ed*, *didn't* + verb **Grammar 2:** *Did … ? What / Where / Why / Who / How / When did … ?* **Videos:** Doctor Who: Get Out of the Campsite Parts 1–3	**Speaking strategy:** Speak clearly.	**Writing strategy:** Use time phrases *last winter*, *on the first day*, *the next day* to write about the past.	**Projects:** Do a class survey about vacations last year. Invent your own summer camp.
Grammar 1: Past Simple verbs **Grammar 2:** *Who / What / Where / Why / When … ?* **Videos:** Doctor Who: Once Upon a Time … Parts 1–3	**Speaking strategy:** Face the speaker.	**Writing strategy:** Give simple reasons for your opinions to make your writing stronger.	**Projects:** Write and perform a dialog. Research a myth and make a poster.
Grammar 1: comparative adjectives **Grammar 2:** superlative adjectives **Videos:** Doctor Who: Is It Dangerous? Parts 1–3	**Speaking strategy:** Offer suggestions.	**Writing strategy:** Use a structure when you write. Introduce the topic, give more information, and then write a conclusion.	**Projects:** Give a presentation about protecting habitats on Earth. Write an article about a problem with the environment.
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UNIT 8 **Why is space interesting?** Page 130 **Video:** Big World Kids: Space	**Key vocabulary 1:** Moon, bright, worried, cry, stick, owl, (be) in a hurry, frightened, bump, rude **Key vocabulary 2:** space station, rocket, scientist, float, laboratory, launch, orbit, telescope, planet, spacesuit	**Reading 1:** Blue Jay and the Moon (fiction, American English) **Reading 2:** Life on the International Space Station (factual, British English) **Reading strategies:** Identify things that have human qualities. / Use a KWL technique to help you understand a text. **Value:** Don't be rude
UNIT 9 **How are homes different?** Page 146 **Video:** Little Human Planet: Where Children Live	**Key vocabulary 1:** roof, balcony, attic, view, wood, stone, sweep, build, steep, flat (adj) **Key vocabulary 2:** narrow, wide, concrete, bricks, metal, plastic, move, stairs, elevator, basement	**Reading 1:** The Perfect Home (fiction, British English) **Reading 2:** Where We Live: Amsterdam (factual, American English) **Reading strategies:** Write a summary to help you remember what you read. / Compare the things or people in a text. **Value:** Think about the environment
UNIT 10 **How do we take care of our body?** Page 162 **Video:** All Over the Workplace: Doctors	**Key vocabulary 1:** stomach, back, neck, shoulder, fever, bandage, take medicine, rest, pale, sick **Key vocabulary 2:** muscle, skin, brain, heart, cold, cough, sneeze, vaccination, spread, save your life	**Reading 1:** Doctor Martina (fiction, American English) **Reading 2:** Say NO to Germs (factual, British English) **Reading strategies:** When you read, imagine how the characters in the story feel. / Use information in the text to help you understand unknown words. **Value:** Learn first aid
UNIT 11 **Why is Antarctica special?** Page 178 **Video:** Frozen Planet: Antarctica	**Key vocabulary 1:** South Pole, penguin, expedition, temperature, degrees, ice, continent, freezing, crack, deep **Key vocabulary 2:** fur, octopus, hunt, krill, feather, layer, migrate, poisonous, wing, waterproof	**Reading 1:** An Extraordinary Expedition (fiction, British English) **Reading 2:** Adapting to Antarctica (factual, American English) **Reading strategies:** Check your understanding as you read. / Use charts to help you organize information. **Value:** Learn about new places
UNIT 12 **Why do we have festivals?** Page 194 **Video:** All Over the Place: Japanese Nebuta Festivals	**Key vocabulary 1:** lantern, parade, emperor, stilt walker, annoying, hang, crowded, costume, furry, fireworks **Key vocabulary 2:** eel, cathedral, bell, get married, water fight, spray, have a day off, grown-up, sticky, coconut	**Reading 1:** The Lantern Festival (fiction, American English) **Reading 2:** Spring Festivals Round the World (factual, British English) **Reading strategies:** Retell a story in your own words. / Compare the information in a text with your own life and culture. **Value:** Have fun but take care

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Grammar	Speaking	Writing	Now I Know
Grammar 1: adjectives with prepositions **Grammar 2:** *more / the most* + adjective **Videos:** Doctor Who: Lost in Vienna Parts 1–3	**Speaking strategy:** Show agreement.	**Writing strategy:** Use the *... -est/the most* to get your reader's attention.	**Projects:** Find out about entertainment in the past. Make a poster about a famous musician from your country.
Grammar 1: *-ing* and *-ed* adjectives **Grammar 2:** *How often do/does ... ?* and time expressions **Videos:** Doctor Who: The Quest Parts 1–3	**Speaking strategy:** Shake your head to show disagreement.	**Writing strategy:** Ask questions in an email to show that you're interested.	**Projects:** Research a famous astronaut. Do a presentation on the Moon.
Grammar 1: *Would ... like to ... ?* *Would / wouldn't like to ...* **Grammar 2:** ordinal numbers 1–30 **Videos:** Doctor Who: Basement Escape Parts 1–3	**Speaking strategy:** Respect the opinions of others.	**Writing strategy:** Use *too* and *also* to connect ideas in your writing.	**Projects:** Role-play a dialog about your perfect home. Make a poster about a home in another country.
Grammar 1: *What's the matter? What's wrong?* *I'm ... . / I have ... . /* *My ... hurts.* **Grammar 2:** *should / shouldn't* *Should ... ?* **Videos:** Doctor Who: The Green Spots Parts 1–3	**Speaking strategy:** Show respect by making suggestions politely.	**Writing strategy:** When you write a letter or an email, begin with *Dear* and the name of the person that you are writing to. End with *Best wishes* and your name.	**Projects:** Give a presentation about health. Make a poster about a disease.
Grammar 1: *Are / Is there ... ?* *There is / There are ... .* with countable and uncountable nouns **Grammar 2:** order of adjectives **Videos:** Doctor Who: The Coldest Place on Earth Parts 1–3	**Speaking strategy:** Check the listener has understood.	**Writing strategy:** Use extreme descriptions to make your writing stronger.	**Projects:** Interview a scientist who works in Antarctica. Research an extreme habitat.
Grammar 1: *will / won't* **Grammar 2:** *Who / What / Where / When / How will ... ?* **Videos:** Doctor Who: Flying Fireworks Parts 1–3	**Speaking strategy:** Ask questions to get other people talking.	**Writing strategy:** Use time phrases, e.g. *next weekend, in the summer, this year*, *next week* to write about the future.	**Projects:** Find out about a festival costume. Invent your own festival.

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Course pedagogy

21st century skills

Today's learners require materials that will help them develop the skills they need to survive and succeed in a rapidly changing world. They need to be challenged and inspired by their learning, and to learn how to work with their peers using the modern technologies they are familiar with and enjoy. *Now I Know!* helps develop not just English language skills, but all those skills modern learners need to become fully rounded citizens of the global community. The key skills focused on in *Now I Know!* are collaboration, communication, creativity, and critical thinking.

21st century skills are embedded throughout *Now I Know!* You will find clearly signposted sections in the teaching notes to show you how to best enhance 21st century skills on a regular basis.

Collaboration: Projects at the end of the unit can be done collaboratively by a group of students. Additionally, teaching notes suggest extra activities that also lend themselves to group work.

Communication: There are pair work and group work activities integrated into core lessons, signposted with a speech bubble icon. Some of them aim to activate prior knowledge, some to practice key language, and others encourage students to express their views on new and potentially difficult topics. This may initially be a challenge, especially in the lower levels, but it's a good idea to persist so that students get used to expressing themselves in English, even when faced with a new context. Many of the extension activities suggested in the teaching notes also focus on communication.

Creativity: There are numerous activities throughout the course where students have a chance to apply their creativity by solving problems and answering questions, or by working on projects and extension activities.

Critical thinking: Activities that particularly focus on problem-solving or reasoning skills are marked with a light bulb icon (💡) in the Student Book. These usually contain more open-ended questions to help develop analytical skills, for example, "What do you want to be?," and, more importantly, "Why?," rather than "Do you want to be a doctor?." At the beginning, these open questions may need to be supported with simpler, yes/no questions, but increasingly, students will become comfortable expressing themselves in English. Therefore, even if students cannot answer fully in English at the beginning, any attempts should be praised.

Values: Every unit of *Now I Know!* contains a story that teaches students a value and helps with their social and emotional development. The teaching notes contain suggestions for activities that focus on the value and can extend work on the reading text.

Inquiry-based learning and Big Questions

Inquiry-based learning poses questions that tap into students' natural curiosity, encouraging them to learn what they are really interested in. It nurtures collaboration, creativity, and independent learning.

Now I Know! uses elements of inquiry-based learning methodology by introducing Big Questions that open each unit. In the first two levels, these are simpler and often less open, in order to allow students to become more comfortable with the language. From Level 3, they are always broad and encourage students to explore further the facts and concepts that are introduced in the units.

Big Questions work well as a tool to grow discussion and develop students' ideas. At the start of the unit, students are asked to think about what they already know about the topic, and to record their ideas in the Workbook. At the end of the unit, students are encouraged to reflect on what they have learned, using both their own ideas and what they have learned from the book. Each stage of the unit where students focus on the Big Question is marked with a question mark icon (❓), making it easier for students to go back and remember all the possible answers. There are no correct or incorrect answers to the question; it's about the process of learning and discovery, and coming up with ideas.

Assessment for Learning

There are two main types of assessment: summative and formative (Assessment for Learning). Summative assessment is administered at the end of the teaching period to assess the progress students have made. Assessment for Learning, on the other hand, is looking for ways to understand how students are doing during the teaching period, and to use this information to help them improve, as well as inform teachers on ways to aid improvement. When Assessment for Learning strategies are integrated into the lesson, students take an active role in their own learning and seek out the help they need to meet their goals.

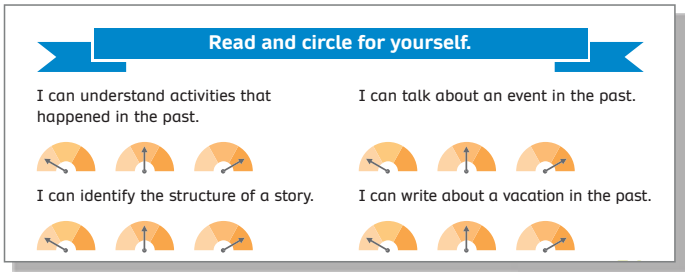
Assessment for Learning can include a variety of activities, for example, classroom discussions, peer or group work, and homework. The important thing to remember about formative assessment is that the method of assessment is not what makes it useful, but the way in which the results are used. Formative assessment is most successful when the results are analyzed to determine the current state of student understanding and then folded into the classroom experience, enabling teachers to take specific actions to improve deficiencies or correct misunderstandings.

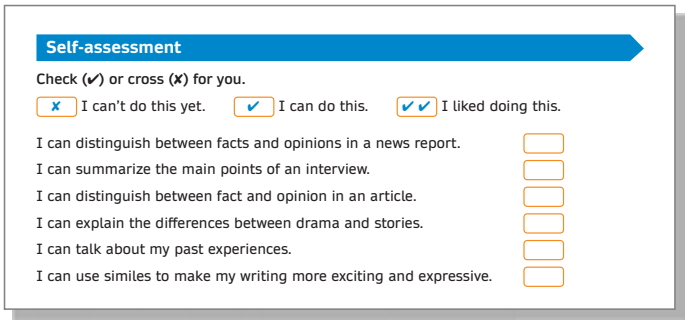
Now I Know! uses the following Assessment for Learning techniques in the units:

Setting aims and self-assessing

Every unit sets two types of goals that students are encouraged to reflect upon in the *Now I Know!* section. In terms of language, goals are formulated as GSE objectives for the four skills. The unit title is always phrased as a question, which encourages students to think of and look for answers throughout the lessons, and focuses on content rather than language.

Sharing clear targets with the class is a key aspect of formative assessment, and part of the teaching notes for every lesson. Discussing objectives at the start of the class helps students focus. Reviewing these objectives at the end helps develop self-awareness of the progress they are making, and what they need to do to improve.





Setting criteria for success

Success criteria is a set of features that the teacher wants students to include in their work. Understanding their aims helps students produce work of the correct standard and see clearly what they need to work on. The language of success criteria needs to be clear and simple. If students know that they need to use three new words, a new structure, write three paragraphs, and check the punctuation, for example, they will find it easier to complete their homework before handing it in.

Make sure students really understand what is expected of them, and then check that they have tried to meet the success criteria.

Peer learning

Working together in pairs or groups, students can learn from each other. They learn the language, share knowledge, learn how to collaborate with a team, and how to be attentive and objective. Their learning covers knowledge and language skills, as well as social skills.

Peer assessment

Now I Know! encourages teachers to go a step further and to apply peer assessment. This strategy encourages students to provide feedback to their friends using the success criteria outlined by teachers. When a group of students presents work to the class, encourage others to think if it meets the success criteria. This technique can also be applied to written work, or any homework. Make sure students know exactly what they are looking for, and that this is done in a friendly way and seen as a way of helping each other to learn.

Independent learning

This strategy is based on a number of reflective questions that promote autonomous, more independent learning. Students need to be aware of their aims and be convinced that they truly have an influence on what and how they learn. They need to know that the teacher appreciates their involvement and effort. Gradually, students take more responsibility for the progress they make and the pace of their learning.

Differentiation

There are students of different levels of ability and skill in every class. In order to help all of them progress as much as they can and succeed in their learning, teaching notes include suggestions on how to differentiate lessons. In each lesson, the core activity is accompanied by ideas for struggling learners and those who need extra challenges. These are clearly signposted in the Teacher's Book. Additionally, you will find some of the extra activities marked as suitable for high-achieving students. You can choose to do just one or two of these differentiated tasks with the whole class, or you can set up the students so that different groups work on different activities in parallel.

Projects that end each unit are also designed to provide differentiation. There is always a choice of two projects appealing to different skills, so you can decide which students will benefit from which project. For example, one may require writing and the other drawing, or presenting to the class. They will both cover the same material, but appeal to different learners.

Learning strategies

Learning strategies are techniques for understanding, remembering, and using information and skills. They are particularly important to students trying to master language and content simultaneously, and help accelerate learning.

Learning strategy instruction can help students by

- Showing them techniques for "how to learn"
- Developing their independence
- Developing their awareness of the learning processes.

Now I Know! provides students with strategies for all four skills. Many of the strategies reappear throughout the levels, with increasing levels of complexity.

Reading strategies are included from the moment students start reading texts. Initially, the same strategy is covered twice in one unit, so that students have more practice. From Level 3, there is a different reading strategy for every text.

Reading strategy

Look for words you know to help you understand.

Speaking strategies are also included from the very beginning. Initially, they focus on body language, respecting others, and non-verbal communication. In higher levels, they progress to the language students use.

Speaking strategy

Focus on the speaker.

Writing strategies are introduced as soon as students can write, and are developed in the writing section of each Student Book and Workbook unit.

Writing strategy

Use numbers, names, and facts to give detailed information.
from 1936 until 1939

Listening strategies are introduced from Level 4.

Listening strategy

Listen for key questions to help you find the answers.

Reading and Writing

Now I Know! offers two entry levels that follow the same syllabus. Level 1 "I can read" is aimed at students who have already learned to read and write before starting school. Level 1 "Learning to read" assumes students have not yet been exposed to reading and writing. In the first half of the book, they do not need to work with text. In the second half, they are gradually introduced to increasingly longer reading and writing tasks in order to transition to Level 2 comfortably. From Level 2, all students use the same coursebooks.

International English

Now I Know! provides students with exposure to both British and American English, preparing them to understand English spoken around the world. The texts, audio, and video clips expose students to a variety of accents and pronunciation, as well as variations in grammar and vocabulary between British and American English.

Reading text and audio

In Levels 1 and 2, 75% of the reading texts are in American English. In Levels 3–6, 50% of the texts are in British English, and 50% are in American English. The recordings for these are in the same variety as the written text. With stronger students, teachers may want to focus more on exploring these differences.

Videos

All the video clips in the course come from the BBC, and therefore are in British English. As the levels go up, students will be exposed to an increasing variety of accents. Throughout the course, key differences between the language used in the clip and elsewhere in the unit are highlighted in "International English" boxes.

International English

International English boxes allow students to focus on the key differences between British and American English. You may want to point out the differences and stress that both are correct, or to practice them more with a stronger group.

British	American
rubber	eraser
tidy up	clean up

GSE

The Global Scale of English (GSE) is a standardized, granular scale that measures English language proficiency. Using the Global Scale of English, students, teachers, and parents can now answer three questions accurately: Exactly how good is my English? What progress have I made toward my learning goal? What do I need to do next if I want to improve?

The Global Scale of English identifies what a learner can do at each point on a scale from 10 to 90, across all four skills (listening, reading, speaking, and writing), as well as the enabling skills of grammar and vocabulary. This allows learners and teachers to understand a learner's exact level of proficiency, what progress they have made, and what they need to learn next.

The table on the back cover of the coursebook shows the range of objectives that are covered within the content. Knowing this range helps you select materials with the correct level of support and challenge for your students to help them progress. It does not mean that students need to have mastered all of the objectives below the range before starting the course, or that they will all be at the top of the range by the end.

COURSE LEVEL	GSE	CEFR
1	19–29	Pre A1/A1
2	27–34	A1/A2
3	33–39	A2/A2+
4	38–46	A2+/B1
5	43–54	B1/B1+
6	51–58	B1+

In every unit opener of *Now I Know!*, you get an overview of key objectives for the unit, phrased as GSE objectives, for listening, reading, speaking, and writing. The same unit objectives are then used in the self-assessment activity at the end of the unit. The language of these objectives has been adjusted so that they can be clearly understood by students. The full list of all GSE objectives, for each lesson and in the original wording, can be found in the Objectives box at the top of every lesson in the Teacher's Book.

Thanks to GSE mapping, each level of *Now I Know!* can be supplemented and extended with additional materials at the level of students, for example reading or science programs.

For more information about how using the GSE can support your planning and teaching, your assessment of young learners, and selecting or creating additional materials to supplement your core program, please go to www.english.com/gse.

Exam preparation

The table below shows the correlation between the language level of each part of the *Now I Know!* series and the requirements for Pearson Test of English and Cambridge English.

COURSE LEVEL	PTE YL	Cambridge English	English Benchmark
1	First words	A1 Starters	Level 1
2	Springboard	A1 Starters	Level 2
3	Quickmarch	A1 Movers	Level 3
4	Breakthrough	A2 Flyers	Level 4
5		Key	Level 5
6		Preliminary	Level 6

COURSE LEVEL	Bug Club	Wordsmith
1	Lilac, Pink, Red	
2	Yellow, Blue, Green	Wordsmith 1
3	Orange, Turquoise, Purple	Wordsmith 2
4	Gold, Brown	Wordsmith 3
5	Silver/Grey	Wordsmith 4
6	Red	Wordsmith 5

Now I Know! provides a lot of opportunities for students to get acquainted with the formats of the Pearson Test of English for Young Learners and Cambridge English Young Learner tests. There are exam-style activities in Workbooks, Grammar Books, and in the Tests. These activities are marked with an exam icon ( ).

English Benchmark

English Benchmark is the engaging test for young learners, delivered entirely on a tablet. Developed by experts, English Benchmark uses sophisticated artificial intelligence to automatically score students' abilities in listening, reading, speaking, and writing. After administering the test, teachers get a report for each student and their whole class detailing where students did well and recommendations for where they can improve. The recommendations provide references to activities in *Now I Know!* that can help students develop further. Teachers can also generate reports for parents containing similar, but simplified, information. The linking is done by identifying where GSE Learning objectives that have been selected as supporting the recommendations can be found within the course.

To find out more about English Benchmark, please go to www.pearson.com.

Now I Know! videos

There are two types of videos in *Now I Know!*, both produced by the BBC.

Unit opener videos

The purpose of these videos is to spark students' imagination and interest in the unit topic and the question posed in the unit opener. In the lower levels, the videos are a mix of cartoon and real-world clips, and the language is kept simpler so that they are more accessible. From Level 3, students are exposed to authentic BBC clips, taken from renowned educational television programs produced for children by CBBC.

Across all levels, the CLIL videos provide exposure to high-level language. Students will hear words and structures they do not know, and will listen to speakers with different accents. This will improve students' receptive fluency, as well as their overall confidence, as they become accustomed to handling and interpreting a wider range of authentic content in English. It will also allow them to develop compensation strategies and focus on getting the gist of the speech.

Story videos

Story videos appear on Grammar pages and focus more on the specific language covered by the unit. These videos follow the adventures of various characters and are divided into three parts per unit.

Levels 1 and 2

Tommy Zoom story videos are a BBC-produced cartoon following the adventures of Tommy, Suzie, and their friend Cranky, who is an alien. Tommy and Suzie introduce Cranky to their everyday life, school, and friends and find out about his world, which is very different. There are three parts of the story in each unit: one animated, and the other two a slideshow.

Levels 3 and 4

Doctor Who story videos are a BBC-produced cartoon version of the adventures of the famous doctor who travels through time to save the world. In Levels 3 and 4, Doctor Who and his friend Kim are fighting off the Smogator, who is trying to pollute the world. They are helped by a boy named Jack. There are three parts of the story in each unit: one animated, and the other two a slideshow.

Levels 5 and 6

School Rules story videos are a BBC-produced cartoon about the everyday life of a group of school friends, described by the main character, Emily, in her diary. There are two parts of the story in each unit: one animated, and one a slideshow.

All the videos are available on the Pearson English Portal, for use online or offline. They are also available on a USB stick as part of the Presentation Tool.

Now I Know! component walkthrough

For the student

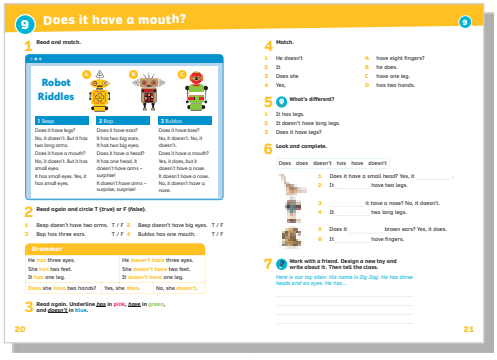
Student Book

- Available in two versions: with and without online practice
- 12 units with teaching material designed for at least 8 hours of English a week
- Video clips (topic and story clips) with every unit
- Units organized around Big Questions
- A factual and a fiction text in every unit

Workbook with App

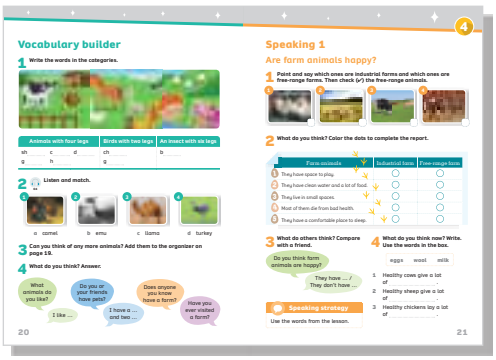
- Additional vocabulary, grammar, reading, and writing practice to reinforce the material in the Student Book
- Vocabulary challenge sections providing students with stretch options
- Word study sections providing focus on word building and collocations
- Activities can be used in class or as homework

Grammar Books



- Covers all grammar points of the Student Book
- Allows students to brush up on their grammar

Speaking and Vocabulary Books



- Practice and extension of the Student Book vocabulary
- Extra speaking tasks focusing on the unit questions
- Extra work on speaking strategies

Pearson English Portal

Student Online Resources

- Accessed with a code provided in the Student Book with online practice
- Extra digital activities for every lesson
- Videos
- Workbook audio
- Online homework activities

For the teacher

Teacher's Book with Online Resources

- Unit-by-unit teaching notes
- Unit and lesson objectives defined by GSE descriptors
- Reduced Student Book pages with answers
- Audio scripts for the Student Book and Workbook
- Answer key for the Workbook
- Access code to the Pearson English Portal, containing all Student Book videos, answer keys for the Grammar Book and Speaking and Vocabulary Book, audio scripts for the Speaking and Vocabulary Book, Presentation Tool, online practice, and other digital resources

Pearson English Portal

Presentation Tool

- Contains step-by-step lessons following the same learning path as the Teacher's edition, and is available online, and to download (unit by unit)
- All videos with subtitles that can be turned on and off
- Class audio material embedded

Teacher's Resources

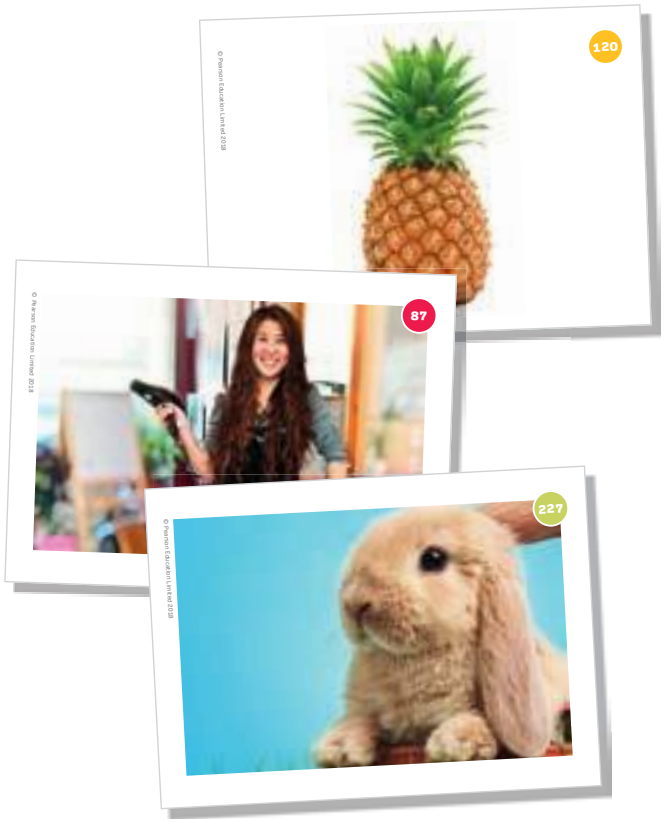
- Assignable activities with automatic scoring
- Gradebook with reports
- Assessment package
- Additional resources
- Access to Student area

Assessment

- Comprehensive suite of printable assessment materials including a diagnostic test, unit tests, skills tests, and a final test
- ExamView® Test Generator that allows teachers to create and customize a test, edit and delete questions from a question bank, and print tests
- Preparation for PTE Young Learners as well as Cambridge English Young Learners tests
- All tests can be accessed on Pearson English Portal to download and print
- The audio material is available on the Pearson English Portal

Picture Cards

- Key vocabulary for every unit
- Available for Levels 1–3



How to get the best from *Now I Know!*

Now I Know! has been developed to make it easy and rewarding to integrate digital tools into your teaching. Here are a few possible ways to access the comprehensive set of *Now I Know!* materials.

Basic

This is the classic print option with the addition of the Presentation Tool, available to teachers for offline use. The Presentation Tool allows teachers to display Student Book activities on an Interactive Whiteboard or using a projector, as well as play audio and video clips.

FOR THE TEACHER

- Student Book
- Workbook
- Teacher's Book + access code to Pearson English Portal (code gives access to: Presentation Tool and digital resources available online and for downloading)
- Presentation Tool (USB)
- Audio CDs
- Assessment
- Grammar Book
- Speaking and Vocabulary Book
- Picture Cards

FOR THE STUDENT

- Student Book
- Workbook
- Speaking and Vocabulary Book
- Grammar Book

Standard

This is the blended option for classrooms where internet may or may not be reliable, but students and teachers have easy access to online materials, possibly outside of school.

FOR THE TEACHER

- Student Book
- Workbook
- Teacher's Book + access code to Pearson English Portal (code gives access to: Presentation Tool and digital resources, available online and for downloading, gradebook, assignable homework, as well as Student online access)
- Audio CDs
- Assessment
- Grammar Book
- Speaking and Vocabulary Book
- Picture Cards

FOR THE STUDENT

- Student Book + access code to Pearson English Portal (code gives access to: Student Online Practice, including homework, extra activities, audio, and video)
- Workbook
- Speaking and Vocabulary Book
- Grammar Book

Premium

This is the option for schools with reliable internet, where both teachers and students can enjoy the fully digital solution, and parents can follow their children's work.

FOR THE TEACHER

- Student Book or eBook
- Workbook
- Teacher's Book + access code to Pearson English Portal (code gives access to: Presentation Tool and digital resources available online and for downloading, gradebook, assignable homework, as well as Student online access)
- Audio CDs
- Assessment
- Grammar Book
- Speaking and Vocabulary Book
- Picture Cards
- Assignable stretch and remediation activities
- English Benchmark test
- Professional development

FOR THE STUDENT

- Student Book or eBook + access code to Pearson English Portal (code gives access to: Student Online Practice including homework, extra activities, audio, and video)
- Workbook
- Speaking and Vocabulary Book
- Grammar Book

FOR THE PARENT

- Parent app

Unit walkthrough

Unit title phrased as a Big Question sparks students' curiosity and builds engagement with the topic. Students come up with answers throughout the unit, and reflect on what they have learned on the "Now I Know" page at the end.

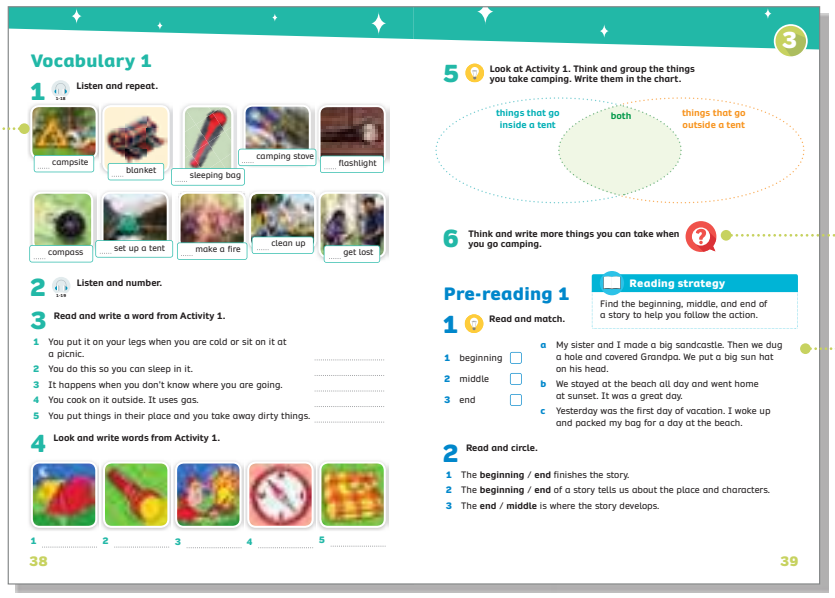
Unit objectives phrased as simplified *GSE* descriptors appear at the beginning and at the end of the unit, helping students see what they have learned.

Opening activities help students review language and information they already know.

BBC clip enhances engagement and understanding of the unit topic.

International English box highlights differences between British English and American English.

Vocabulary 1 prepares students for the first Reading text.



Red question mark icon signposts points at which students reflect on answers to the Big Question. This helps students sum up their findings at the end of the unit.

Pre-reading section allows students to practice the reading strategy and engage with the text.

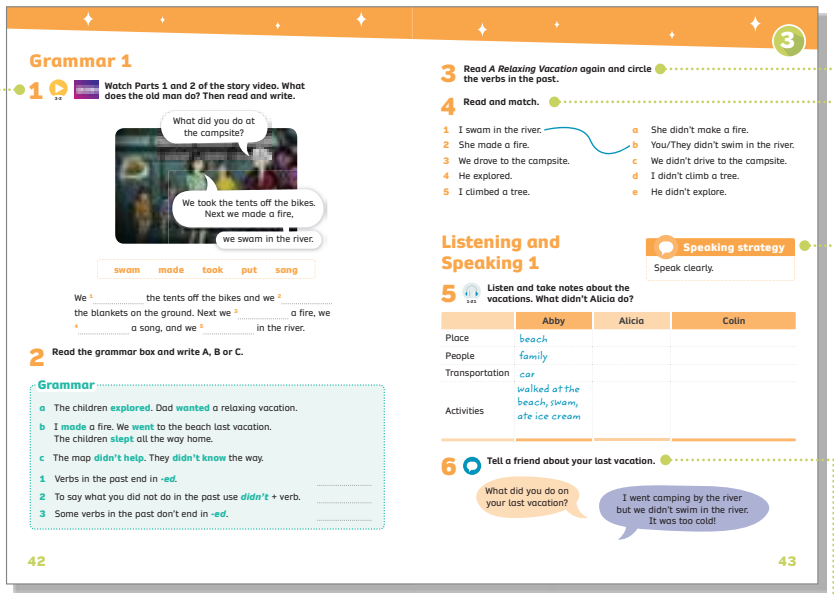
All reading texts are recorded. In Levels 1 and 2, 25% of the texts are written and recorded in British English, and 75% in American English. From Level 3, it's 50% of each. This allows students to get comfortable with both varieties of English.

Reading texts also provide context for the grammar points covered in the next lesson.

Every reading lesson provides opportunities for practicing speaking skills in pairs and in groups.

One text per unit is fictional. It introduces a **value**, which helps students develop socially and emotionally. Here, the value is "Experience new things as a family." Extra work on the value can be found in the teaching notes.

BBC story videos are used to highlight key language points in an engaging context. The characters of the stories recur throughout two levels, helping students bond with the course.



Students go back to the text to find the new language points in a familiar context.

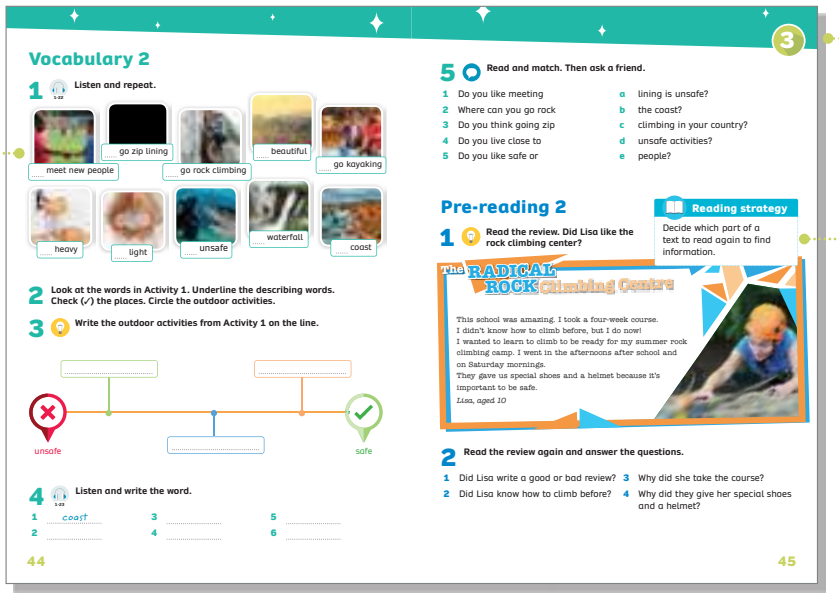
Clear grammar practice helps students build confidence with the language.

A speaking strategy in every unit helps students not only to become confident speakers, but also to focus on the non-verbal aspects of communication.

New language is used in spoken production. These are controlled activities allowing students to feel confident with new language.

Vocabulary 2 prepares students for the second reading text.

From Level 4, vocabulary lessons follow the reading texts, which allows students to apply techniques for understanding new words from the context.



Vocabulary 2

1 Listen and repeat.

meet new people · go zip lining · go rock climbing · beautiful · go kayaking · heavy · light · unsafe · waterfall · coast

2 Look at the words in Activity 1. Underline the describing words. Check (✓) the places. Circle the outdoor activities.

3 Write the outdoor activities from Activity 1 on the line.

unsafe · safe

4 Listen and write the word.

1 coast 2 ..... 3 ..... 4 ..... 5 ..... 6 .....

5 Read and match. Then ask a friend.

1 Do you like meeting	a lining is unsafe?
2 Where can you go rock	b the coast?
3 Do you think going zip	c climbing in your country?
4 Do you live close to	d unsafe activities?
5 Do you like safe or	e people?

Pre-reading 2

1 Read the review. Did Lisa like the rock climbing center?

Reading strategy: Decide which part of a text to read again to find information.

The RADICAL ROCK Climbing Center

This school was amazing. I took a four-week course. I didn't know how to climb before, but I do now! I wanted to learn to climb to be ready for my summer rock climbing camp. I went in the afternoons after school and on Saturday mornings. They gave us special shoes and a helmet because it's important to be safe.

Lisa, aged 10

2 Read the review again and answer the questions.

1 Did Lisa write a good or bad review?
2 Did Lisa know how to climb before?
3 Why did she take the course?
4 Why did they give her special shoes and a helmet?

44 45

Teachers who want to further consolidate and expand the vocabulary related to the unit topic can use the ***Now I Know!*** **Speaking and Vocabulary Books**.

In Levels 1 and 2, students focus on the same reading strategy for both texts in the unit so they can develop their reading skills. In higher levels, each text has its own strategy.

The factual text allows students to gain non-ELT knowledge.

Key vocabulary from the previous lesson appears in bold, allowing teachers and students to review it.

Reading 2

3 Read *Summer Camp Reviews*. Which camp was bad?

Reading strategy: Decide which part of a text to read again to find information.

SUMMER CAMP Reviews

Did you go to summer camp last year? Where did you go? What did you do? Who did you meet? Did you have fun?

TELL US ALL ABOUT IT ...!

life jacket · scenery · certificate · tutor

1 I went to sports camp on the **coast**. I loved it! We **went rock climbing** and **zip lining**. We swam and we **went kayaking** near a **waterfall**. It wasn't **unsafe** because we had life jackets. ★★★★★ *Paul Smith*

2 We went to performing arts camp. We learned a play and we made all the scenery. It was **beautiful**! Then our parents came to watch the play. Performing in front of all those people was scary but it was lots of fun. ★★★★ *Leo and Sandy Black*

3 I really enjoyed technology camp last month. I **met lots of great people**. They all loved computers and science, just like me! I learned new things and I even made a computer game. The tutors were friendly and the food was good. ★★★★★ *Maria Tuccio*

4 I went to Maths camp last summer but I didn't do any Maths at all! I painted a house and tidied up a garden. The weather was terrible and the tutors were mean. I **met new people** but they were miserable too. ★ *Susie Wallace*

4 Read the text again and number in order.

technology ☐ sports 1 maths ☐ performing arts ☐

5 Answer the questions with a friend.

1 Did Paul go to sports camp?
2 Did Paul play volleyball?
3 Did Leo and Sandy learn a play?
4 Did Mario like technology camp?
5 Did Marta meet new people?

6 Answer the questions.

1 What was the problem at math camp?
2 Who did Sandy go to camp with?
3 Where was the sports camp?
4 When was technology camp?
5 How many sports did Paul do?

7 Which kind of camp do you like? Why do children go to summer camp?

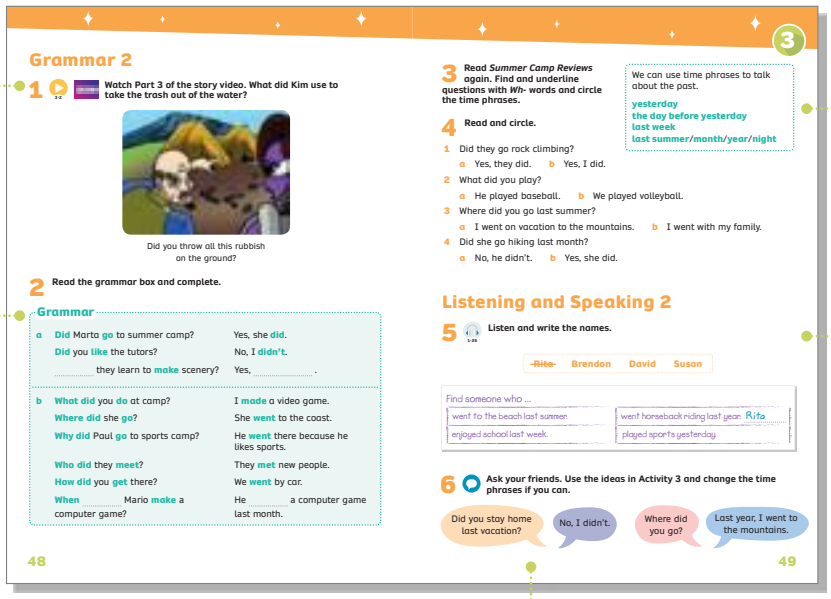
46 47

All texts include a number of new passive vocabulary items, which can further extend the lesson if there is time. Suggestions for exploiting them are included in the teaching notes.

The reading strategy practiced in the Pre-reading section can now be applied to the whole text.

BBC story videos used to highlight key language points come in three parts per unit. The three parts tell one episode of the story.

As they progress through the levels, students are increasingly encouraged to complete the grammar boxes themselves, which develops a deeper understanding of the language points.



Grammar 2

1 Watch Part 3 of the story video. What did Kim use to take the trash out of the water?

Did you throw all this rubbish on the ground?

2 Read the grammar box and complete.

Grammar

a
- **Did** Marta **go** to summer camp? — Yes, she **did**.
- **Did** you **like** the tutors? — No, I **didn't**.
- _____ they learn to **make** scenery? — Yes, _____ .

b
- **What did** you **do** at camp? — I **made** a video game.
- **Where did** she **go**? — She **went** to the coast.
- **Why did** Paul **go** to sports camp? — He **went** there because he likes sports.
- **Who did** they **meet**? — They **met** new people.
- **How did** you **get** there? — We **went** by car.
- **When** _____ Mario **make** a computer game? — He _____ a computer game last month.

3 Read *Summer Camp Reviews* again. Find and underline questions with *Wh-* words and circle the time phrases.

We can use time phrases to talk about the past.
yesterday
the day before yesterday
last week
last summer/month/year/night

4 Read and circle.

1 Did they go rock climbing?
a Yes, they did. b Yes, I did.
2 What did you play?
a He played baseball. b We played volleyball.
3 Where did you go last summer?
a I went on vacation to the mountains. b I went with my family.
4 Did she go hiking last month?
a No, he didn't. b Yes, she did.

Listening and Speaking 2

5 Listen and write the names.

~~Rita~~ Brendon David Susan

Find someone who ...
- went to the beach last summer — went horseback riding last year: Rita
- enjoyed school last week. — played sports yesterday

6 Ask your friends. Use the ideas in Activity 3 and change the time phrases if you can.

Did you stay home last vacation? — No, I didn't.
Where did you go? — Last year, I went to the mountains.

48 49

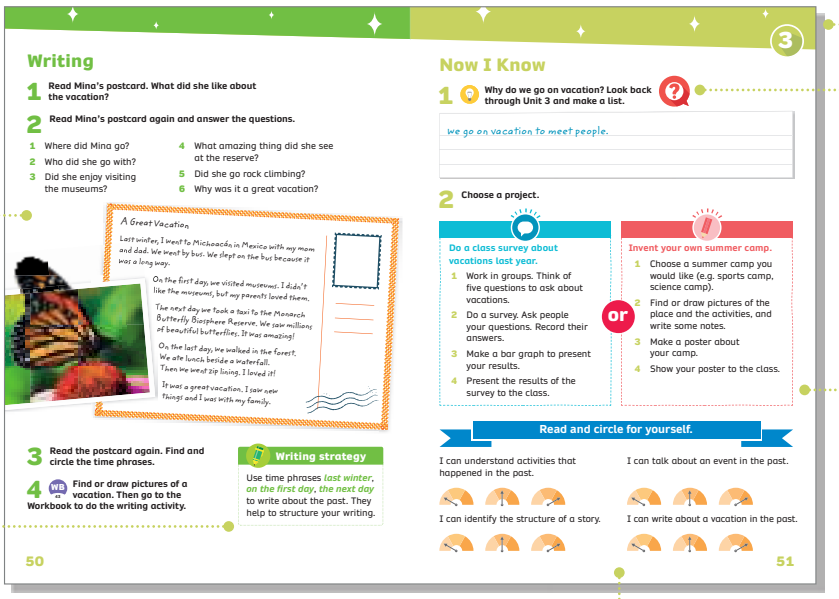
From Level 4, the course also introduces listening strategies.

More practice of the new language points can be found in the ***Now I Know!*** **Grammar Books**.

More practice of the speaking strategies and more opportunities for discussions can be found in the ***Now I Know!*** **Speaking and Vocabulary Books**.

The writing page takes students from reading an example text to writing their own, in small steps outlined in the Workbook.

The writing strategy helps students focus on a particular aspect of writing in each unit, allowing for a high degree of personalization and creativity.



Writing

1 Read Mina's postcard. What did she like about the vacation?

2 Read Mina's postcard again and answer the questions.

1 Where did Mina go?
2 Who did she go with?
3 Did she enjoy visiting the museums?
4 What amazing thing did she see at the reserve?
5 Did she go rock climbing?
6 Why was it a great vacation?

A Great Vacation

Last winter, I went to Michoacán in Mexico with my mom and dad. We went by bus. We slept on the bus because it was a long way.

On the first day, we visited museums. I didn't like the museums, but my parents loved them.

The next day we took a taxi to the Monarch Butterfly Biosphere Reserve. We saw millions of beautiful butterflies. It was amazing!

On the last day, we walked in the forest. We ate lunch beside a waterfall. Then we went zip lining. I loved it!

It was a great vacation. I saw new things and I was with my family.

3 Read the postcard again. Find and circle the time phrases.

4 WB Find or draw pictures of a vacation. Then go to the Workbook to do the writing activity.

Writing strategy
Use time phrases *last winter*, *on the first day*, *the next day* to write about the past. They help to structure your writing.

Now I Know

1 Why do we go on vacation? Look back through Unit 3 and make a list.

we go on vacation to meet people.

2 Choose a project.

Do a class survey about vacations last year.
1 Work in groups. Think of five questions to ask about vacations.
2 Do a survey. Ask people your questions. Record their answers.
3 Make a bar graph to present your results.
4 Present the results of the survey to the class.

or

Invent your own summer camp.
1 Choose a summer camp you would like (e.g. sports camp, science camp).
2 Find or draw pictures of the place and the activities, and write some notes.
3 Make a poster about your camp.
4 Show your poster to the class.

Read and circle for yourself.

I can understand activities that happened in the past.
I can talk about an event in the past.
I can identify the structure of a story.
I can write about a vacation in the past.

50 51

The final activity of the unit links to the GSE descriptors in the unit opener and helps students see what new language they have learned. The full list of GSE descriptors is available to teachers for better visibility of students' progress.

The "Now I Know" pages link back to the unit opener, helping students reflect on what they have learned.

As they do this exercise, students can look for the red question mark icons throughout the unit to remember what they have discovered about the topic.

A choice of two projects, aimed at different skills, helps with differentiated teaching. These can be done individually or collaboratively.

1 How do we find our way?

SKILLS

Listening: Can understand simple directions for how to get somewhere on foot, if spoken slowly and clearly and using a map.

Reading: Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts.

Speaking: Can give simple directions using a map.

Writing: Can write short, simple descriptive texts on familiar topics, if provided with key words and supported by pictures.

GRAMMAR

Grammar 1: Can use the imperative forms of a few common verbs.

Grammar 2: Can make statements about routines and habits using the Present Simple and simple time expressions.

VOCABULARY

Key vocabulary 1: below, above, beside, close to, square, downtown, building, map, sign, cross

Key vocabulary 2: recreation center, art gallery, bridge, harbor, museum, theater, up, down, along, around

Video vocabulary: symbol, information, to scale

Reading 1 vocabulary: lucky, giraffe, concert, store, make mistakes, stairs, smile, secret (adj), magazine, steal, grab, reach, shout, get away, return

Reading 2 vocabulary: Sydney Opera House, aquarium, dugong, ship, cruise, skyscraper, ice rink, fountain, lift, fort

Passive vocabulary: mistake, inside, visit, stay in shape, grab, traditional, fort

Revised vocabulary: bank, bus station, movie theater, shopping mall, across from, in front of, turn (v), right (adv), left (adv), park

Expressions: Excuse me. What's going on? Get out of my way!

PROJECTS

Make a presentation about your neighborhood or city

Make a travel blog about a day in a city in another country

VIDEOS

Big World Kids: Going to the Cinema (1-1)

Doctor Who: I'm the Doctor Parts 1–3 (1-2, 1-3, 1-4)

VALUE

Be resourceful

Unit opener

OBJECTIVES

Listening: Can understand simple directions for how to get somewhere on foot, if spoken slowly and clearly and using a map.

Speaking: Can talk about everyday activities using simple language.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 4–5
WB p. 4
WB key p. 210
Video 1-1
Video script p. 237
Pearson English Platform

Big Question

- Ask students what a map is and what it's used for to check what words they already know. Ask *Do you or your family use a map?*
- Read the Big Question *How do we find our way?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about maps and how we use them.

SB Act. 1 p. 5

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

SB Act. 2 p. 5

COMMUNICATION

Discuss the places with a friend.

- Put students into pairs to discuss the questions.
- Ask different pairs to report their conversations.

Differentiation

Struggling learners: Before the pairwork, read each place in the word box and ask *What can you do there? Do you go to this place? How often? Every day? On Saturdays?*

Stretch: Students choose one place in their town and write answers to the discussion questions in Activity 2.

WB Act. 1 p. 4

What do you know about maps? Write two ways maps can help you.

- Ask students to think of the Big Question and write two ways maps can help them.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 2 p. 4

Circle the places in your town. Then think about and write one thing you learn in this unit.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 5

1-1

Watch the video and match. What are the places on the map?

- Ask students to read the instructions and look at the items. Ask students where they think the places will be.
- Play the video and check the answers.

Extra activity

CREATIVITY

In small groups, students draw a map of their town with the places they've learned on it.

WB Act. 3 p. 4

1-1

Watch the video. Then number the places on the map.

WB Act. 4 p. 4

1-1

Read and match. Watch the video again and check.

Stretch activity

COLLABORATION

Students work in pairs to make a list of other places they could add to a map.

Objective review

Ask students what they've learned about maps and how we use them. Praise their effort.

1 Vocabulary 1 • Pre-Reading 1

OBJECTIVES

Listening: Can recognize simple phrases related to familiar topics in slow, clear speech.

Reading: Can identify the overall theme of a simple illustrated story, if guided by questions or prompts.

SB vocabulary: below, above, beside, close to, square, downtown, building, map, sign, cross

WB vocabulary: block, outskirts, suburbs, precincts

MATERIALS

SB pp. 6–7
WB pp. 5–6
WB key p. 210
SB audio tracks 1-02 and 1-03
Picture cards 1–10
Optional: Two plastic fly swatters or rolled-up newspapers
Pearson English Platform

Warm-up

Review the places from the previous lesson. Write the words on the board and ask students what they do in each one. Ask students if they know words for other places in a town or city.

Lesson objective

Explain the lesson objective: To talk about more places in a town or city and say where they are.

SB Act. 1 p. 6

1-02

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-02 twice, pausing after each word. Students point at the pictures and repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 6

1-03

Listen and number.

- Play track 1-03 twice, pausing after each word. Students number the pictures.

Extra activity

COMMUNICATION

Put students into pairs. Student A says a number, e.g., *one.* Student B says what's in the picture, e.g., *above*.

Picture card activity

- Put the picture cards on the board so students can reach. Make two teams. Ask them to line up at the front. Give the first student in each team a rolled-up newspaper or plastic fly swatter.
- Explain that you'll say a word and they have to "swat" the correct card on the board. Then they pass the fly swatter to the next student and sit down. Alternatively, students can circle the cards with board pens.

SB Act. 3 p. 6

Look at the words in Activity 1 and sort.

- Students work in pairs to complete the activity.
- Encourage students to think of other items they could add to each column of the chart.

SB Act. 4 p. 6

Read and circle.

- Students complete the activity individually. Ask them to make sentences with the words they didn't circle.

Extra activity

CRITICAL THINKING

Ask students to think about the signs they see in towns or cities. Ask *Where do you usually see signs? What do different signs tell us?*

WB Act. 1 p. 5

Look and circle.

WB Act. 2 p. 5

Read and match.

WB Act. 3 p. 5

Complete the sentences. Use the words from Activities 1 and 2.

SB Act. 5 p. 7

Choose a city. Think of three buildings. Where are they?

- Ask a student to read the example aloud.
- In pairs, students read their sentences to each other.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Differentiation

Struggling learners: Write sentences on the board about places in students' hometown for them to complete, e.g., *The library downtown is … square*.

Stretch: Students add some extra information about each building, e.g., *The library is very old*.

1

Vocabulary 1

1 Listen and repeat. 1-02

2 Listen and number. 1-03

3 Look at the words in Activity 1 and sort.

Places	Where things are	Things
square, downtown, building	below, above, beside, close to	map, sign, cross

4 Read and circle.

1 We live in the apartment **above** / **cross** Mrs. Garcia.
2 She's standing **close to** / **building** the sign.
3 I don't know where to go. I need to find a **sign** / **below**.
4 My favorite toy store is **building** / **downtown**.
5 The **building** / **beside** across from the bus station is a library.
6 There's a restaurant **beside** / **cross** her apartment.

5 Choose a city. Think of three buildings. Where are they?

The bus station in Milton City is beside the train station, on Franklin Square.

Pre-reading 1

1 Look at the pictures, read the questions, and predict.

1 Who are the important people and animals in the story? Are they good or bad?
2 Where are they?
3 What are they doing?
4 Why are they doing it?

Reading strategy

Use pictures to help you predict when you read a story.
Ask *Who? Where? What? Why?*

2 Read the text and mark your predictions in Activity 1 correct (✓), incorrect (✗), or don't know (?).

A big man with two large bags is walking into the train station. The mice quickly run between his legs. Then Pedro hears the woman shout! He looks back. She's on the floor, and the big man is talking to her and trying to help her get up.

WB Act. 4 p. 6 — CRITICAL THINKING

Look at the picture and write four sentences about it.

Vocabulary challenge: parts of a city

WB Act. 5 p. 6

Look, read, and match.

WB Act. 6 p. 6

Read and write.

Extra activity — COLLABORATION

Students make their own sentences with the new words from the Vocabulary challenge. Model, e.g., *My grandparents live on the outskirts of the town.* Students read their sentences to the class.

Objective review

Ask students about their town or city using the new vocabulary, e.g., *What's your favorite building? Do you live downtown? What's the name of the big square in our city?* Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Use pictures to help you predict when you read a story. Ask *Who? Where? What? Why?*

SB Act. 1 p. 7 — CRITICAL THINKING

Look at the pictures, read the questions, and predict.

- Put students into small groups. They apply the reading strategy by using the picture and the questions to predict the answers.
- Ask groups to share their answers with the class.

SB Act. 2 p. 7

Read the text and mark your predictions in Activity 1 correct (✓), incorrect (✗), or don't know (?).

- Students read the text and mark their predictions. (**Answers: 1** a big man, a woman, and mice. The man is good, but the mice are bad. **2** at the train station **3** The man is walking into the train station. The mice are running away. The woman is shouting. **4** Maybe the mice have stolen something.)
- Then they look back at their guesses and check if they were correct.

Stretch activity — CRITICAL THINKING

Ask students how they chose their answers.

1 Reading 1

OBJECTIVES	
Reading:	Can follow simple stories with basic dialog and simple narrative.
Speaking:	Can answer simple questions about their life and experiences.
SB vocabulary:	lucky, giraffe, concert, store, make mistakes, stairs, smile
WB vocabulary:	secret (adj), magazine, steal, grab, reach, shout, get away, return
Passive vocabulary:	mistake, inside, grab
Expressions:	What's going on? Get out of my way!

MATERIALS

SB pp. 8–9
WB p. 7
WB key p. 210
SB audio track 1-04
Pearson English Platform

Warm-up

Ask students what pets they have and what they can do.

Lesson objective

Explain the lesson objective: To apply the reading strategy by using pictures to help you predict when you read a story.

SB Act. 3 p. 8

1-04

Read *Benny and Jenny Go to School*. Who is Jake? Where is he? What does he need for the school concert? Why?

- Students apply the reading strategy by looking at the pictures before they read. Write *Who? Where? What? Why?* on the board.
- If necessary, ask questions about the pictures, e.g., *Who are the main characters in the story? Where are they at the beginning? Where are they at the end? What are the cats doing? Why?*
- Focus students' attention on the new vocabulary in the labels and make sure they understand it.
- Students read and listen to the text to check their predictions. (**Answer:** Jake is a student. He's at home and then at school. He needs his lucky giraffe for the school concert. He needs it because he never makes mistakes in concerts when he has it with him.)
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling with pronunciation: Read a paragraph of the text slowly with pauses for students to repeat after you. Then put students into pairs to read a few sentences from the story to each other. Monitor as they work for correct pronunciation.

Stretch: Ask students to underline the sentences in the story that describe the pictures.

Stretch activity

CRITICAL THINKING

Ask *How did the pictures help you understand the story?*

SB Act. 4 p. 9

Read the story again and circle.

- Students complete the activity individually.

Extra activity

COLLABORATION

Students write three false sentences about the story. Put students into pairs. They swap sentences and correct their partner's false sentences.

SB Act. 5 p. 9

COMMUNICATION

Discuss with a friend.

- In pairs, students discuss the questions.
- Ask *Do you believe a thing can bring you good luck? When do you need it?*
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Stretch activity

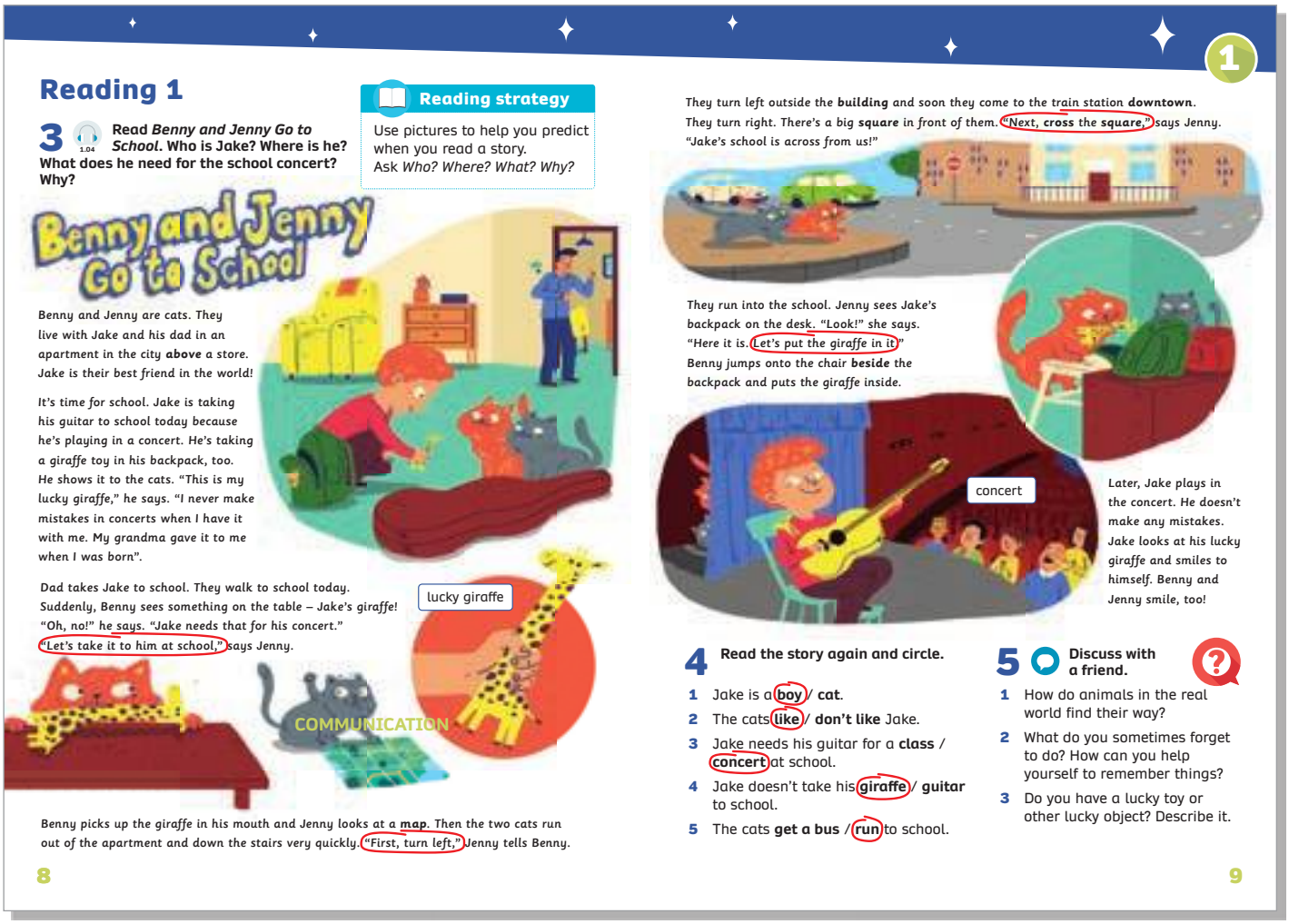
CRITICAL THINKING

Ask students if their pet(s) can find their way home.

Extra activity

CREATIVITY

In pairs, students draw another picture for the story. They show it to the class, who have to guess what's happening and which part of the story it comes from.



Reading 1

3 1.04 **Read *Benny and Jenny Go to School*. Who is Jake? Where is he? What does he need for the school concert? Why?**

Reading strategy

Use pictures to help you predict when you read a story.
Ask *Who? Where? What? Why?*

Benny and Jenny are cats. They live with Jake and his dad in an apartment in the city **above** a store. Jake is their best friend in the world!

It's time for school. Jake is taking his guitar to school today because he's playing in a concert. He's taking a giraffe toy in his backpack, too. He shows it to the cats. "This is my lucky giraffe," he says. "I never make mistakes in concerts when I have it with me. My grandma gave it to me when I was born".

Dad takes Jake to school. They walk to school today. Suddenly, Benny sees something on the table – Jake's giraffe! "Oh, no!" he says. "Jake needs that for his concert." "Let's take it to him at school," says Jenny.

lucky giraffe

COMMUNICATION

Benny picks up the giraffe in his mouth and Jenny looks at a **map**. Then the two cats run out of the apartment and down the stairs very quickly. "First, turn left," Jenny tells Benny.

They turn left outside the **building** and soon they come to the train station **downtown**. They turn right. There's a big **square** in front of them. "Next, **cross** the **square**," says Jenny. "Jake's school is across from us!"

They run into the school. Jenny sees Jake's backpack on the desk. "Look!" she says. "Here it is. Let's put the giraffe in it." Benny jumps onto the chair **beside** the backpack and puts the giraffe inside.

concert

Later, Jake plays in the concert. He doesn't make any mistakes. Jake looks at his lucky giraffe and smiles to himself. Benny and Jenny smile, too!

4 **Read the story again and circle.**

1 Jake is a **boy** / **cat**.
2 The cats **like** / **don't like** Jake.
3 Jake needs his guitar for a **class** / **concert** at school.
4 Jake doesn't take his **giraffe** / **guitar** to school.
5 The cats **get a bus** / **run** to school.

5 **Discuss with a friend.**

1 How do animals in the real world find their way?
2 What do you sometimes forget to do? How can you help yourself to remember things?
3 Do you have a lucky toy or other lucky object? Describe it.

Extra activity

SB Vocabulary work

- Write the new words on the board and ask students to find and underline them in the story: *lucky*, *giraffe*, *concert*, *store*, *make mistakes*, *stairs*, and *smile*. Make sure students understand them.
- Write beginnings of sentences on the board: *I sometimes make mistakes when … . There are … stairs in my apartment building. I always smile when … . My favorite store is called … .*
- Students complete the sentences in their notebooks.
- Ask some students to read their sentences aloud.

WB Act. 1 p. 7

Look at the picture. Why are the mice climbing into the bag? Then read the story. Were your predictions correct?

- Remind students of their answers to Activities 1 and 2 on p. 7 in the SB.
- Ask students to read the title and look at the picture and tell you what they think the story will be about.
- After reading the story, ask if their guesses were correct.

WB Act. 2 p. 7

Read and match.

WB Act. 3 p. 7

CRITICAL THINKING

What should you do if you see someone stealing?

- Have a class discussion.

Extra activity

WB Vocabulary work

- Write the new verbs from the WB story on the board: *steal*, *grab*, *reach*, *shout*, *get away*, *return*. Check students understand the verbs. Use mime.
- Students look back at the story and say who does each thing, e.g., *The woman steals the diaries and letters. Pedro grabs the diaries and letters.*

Value

Be resourceful

- Ask students how the cats in the story use their skills to find the school.
- Ask students to think about a time when they had to use their skills in a difficult situation. They talk in pairs and then share their experiences with the class.

Objective review

Ask students if predicting the story through pictures helped them understand it better. Praise their effort.

1 Grammar 1 • Listening • Speaking

OBJECTIVES

Grammar: Can use the imperative forms of a few common verbs.

Listening: Can understand simple directions for how to get somewhere on foot, if spoken clearly and using a map.

Speaking: Can give simple directions using a map.

Expressions: Excuse me!

MATERIALS

SB pp. 10–11
WB pp. 8–9
WB key p. 210
SB audio track 1-05
Video 1-2
Video script p. 237
Pearson English Platform
Speaking and Vocabulary Book 3, Unit 1

Warm-up

Review *Benny and Jenny Go to School*. Ask *Is Jake a cat? What does he forget? What do the cats use to find the school? How do they get to the school? Where do they put the giraffe? Does Jake make mistakes in the concert?*

Lesson objective

Explain the lesson objective: To learn how to give instructions.

SB Act. 1 p. 10

Watch Part 1 of the story video and complete.

- On the board, write *Doctor Who*. Explain that students are going to watch a video about Doctor Who, and that he uses a special time machine to travel to different times in the past and the future.
- Write *pollution* on the board and explain the meaning with examples.
- Students watch Part 1 of the video.
- Students complete the sentence.

SB Act. 2 p. 10

Read the grammar box and circle.

- Focus students' attention on the grammar box and read the sentences aloud together.
- Say two sentences: *Open the door*. and *Please open the door*. Ask students which one sounds more polite. (*Please open the door.*)
- Students complete the activity.

SB Act. 3 p. 10

Read *Benny and Jenny Go to School* again. Find and circle Jenny's instructions to Benny.

- Refer students back to the text on SB pp. 8 and 9.
- Ask students to find the first instruction Jenny gives Benny. Write it on the board.
- Students circle the rest of the instructions.

Stretch activity

COMMUNICATION

- Ask students to find examples of *Let's* in the text.
- Give the class instructions with *Let's …* , also doing the actions yourself, e.g., *Let's close our books. Let's all stand up. Let's wave our arms*. Put students into pairs. They take turns making suggestions with *Let's* and following them.

SB Act. 4 p. 11

Match the sentences to the pictures. Then circle.

- Ask students to look at the signs and say what they think they show.

Extra activity

COLLABORATION

Put students into pairs. Each pair draws three signs. Then put pairs into groups of four. Pairs swap drawings and write a sentence for each sign, using the imperative.

WB Act. 1 p. 8

Look, read, and match.

- Focus students' attention on the grammar box before they complete the activity.

WB Act. 2 p. 8

Complete the sentences. Use the positive (✓) or negative (✗) form.

WB Act. 3 p. 9

Look and read. Then choose and write.

WB Act. 4 p. 9

What rules do you have in your class? Write.

Extra activity

COMMUNICATION

- Students stand in a line. Explain that you'll give them directions that they have to follow. Say *Walk straight, turn left, stop. Turn right, don't walk*.
- Repeat with more instructions. Then students play in pairs.

Grammar 1

1 1-2 **Watch Part 1 of the story video and complete.**

2 **Read the grammar box and circle.**

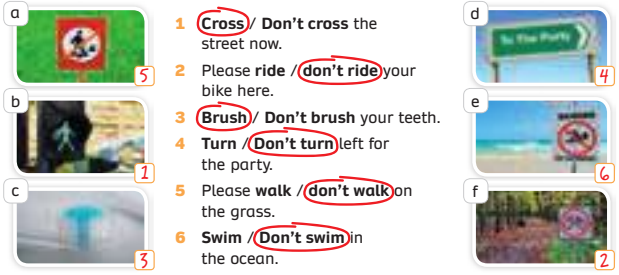
Grammar

✔	✘
Cross the street here.	**Don't cross** the street here.
Please **say** your name.	Please **don't say** your name.
Turn left at the square.	**Don't turn** left at the square.

1 The sentences above are **questions** / **instructions**.
2 People use *please* when they **want** / **don't want** to be polite.

3 **Read *Benny and Jenny Go to School* again. Find and circle Jenny's instructions to Benny.**

4 **Match the sentences to the pictures. Then circle.**



1 **Cross** / **Don't cross** the street now.
2 Please **ride** / **don't ride** your bike here.
3 **Brush** / **Don't brush** your teeth.
4 **Turn** / **Don't turn** left for the party.
5 Please **walk** / **don't walk** on the grass.
6 **Swim** / **Don't swim** in the ocean.

Listening and Speaking

Speaking strategy
Speak towards the listener.

5 1-05 **Look at the map. Listen and find the way. Write letters from a to d in the correct boxes.**

1 playground c
2 Lemon Tree Restaurant b
3 bookstore d
4 movie theater a

6 **Look at the map again. Then ask for directions from the shopping mall to these places.**

bank bus station library park

Excuse me. How can I get to the bus station from here?

First, turn left. Then look to your left. It's across from the Lemon Tree Restaurant.

Listening and Speaking

Speaking strategy

Explain the speaking strategy: Speak towards the listener. Explain to students that when we speak to someone, it's polite to look at them and not away from them.

SB Act. 5 p. 11

1-05

Look at the map. Listen and find the way. Write letters from a to d in the correct boxes.

- Focus students' attention on the map. Ask what places they see.
- Play track 1-05. Students complete the activity and check their answers in pairs.

Differentiation

Struggling learners: Read the script slowly to the class for students to complete the activity.

Stretch: Ask students to write directions from the "you are here" sign to the bus station. Then they practice giving the directions to the bus station with a partner.

SB Act. 6 p. 11

COMMUNICATION

Look at the map again. Then ask for directions from the shopping mall to these places.

- Model the dialog with a student.
- Put students into pairs. They take turns asking for and giving directions. Remind them to apply the speaking strategy.
- Ask different pairs to come to the front and role-play their dialog.

Objective review

Ask students if they can now give and ask for directions politely. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 3, Unit 1.

1 Vocabulary 2 • Pre-reading 2

OBJECTIVES

Listening:	Can recognize simple phrases related to familiar topics in slow, clear speech.
Reading:	Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts.
Speaking:	Can give simple reasons to explain preferences, given a model.
SB vocabulary:	recreation center, art gallery, bridge, harbor, museum, theater, up, down, along, around
WB vocabulary:	shopping mall, train station, swimming pool

MATERIALS

SB pp. 12–13
WB pp. 10–11
WB key p. 210
SB audio tracks 1-06 and 1-07
Picture cards 1–20
Pearson English Platform

Warm-up

Review words from Vocabulary 1 with the picture cards. Put the picture cards on the board. Ask students to look for 30 seconds and then close their eyes. Remove two cards from the board. Students open their eyes and say which cards are missing. Replace the cards and repeat.

Lesson objective

Explain the lesson objective: To talk about places and describe where things are.

SB Act. 1 p. 12

1-06

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-06 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 12

1-07

Listen and number.

- Play track 1-07 twice, pausing after each sentence. Students number the pictures.

Stretch activity

COMMUNICATION

Ask students about places in their town, e.g., *What's the name of the big bridge in our town? Is it close to the … ? Is there a theater in our town?*

Picture card activity

- Show the picture cards for the prepositions (*up*, *down*, *along*, *around*) and say the words.
- Do a mime for each, e.g., walking up stairs for *up*, turning around for *around*. Students repeat after you and copy the mimes. Practice several times.
- Mix up the cards and show them again for students to say the word and do the actions.

SB Act. 3 p. 12

Look at the map and complete the instructions for the race. Use words from Activity 1.

- Ask students to name the features on the map (*lake*, *mountain*, etc.).
- Students complete the activity individually.

SB Act. 4 p. 13

Where should these people go? Write words from Activity 1.

- Say *I want to cross a river. Where should I go?* (a bridge) Continue with two more items.
- Students do the activity individually.

Differentiation

Struggling learners: Put students into pairs. Student A closes the book. Student B reads an *I want …* sentence from Activity 4 (not in order). Student A says the place. Then they swap roles.

Stretch: Students write their own *I want …* sentences, like the ones in Activity 4, about different places. Put students into pairs. Student A reads each sentence and Student B guesses the place.

WB Act. 1 p. 10

Write the letters in order.

WB Act. 2 p. 10

Look and read. Choose and write.

- This is an A1 Movers Reading and Writing Part 1 task.

Stretch activity

CRITICAL THINKING

Students write definitions for the remaining two words.

WB Act. 3 p. 11

CRITICAL THINKING

Mark where you want the museum, theater, and art gallery to be. Then write how to get there from the harbor.

Vocabulary 2

1 1-06 **Listen and repeat.**

1 art gallery
2 harbor
3 around
4 museum
5 down
6 recreation center
7 up
8 theater
9 bridge
10 along

2 1-07 **Listen and number.**

3 **Look at the map and complete the instructions for the race. Use words from Activity 1.**

First run [1] around the lake. Then run [2] up the mountain and [3] down it again. Next, run [4] along the street to the finish.

4 **Where should these people go? Write words from Activity 1.**

1 I want to see old things. museum
2 We want to play badminton. recreation center
3 I want to look at the boats. harbor
4 We want to look at pictures. art gallery

5 **Imagine you can go to four of the places in Activity 1 this weekend. Write them in order, from your first choice to your last choice. Discuss your choices with a friend.**

,
,

I don't want to go to a recreation center because I don't like playing sports.

Pre-reading 2

Reading strategy
Use headings in a text to predict what it's about.

1 **Look at the headings from a blog. Predict what the blog is about. Check (✓).**

different kinds of vacation ☐ a vacation in a city ☑ a place in a city ☐

Friday: the Dubai Mall
Thursday morning: Dubai by boat
Saturday afternoon: Dubai Museum
Saturday morning: the Burj Khalifa

2 **Read this paragraph from the same blog. Was your guess right?**

FRIDAY: THE DUBAI MALL
I spent the Friday of my holiday at the Dubai Mall. There isn't anywhere like this at home! It has more than 1,200 shops, an ice rink, an aquarium, and some very big fountains.

SB Act. 5 p. 13 COMMUNICATION

Imagine you can go to four of the places in Activity 1 this weekend. Write them in order, from your first choice to your last choice. Discuss your choices with a friend.

- In pairs, students discuss their answers. Encourage them to give reasons for their choices.
- Write the most popular places on the board with a tally to find the class's favorite.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity COLLABORATION

Put students into small groups. Give them two minutes to write as many words as they can from this and the previous vocabulary lesson. The pair that can remember the most items wins.

Word study: compound words

WB Act. 4 p. 11

Match and write.

WB Act. 5 p. 11

Read and complete. Use the words from Activity 4.

Objective review

Ask students questions with the new vocabulary, e.g., *Why do people go to an art gallery? What can you see at a harbor? What's the opposite of "down"?* Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Use headings in a text to predict what it's about.

SB Act. 1 p. 13 CRITICAL THINKING

Look at the headings from a blog. Predict what the blog is about. Check (✓).

- Ask a student to read the reading strategy, the rubric, and the options. Then read the headings aloud. Ask students to apply the reading strategy by using the headings to predict what the blog is about. They check one box.

SB Act. 2 p. 13

Read this paragraph from the same blog. Was your guess right?

- Ask students if their guesses in Activity 1 were correct.

1 Reading 2

OBJECTIVES

Reading:	Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts.
Speaking:	Can express their opinion on familiar topics, using simple language.
SB vocabulary:	Sydney Opera House, harbor, aquarium, dugong, ship
WB vocabulary:	cruise, skyscraper, ice rink, fountain, lift, fort
Passive vocabulary:	visit, traditional, fort

MATERIALS

SB pp. 14–15
WB p. 12
WB key p. 210
SB audio track 1-08
Pearson English Platform

Warm-up

Tell students to imagine they're tourists in their town or city. Ask where they would go and what they would do there.

Lesson objective

Explain the lesson objective: To apply the reading strategy by using headings in a text to predict what it's about.

Reading text in British English

This is one of the texts in Level 3 that is in British English. If you have a stronger group, you may want to work on some of the differences with them. Ask *Can you hear a difference between previous readings and this one? Are any words different?* Remind them of *favourite/favorite*.

SB Act. 3 p. 14

1-08

Read *My Weekend in Sydney, Australia.* Look at the headings in the blog and predict what it is about.

- Ask students if they know anything about Sydney or Australia. Talk about the pictures with the class.
- Students apply the reading strategy by looking at the headings.
- Ask students to tell you what they think the text will be about. (**Answer:** A trip around Sydney.)
- Focus students' attention on the new vocabulary in the labels and make sure they understand it.
- Students read and listen to the text. Ask if their predictions were correct.
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Ask students to close their books. Write the headings from the blog on the board. Read sentences from different sections of the blog. Students say the relevant heading for each one.

Stretch: Ask different students to give alternative headings for each paragraph.

SB Act. 4 p. 15

Read the blog again. Circle T (true) or F (false).

- Students read the text again to complete the activity.

Stretch activity

CREATIVITY

Ask students to correct the false sentences.

Extra activity

CRITICAL THINKING

- Ask students to name the places Mia visited in Sydney (*art gallery, opera house, bridge, swimming pool, aquarium, ship museum*). Write them on the board.
- Encourage students to tell you if these places are in their area, e.g., *There's a small art gallery, but there isn't a ship museum.*

SB Act. 5 p. 15

CRITICAL THINKING

How do you think Mia found her way around Sydney?

- Students work in pairs to answer the question and then share ideas with the class. Ask students to imagine they're in a big city. How would they find their way around?
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

CREATIVITY

- Ask students to name important places in their town or city that tourists could visit. Write them on the board.
- Put students into small groups. Each group chooses a place from the board. Make sure groups choose different places. Students write a short paragraph about it and draw a picture.
- Ask groups to come to the front and make a short presentation about their place.

Reading 2

3 1-08 **Read *My Weekend in Sydney, Australia*. Look at the headings in the blog and predict what it is about.**

Reading strategy
Use headings in a text to predict what it's about.

MY WEEKEND IN SYDNEY, AUSTRALIA

by Mia Britt

AN ART GALLERY AND OPERA HOUSE

On Saturday morning, we visited an **art gallery**. There were some beautiful paintings there. Then we walked **around** Sydney Opera House. It's an amazing building! Inside, there are four **theatres**. People perform in concerts there every evening.

After lunch, we climbed **up** onto Sydney Harbour **Bridge** and crossed the **harbour**. It was very noisy because they're repairing the bridge at the moment. However, it's an amazing walk with incredible views! When you look **down**, you can see the Opera House. After our walk, we went in the swimming pool below the bridge. It's the biggest swimming pool I've ever seen! It was lots of fun!

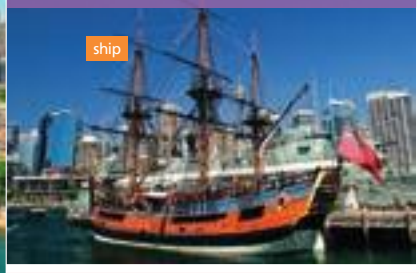
A WALK ON THE BRIDGE

1

DUGONGS AT THE AQUARIUM

On Sunday morning, we visited an aquarium because I'm learning about sealife at school this month. My favourite animals were the dugongs. People sometimes call them sea cows. They eat about 50kg of sea grass every day!

THE SHIP MUSEUM



On Sunday afternoon we were at the Ship **Museum**. It's near the aquarium, and it's great! You can find out about Aboriginal boats. The Aborigines were the first people in Australia. You can walk around an old British ship, too. It was the first ship from Europe in this part of Australia. I really enjoyed walking around the ship!

4 **Read the blog again. Circle T (true) or F (false).**

1 Mia liked the art gallery. (T) F
2 There aren't a lot of concerts at Sydney Opera House. T (F)
3 Mia was on a bridge above the harbor. (T) F
4 Mia wasn't very happy at the swimming pool. T (F)
5 Mia liked the dugongs. (T) F
6 An Aborigine is a kind of boat. T (F)

5 **How do you think Mia found her way around Sydney?**

Extra activity

SB Vocabulary work

- Ask students to find and underline the new words in the story: *opera house*, *harbor*, *aquarium*, *dugong*, and *ship*.
- Say the words in random order, e.g., *aquarium*. Students tell you when Mia saw these things in Sydney, e.g., *On Sunday morning.* With stronger groups, ask students to use full sentences, e.g., *Mia visited the aquarium on Sunday morning.*

WB Act. 1 p. 12

Read Amy's blog and write the headings.

- Remind students of their answers to Activities 1 and 2 on p. 13 in the SB.
- Ask students to read the headings and say what they think the paragraphs will be about.

WB Act. 2 p. 12

Read and circle T (true) or F (false).

WB Act. 3 p. 12

CRITICAL THINKING

Is it important to find out about a place before you go there? Why?/Why not?

- Students discuss the question in pairs and make notes.
- Pairs share their ideas with the class.

Extra activity

WB Vocabulary work

- Ask students to find and underline the new words in the WB text: *cruise*, *skyscraper*, *ice rink*, *fountain*, *lift*, *fort*.
- Students write them in their notebooks and draw pictures.
- On the board, write the following sentence: *I think skyscrapers are … because … . I (don't) like ice rinks because … . There's a … fountain in … .* In pairs, students complete the sentences with their own ideas.

Objective review

Ask students how headings in a text can help them understand it. Praise their effort.

1 Grammar 2 • Speaking

OBJECTIVES

Grammar: Can make statements about routines and habits using the Present Simple and simple time expressions.

Listening: Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.

Speaking: Can talk about everyday activities using simple language.

MATERIALS

SB pp. 16–17
WB pp. 13–14
WB key p. 210
Videos 1-3 and 1-4
Video scripts pp. 237–238
Pearson English Platform
Grammar Book 3, Unit 1
Speaking and Vocabulary Book 3, Unit 1

Warm-up

Play *Bingo*. Students write eight new words from Unit 1 in their notebooks. Say a word. If students have it on their list, they cross it off. The first student to cross off all their words shouts *Bingo!* and is the winner.

Lesson objective

Explain the lesson objective: To talk about how frequently we do things and about what we are doing now.

SB Act. 1 p. 16

Watch Part 2 of the story video. Read and circle.

- Ask students what they remember from Part 1 of the video.
- Students watch Part 2 of the video and complete the activity. Play the video again if necessary.

SB Act. 2 p. 16

Look at the grammar box and read.

- Focus students' attention on the grammar box. Read the sentences aloud.

Differentiation

Struggling learners: Write *often*, *every*, *sometimes*, *at the moment*, and *today* on the board. Ask students to make sentences about themselves using the words.

Stretch: Put students in a circle. Say a sentence about yourself, e.g., *I often play tennis*. Choose a student. The student changes the sentence to make it true for them, e.g., *I often go swimming*. Continue around the class, with students changing the verb. Repeat with the Present Progressive and adverbs such as *this morning*, *today*, and *at the moment*, e.g., *I'm wearing black shoes today.*

SB Act. 3 p. 16

Read *My Weekend in Sydney, Australia* again and complete.

- Refer students back to the text on SB pp. 14 and 15.
- Students complete the activity individually.

SB Act. 4 p. 17

Look and read. Then make two lists in your notebooks.

- Read the lists aloud.
- Students complete the activity and share their work with the class.

Stretch activity

CREATIVITY

Write adverbs of frequency on the board. Students form a line. Say a sentence. Students have to make it true for themselves using a word from the board. Say *I eat peas*. Ask different students in the line to make a sentence, e.g., *I never/sometimes eat peas*. Repeat with as many different sentences as possible.

WB Act. 1 p. 13

Read and write *R* (routines) or *N* (happening now).

- Focus students' attention on the grammar box before they complete the activity.

WB Act. 2 p. 13

Read and circle.

Extra activity

CRITICAL THINKING

Ask students to make a grammar box like the one in the WB, but with their own examples for each question or sentence. Monitor students to check they're using the tenses correctly.

SB Act. 5 p. 17

COMMUNICATION

Look and read. Then ask and answer with a friend.

- Read the examples with the class. Review which words we use to talk about things we do every day and which we use to talk about things we're doing now.
- Students complete the written part of the activity first.
- Put students into pairs for the second part. Monitor for correct use of language and pronunciation.

WB Act. 3 p. 13

Complete the sentences for you.

Grammar 2

1 1-3 **Watch Part 2 of the story video. Read and circle.**

1 Kim and the Doctor are walking around **London** / **New York** today.
2 The Doctor **sometimes** / **never** travels in space and time in the TARDIS.
3 Kim is looking for a **good** / **bad** alien at the moment. Its name is the Smogator.

2 **Look at the grammar box and read.**

3 **Read *My weekend in Sydney, Australia* again and complete.**

1 People perform in concerts there every evening.
2 They're repairing the bridge at the moment.
3 I 'm learning about sealife at school this month.
4 People sometimes call them sea cows.

Grammar

Where **does** the Doctor **live**?
He **lives** in the blue box.

Does he **often come** to London?
Yes, he **does**.

He **doesn't visit** London **every day**.

He and Kim **sometimes travel** in space and time.

What **are** you **doing** here?
I'**m walking** around the city.

Are you **looking** for aliens **today**?
Yes, I **am**.

Kim **isn't running at the moment**.
She'**s walking**.

4 **Look and read. Then make two lists in your notebooks.**

My routines
I go to Grandma's house every weekend.
I don't cycle to school every day.

Things I'm doing now
I'm sitting on a chair.
I'm not talking.

5 **Look and read. Then ask and answer with a friend.**

1 What language / you / speak ? (usually, at the moment)

What language do you usually speak?

What language are you speaking at the moment?

2 What / you / do ? (on Saturdays, now)
3 What book(s) / you / read ? (usually, this week)
4 Where / you / sit in class ? (every day, at the moment)

Speaking

6 **How is today different from other Sundays? Look, point, and say.**

She's riding a scooter today, but she usually rides a bike.

Today

Other Sundays

7 1-4 **Watch Part 3 of the story video. Where does Kim see the Smogator?**

WB Act. 4 p. 14

It's Monday evening. Look and write what the children usually do and what they are doing now.

WB Act. 5 p. 14

Write the questions in order. Then answer for you.

For more grammar practice, go to Grammar Book 3, Unit 1.

Speaking

SB Act. 6 p. 17

COMMUNICATION

How is today different from other Sundays? Look, point, and say.

- Focus students' attention on the first picture. Say *This is what people are doing today.* Ask *What are they doing?* Make sure students use the Present Progressive. Write some sentences on the board.
- Then focus on the second picture. Say *This is what the same people usually do on Sundays. What do they usually do?* Elicit sentences in the Present Simple and write them on the board.
- Read the example speech bubble. Put students into pairs to talk about people in the two pictures in the same way.

SB Act. 7 p. 17

1-4

Watch Part 3 of the story video. Where does Kim see the Smogator?

- Students watch Part 3 of the video.
- Ask students where Kim sees the Smogator. (**Answer:** opposite the shopping center, then above the cinema)

Objective review

Ask students to say two sentences describing what they're doing now and what they usually do. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 3, Unit 1.

1 Writing • Now I Know

OBJECTIVES

Reading: Can scan a simple text to find specific information.

Speaking: Can talk about a familiar place in a basic way.

Writing: Can write short, simple descriptive texts on familiar topics, if provided with key words and supported by pictures.

Passive vocabulary: stay in shape

MATERIALS

SB pp. 18–19
WB pp. 15–17
WB key p. 210
Pearson English Platform
Test Book 3, Unit 1

Warm-up

Ask students if they can remember any of the writing strategies they learned in Level 2.

Lesson objective

Explain the lesson objective: To write a brochure, while applying the writing strategy.

SB Act. 1 p. 18

Look at the brochure quickly. Does it answer these questions?

- Ask students to apply the reading strategies they learned in this unit. (**Answers: 1** It's a sports center. **2** From the train station, you go along Long Road and turn left. **3** You can play hockey, soccer, rugby, tennis, basketball, go swimming, and do gymnastics, judo, and dance. You can eat and shop.)

SB Act. 2 p. 18

Read the brochure again and check your answers.

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 18

Read the brochure again. Find and circle the different words for *very good*.

WB Act. 1 p. 15

Which words mean *very good*? Read and circle.

SB Act. 4 p. 18

Find or draw pictures of a recreation center. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks.

WB Act. 2 p. 15

Look at your pictures of a recreation center. Write two sentences about it using different words for *very good*.

WB Act. 3 p. 15

Read and make notes about the recreation center.

Remember!

WB p. 15

Focus students' attention on the Remember! box.

WB Act. 4 p. 15

Write about the recreation center. Use your ideas from Activities 2 and 3 to help you.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to read their work aloud. Praise their effort.

Now I Know

Warm-up

Ask students to look back at the unit and choose their favorite lesson. On the board, write *What did you learn in the lesson? What did you find interesting in the lesson?*

Objective

Explain the lesson objective: To review everything they've learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in WB Activity 1 at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 19

CRITICAL THINKING

How do we find our way? Look back through Unit 1 and make a list.

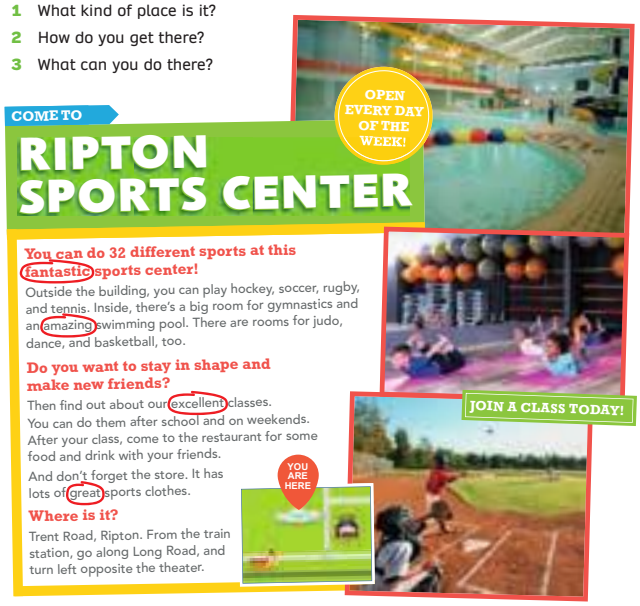
- Students use their consolidated knowledge of the Big Question to answer.

Writing

1 Look at the brochure quickly. Does it answer these questions?

1 What kind of place is it?
2 How do you get there?
3 What can you do there?

2 Read the brochure again and check your answers.



3 Read the brochure again. Find and circle the different words for *very good*.

4 WB 15 Find or draw pictures of a recreation center. Then go to the Workbook to do the writing activity.

Writing strategy

Use different words for *very good*: *amazing*, *fantastic*, *great*, *awesome*.

Now I Know

1 How do we find our way? Look back through Unit 1 and make a list.

We find our way using
maps, ... , ... , ... , ...

2 Choose a project.

Make a presentation about your neighborhood or city.

1 Work with some friends.
2 Read your friends' brochures from Activity 4.
3 Together, choose your favorite places in your area.
4 Plan a presentation about them.
5 Give your presentation to the class.

or

Make a travel blog about a day in a city in another country.

1 Find out about places in the city.
2 Decide which places to visit.
3 Find or draw pictures of the places.
4 Write a travel blog about a day there.
5 Show your blog to the class.

Read and circle for yourself.

I can understand simple directions of how to walk somewhere.

I can give simple directions using a map.

I can predict what a text is about from the title and pictures.

I can write about a place I like.

WB Act. 1 p. 16

Read and circle.

WB Act. 2 p. 16

Read and write the words in bold next to the correct sentence.

WB Act. 3 p. 16

Look, choose, and complete the instructions.

WB Act. 4 p. 17

Read and complete.

WB Act. 5 p. 17

Look and write.

Project

SB Act. 2 p. 19

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other to learn.

Things I learn

WB Act. 1 p. 17

What are your three favorite words in this unit?

- Have a class vote on favorite words.

WB Act. 2 p. 17

Write something you think is interesting about maps and places in a city.

- Ask students to share their answers with the class.

WB Act. 3 p. 17

Which places do you often go to? How do you find your way?

- Students use their consolidated knowledge of the Big Question to answer.

Self-assessment

SB p. 19

Read and circle for yourself.

- Students decide how to rate each statement.

Objective review

Ask students to comment on their progress.

For more test practice, go to Test Book 3, Unit 1.

2 How do we know about the past?

SKILLS

Listening: Can understand the main information in short, simple dialogs about familiar activities, if spoken slowly and clearly.

Reading: Can make basic inferences from simple information in a short text.

Speaking: Can talk about common jobs using simple language.

Writing: Can write short, simple descriptive texts on familiar topics if provided with key words and supported by pictures.

GRAMMAR

Grammar 1: Can use common regular adverbs ending in "-ly" in simple statements.

Grammar 2: Can use "… has/have to …" in statements with common verbs for obligation and necessity.

VOCABULARY

Key vocabulary 1: herbivore, carnivore, dinosaur, horn, tail, extinct, quick, careful, loud, dead

Key vocabulary 2: pharaoh, bury, archeologist, treasure, thieves, dig, exhibit, gold, steps, tomb

Video vocabulary: brain, clever, diplodocus, hiding, million, stegosaurus, triceratops, tyrannosaurus rex (T-Rex), museum

Reading 1 vocabulary: fossil, bones, T-Rex, paleontologist, cupboard, safety, dark, scream, mammoth, hunt, chase, noise, shadow, hurt

Reading 2 vocabulary: Tutankhamun's mask, hieroglyphs, ash, volcano, breathe, explorer, discover

Passive vocabulary: outside, lake, direction, adventure, ground, amazed

Revised vocabulary: quietly, carefully, fast, slowly, loudly

Expressions: Let's run!

PROJECTS

Perform a scene from a movie about time travelers and extinct animals

Make an interesting webpage for your museum

VIDEOS

Pencil and Rubber: Where Are the Dinosaurs? (2-1)

Doctor Who: Green Eyes! Parts 1–3 (2-2, 2-3)

VALUE

Stay safe

Unit opener

OBJECTIVES

Listening: Can understand the main idea of a simple news story, with visual support.

Speaking: Can talk about everyday activities using simple language.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 20–21
WB p. 18
WB key p. 211
Video 2-1
Video script p. 238
Pearson English Platform

Big Question

- Make sure students understand the meaning of *past*. Draw a dinosaur on the board. Say *Dinosaurs lived in the past*.
- Read the Big Question *How do we know about the past?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about dinosaurs.

SB Act. 1 p. 21

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the picture.

WB Act. 1 p. 18

What do you know about the past? Where did you learn them?

- Ask students to think of the Big Question and write two things they know about the past.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 2 p. 18

Circle the things that you could see a long time ago. Then think about and write one thing you learn in this unit.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 2 p. 21

COMMUNICATION

Discuss with a friend.

- Students discuss the questions in pairs.

SB Act. 3 p. 21

2-1

Watch the video. What is the name of the dinosaur? Then answer true (T) or false (F).

- Ask students what they know about dinosaurs. Teach *meat*, *teeth*, and *brain*. Then play the video. Students answer the question. (**Answers:** Tyrannosaurus rex, 1 F, 2 T, 3 F, 4, T)

Differentiation

Struggling learners: Write the names of the dinosaurs on the board: *diplodocus*, *stegosaurus*, *triceratops*, and *tyrannosaurus rex* (*T-Rex*). Say each word with breaks at the syllables for students to repeat, e.g., *dip-lo-do-cus*.

Stretch: Write the names of dinosaurs on the board. Students look at them for around one minute. Clean the board. Students write the names they remember. Rewrite the names on the board for students to check.

WB Act. 3 p. 18

2-1

Watch the video. Then look and match.

WB Act. 4 p. 18

2-1

Read the sentences and circle T (true) or F (false). Watch the video again and check.

Extra activity

COLLABORATION

Write the names of the dinosaurs on the board. Point at a name and ask students to say three things they remember about that dinosaur from the video, e.g., *It ate meat. It had a long neck. It had really big teeth.* Play the video again for students to check their ideas.

Objective review

Ask students what they've learned about dinosaurs in this lesson. Praise their effort.

2 Vocabulary 1 • Pre-reading 1

OBJECTIVES

Listening: Can recognize simple phrases related to familiar topics in slow, clear speech.

Reading: Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts.

SB vocabulary: herbivore, carnivore, dinosaur, horn, tail, extinct, quick, careful, loud, dead

WB vocabulary: mammals, reptiles, birds, amphibians, fish

MATERIALS

SB pp. 22–23
WB pp. 19–20
WB key p. 211
SB audio tracks 1-09 and 1-10
Picture cards 21–30
Pearson English Platform

Warm-up

Review the vocabulary from the previous lesson. Write the names of the dinosaurs on the board. Say a sentence about a dinosaur for students to guess which one you're describing, e.g., *It had small legs.* (T-Rex) Continue with as many sentences as possible. Bring students to the front to say sentences.

Lesson objective

Explain the lesson objective: To describe animals.

SB Act. 1 p. 22

1-09

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-09 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 22

1-10

Listen and number.

- Play track 1-10 twice, pausing after each sentence. Students number the pictures.

Picture card activity 1

Put the picture cards on the board in random order and ask students to look closely. Students close their eyes. Remove two cards from the board. Students open their eyes and say which cards are missing. Repeat for a few rounds.

SB Act. 3 p. 22

Read and match.

- Students work in pairs to complete the activity.

WB Act. 1 p. 19

Read and match.

Picture card activity 2

Divide the class into two teams. On the left and right side of the board, draw a pizza with eight slices. Hold up a picture card and ask a student from one team to say the word. If the student can't say the word, erase one of the slices of pizza from their team. Repeat with a student from the other team. Continue in this way. The team with the most pizza left wins the game.

WB Act. 2 p. 19

Read and circle.

WB Act. 3 p. 18

Read and complete. Use the words you didn't circle in Activity 2.

Extra activity

CRITICAL THINKING

- Ask students to write these headings in their notebooks: *Herbivores*, *Carnivores*, *Extinct animals*, *Animals with horns*, *Animals with tails*, *Quick animals*, *Loud animals*.
- Put students into pairs to think of as many animals in each category as they can. Set a time limit. Ask *Which pair thought of the most animals?*

SB Act. 4 p. 22

COMMUNICATION

Describe an animal. Use words from Activity 1. Your friend guesses the animal.

- As a warm-up to the activity, ask students to say one sentence about each animal in the word box using a word from the new vocabulary.
- Put students into pairs to complete the activity. Ask different pairs to do the activity in front of the class.

Differentiation

Struggling learners: Put students into pairs to prepare one description of an animal for Activity 4. Monitor as they work. Two pairs work together and each pair takes turns saying their description for the other pair to guess.

Stretch: After doing Activity 4, students repeat the game with any animal (not the ones in the box).

Vocabulary 1

1 Listen and repeat. 1-09

2 Listen and number. 1-10

3 Read and match.

1	You should be very careful when	a	carnivore.
2	Whales move their	b	when you watch movies.
3	You can only see dinosaurs	c	when they're extinct.
4	A lion is a	d	tails when they swim.
5	You can't see animals at the zoo	e	you're close to a crocodile.

4 Describe an animal. Use words from Activity 1. Your friend guesses the animal.

cheetah donkey frog goat rabbit shark

It's a herbivore. It has a short tail, but it doesn't have **horns**. It's **quick**, but it isn't **loud**. It can be brown, black, gray, or white.

It's a rabbit!

22

Pre-reading 1

Reading strategy

Use the time and place of a story to help you understand.

1 Look at the picture and guess the answers to the questions.

1 Where are the people and animals in the story?
2 Do the children live in the present, the future, or the past? And the animals?
3 What do you know about the time and place of the story? Compare your ideas with a friend.

2 Read the text. Are any of your ideas about time and place in the story?

A WORLD LONG AGO

Barl and Lom are fishing. Two little mammoths come to the river.
"Look!" says Barl. "They want to be friends with us."
"We can't be friends with mammoths," says Lom. "They're usually our dinner, not our friends!"

23

WB Act. 4 p. 20 — CRITICAL THINKING

Write about each animal. Use the words from Activity 1.

Vocabulary challenge: animal categories

WB Act. 5 p. 20

Read, look, and match.

WB Act. 6 p. 20

Complete the sentences.

Extra activity — COLLABORATION

- Write the five groups of animals from WB Activity 5 on the board as headings. Ask students to come to the front and write an animal under a heading of their choice.
- If a student puts an animal in the wrong group, ask questions to help, e.g., *Does it lay eggs? Does it live in water?*

Objective review

Ask students to say two things they've learned about animals. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Use the time and place of a story to help you understand.

SB Act. 1 p. 23 — CRITICAL THINKING

Look at the picture and guess the answers to the questions.

- Ask students to apply the reading strategy by looking at the picture and answering the questions. Ask *Are the children in the picture in the past or present?* (past) *How do you know?* (Students can comment on their clothes and on the animals in the background – mammoths.)
- Put students into pairs to talk about the third question. Ask *How many million years ago is it? What did people eat then? Where did they get their clothes from? Where did they live?*

SB Act. 2 p. 23

Read the text. Are any of your ideas about time and place in the story?

- Ask students which of their ideas are in the story.

2 Reading 1

OBJECTIVES

Reading:	Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts.
Speaking:	Can express their opinions on familiar topics, using simple language.
SB vocabulary:	fossils, bones, T-Rex, paleontologist, cupboard, safety, dark, scream
WB vocabulary:	mammoth, hunt, chase, noise, shadow, hurt
Passive vocabulary:	outside, lake, direction, adventure, ground, amazed

MATERIALS

SB pp. 24–25
WB p. 21
WB key p. 211
SB audio track 1-11
Pearson English Platform

Warm-up

Ask students what the story from the previous lesson was about and where it was set.

Lesson objective

Explain the lesson objective: To apply the reading strategy by using the time and place of a story to help them understand.

Reading text in British English

This is one of the texts in Level 3 that is in British English. If you have a stronger group, you may want to work on some of the differences with them. Ask *Can you hear a difference between previous readings and this one? Are any words different?* Remind them of *colour/color*; *mum/mom*.

SB Act. 3 p. 24

1-11

Read *Dinosaur World.* Why is Tilly amazed?

- Focus students' attention on the pictures and ask them to apply the reading strategy. Ask *Which pictures show now? Which picture shows the past? Are there different people in the pictures?* (No, the same children.)
- Students read and listen to the text to answer the question. (**Answer:** because she thought dinosaurs were extinct)
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Ask *What are Tilly and Sam doing?* (They're helping their mom.) *What does the picture show?* (A T-Rex.) *How do we know the shape of the T-Rexes?* (We have their bones.)

Stretch: Ask students to think about what happens next. Ask *Do Tilly and Sam tell their mom? What do they say to her?* Ask students to role-play the scene of the children talking to their mom in groups of three.

Stretch activity

COLLABORATION

- Explain that fossils aren't the same as bones. Fossils form when a skeleton or part of a plant has been in the ground for hundreds of thousands of years and it turns into rock. Paleontologists find fossils and sometimes dig them up. Ask students if they think a paleontologist's job is exciting and why.
- Encourage students to find out what kinds of fossils palaeontologists find in their region/country. They work in groups to draw a picture of a fossil and prepare a short presentation to give to the class, e.g., *This is the foot of a … . It lived … million years ago.* Stronger students can also say what the animal looked like.

SB Act. 4 p. 25

Read the story again. Circle T (true) or F (false).

- Students complete the activity individually.
- Students work in pairs to correct the false statements.

SB Act. 5 p. 25

COMMUNICATION

Discuss with a friend.

- Put students into pairs to discuss the questions.
- Ask *What would you enjoy in a place like Dinosaur World? What would the dangers be? What can you learn at museums? Why are they important?*
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

CREATIVITY

Ask students to imagine Sam and Tilly go back to Dinosaur World. Ask *What do they see? What happens?* Put students into pairs. They draw a cartoon-style picture and explain what's happening.

Reading 1

3 1-11 **Read *Dinosaur World*. Why is Tilly amazed?**

Reading strategy
Use the time and place of a story to help you understand.

DINOSAUR WORLD

"Can you take this picture to the cupboard, please, children?" asks Tilly and Sam's mum. They're helping her at the **Dinosaur** Museum where she works as a museum curator. The picture shows a green T-Rex. "Were all T-Rexes green?" asks Tilly. "We know their shape because we find their bones under the ground. Paleontologists study dinosaurs and fossils," says Mum. "But we don't know their colour for sure." The children carefully take the picture to the cupboard. It's very dark inside. They can't find a light and they can't find the back of the cupboard. "Something strange is going on!" thinks Tilly.

They quietly walk out of the cupboard into a forest. They see a big animal with three **horns**. "It's a triceratops," says Sam quietly. Tilly is amazed. She thought dinosaurs were **extinct**!

Outside the forest, the children see a lake. A very big animal with a long **tail** is drinking there. "Wow! A diplodocus!" says Tilly. She really thought dinosaurs were **dead**. Another dinosaur is walking slowly to the water. "That's a stegosaurus! They're **herbivores**." says Sam.

Suddenly, they hear a loud roar and they see a T-Rex. "Oh, no!" screams Tilly loudly. "A **carnivore**!" Sam and Tilly run back into the forest quickly. The T-Rex runs after them. He's big but can run very fast! Sam sees the cupboard door between the trees. "This way!" he says. "Be quick! The T-Rex is running in our direction!" They run to safety and they find the cupboard door. Back to the museum at last! What an adventure!

4 **Read the story again. Circle T (true) or F (false).**

1 Tilly and Sam's mother thinks all T-Rexes were green. T (F)
2 The children find a world with dinosaurs. (T) F
3 The first dinosaur they see is a triceratops. (T) F
4 A stegosaurus is drinking water from the lake. T (F)
5 Tilly and Sam run from the T-Rex because it's a herbivore. T (F)

5 **Discuss with a friend.**

1 Do Tilly and Sam make it back to the museum?
2 Why are museums important?

Extra activity

SB Vocabulary work

- Write the new words on the board and ask students to find and underline them in the story: *fossils*, *bones*, *T-Rex*, *paleontologist*, *cupboard*, *safety*, *dark*, and *scream*.
- Write beginnings of sentences on the board: *A paleontologist usually … . Something I put in a cupboard is … . The dark makes me feel … . I scream when … . Fossils are … .*
- Students complete the sentences in pairs.

WB Act. 1 p. 21

Read *A World Long Ago*. Does the story happen in more than one place?

- Remind students of their answers to Activities 1 and 2 on p. 23 in the SB.
- Ask students to read the title and look at the picture and tell you where they think the story is set.
- After reading the story, ask if their guesses were correct.

WB Act. 2 p. 21

Read and match.

WB Act. 3 p. 21

CRITICAL THINKING

Imagine you see a mammoth. How do you feel? Why?

Extra activity

WB Vocabulary work

- Write the new words from the WB story on the board: *mammoth*, *hunt*, *chase*, *noise*, *shadow*, and *hurt*. Check students understand the words.
- Define a word for students to guess, e.g., *A loud, unpleasant sound.* (noise)

Extra activity

CRITICAL THINKING

Help students make connections between the video in the Unit opener and this text. Ask *What else have you learned about dinosaurs from the story? What do you think about dinosaurs now?*

Value

Stay safe

- Ask students why Tilly and Sam were in danger. Ask students if they would have entered Dinosaur World. Why?/Why not?
- Ask students how knowing about their environment helps them stay safe.

Objective review

Ask students how the reading strategy helped them understand the story better. Praise their effort.

2 Grammar 1 • Listening

OBJECTIVES

Grammar:	Can use common regular adverbs ending in "-ly" in simple statements.
Listening:	Can identify basic factual information in short, simple dialogs or stories on familiar topics, if spoken slowly and clearly.
Revised vocabulary:	quietly, carefully, fast, slowly, loudly
Expressions:	Let's run!

MATERIALS

SB pp. 26–27
WB pp. 22–23
WB key p. 211
SB audio tracks 1-12 and 1-13
Video 2-2
Video scripts pp. 238–239
Pearson English Platform

Warm-up

Write words from the SB story on the board: *Tilly and Sam*, *paleontologist*, *cupboard*, *three horns*, *forest*, *museum*, *roar*. Ask students to say what they remember about the story using these words.

Lesson objective

Explain the lesson objective: To learn words to describe actions.

SB Act. 1 p. 26

2-2

Watch Parts 1 and 2 of the story video. What color are the dinosaur's eyes? Then read and write.

- Teach *ready* and *torch.*
- Students watch Parts 1 and 2 of the video to answer the question. (**Answer:** green)
- Students complete the sentences.

SB Act. 2 p. 26

Read the grammar box and complete the sentences.

- Focus students' attention on the grammar box and read the sentences together.
- Quiz students by asking them to change an adjective into an adverb in a sentence, e.g., *You're quiet. You're working (quietly)*. Continue with more adjectives.
- Then students complete the activity.

SB Act. 3 p. 26

Read *Dinosaur World* again. Circle the blue words from the grammar box.

- Refer students back to the text on SB pp. 24 and 25.
- Students read their answers aloud to check.

Extra activity

CREATIVITY

Tell students you'll say a sentence and they have to mime. Say *You're driving fast*. Students mime driving fast. Continue with *You're a lion. You're roaring loudly. You're carrying an egg carefully.,* etc.

Differentiation

Struggling learners: Write beginnings of sentences on the board: *They are careful. They're carrying the picture … . The diplodocus is slow. It's walking … to the water. Sam is quiet. He's speaking … . Tilly is loud. She's screaming … .* Students complete the sentences in their notebooks by referring back to the story.

Stretch: Ask students to write two sentences about what's happening around them, one with an adjective and another with an adverb, e.g., *The classroom is quiet. My friends are writing quietly.*

SB Act. 4 p. 27

Read and circle.

- Students work individually to circle the correct words.

WB Act. 1 p. 22

Read and circle.

- Focus students' attention on the grammar box and ask them to complete the activity.

WB Act. 2 p. 22

Look, read, and write. Then write one sentence about the picture.

- This is an A1 Movers Reading and Writing Part 6 task.

WB Act. 3 p. 23

Read and complete. Then match.

WB Act. 4 p. 23

Write the words in order. Use the correct form.

Grammar 1

1 2-2 **Watch Parts 1 and 2 of the story video. What color are the dinosaur's eyes? Then read and write.**

carefully quickly quietly slowly

2 **Read the grammar box and complete the sentences.**

Grammar

Be **quiet**.	Open the door **quietly**.
You're too **loud**.	You're speaking too **loudly**.
Kim is too **slow**.	Kim is walking too **slowly**.
Be **careful**.	Walk **carefully**.
We need to be **quick**.	We need to go **quickly**.
The dinosaur is **fast**.	The dinosaur can run **fast**.

1 The green words describe people and things.
2 The blue words describe actions.
3 To change a green word to a blue word, you can usually add -ly .
4 Fast can be a green word or a blue word.

3 **Read *Dinosaur World* again. Circle the blue words from the grammar box.**

4 **Read and circle.**

1 Oh, no! There's a T-Rex behind us, and it's roaring **loud** / **loudly**. I think it's hungry!
2 Let's run! Be **quick** / **quickly**!
3 We're running too **slow** / **slowly**. The T-Rex is coming!
4 Let's think **fast** / **quick**. Where can we go?

5 **Work in pairs. Choose a word or phrase from each box and do the action. Your friend guesses and says what it is.**

carefully fast loudly
quietly sadly slowly

close a door
pick up a dinosaur egg
roar run walk

Listening

6 1-12 **Listen and write 1, 2, or 3.**

Look carefully. 3	Walk quickly. 3	Walk slowly. 1
Study quietly. 2	Walk carefully. 1	Don't talk loudly. 2

7 1-13 **Listen again. Match the places from A–C to the dialogs from 1–3.**

A street in a town or city 3
B library 2
C outdoor swimming pool 1

SB Act. 5 p. 27 — COMMUNICATION

Work in pairs. Choose a word or phrase from each box and do the action. Your friend guesses and says what it is.

- Put students into pairs. Ask pairs to come to the front and act out the activity.

Extra activity — COLLABORATION

- Put students into pairs. Each pair writes three adverbs on three pieces of paper. They also write three sentences with adverbs missing, e.g., *Bears run … . The teacher is speaking … . Please close the door … .*
- Put two pairs together. They put their pieces of paper with adverbs face down on the table. They take turns picking an adverb from the other pair and put it into one of their sentences, e.g., *Please close the door loudly*. Ask students for examples of the sentences they created.

WB Act. 5 p. 23

Write five sentences to describe your friends and family.

Extra activity — CRITICAL THINKING

Ask students to say what they can do *quickly/quietly/slowly/carefully.*

Listening

SB Act. 6 p. 27 — 1-12

Listen and write 1, 2, or 3.

- Focus students' attention on the phrases.
- Play track 1-12 for students to complete the activity. Repeat the audio for students to check their answers.

SB Act. 7 p. 27 — 1-13

Listen again. Match the places from A–C to the dialogs from 1–3.

- Play track 1-13. Students match the places to the dialogs.

Stretch activity — CRITICAL THINKING

Write more places on the board. Students say how they act when they go there, e.g., *classroom* (talk politely, listen carefully), *park* (play loudly, run fast).

Objective review

Ask students to give examples of adverbs from the lesson. Praise their effort.

2 Vocabulary 2 • Pre-reading 2

OBJECTIVES

Reading:	Can make basic inferences from simple information in a short text.
Listening:	Can recognize simple phrases related to familiar topics in slow, clear speech.
Speaking:	Can answer simple questions about their life and experience.
SB vocabulary:	pharaoh, bury, archeologist, treasure, thieves, dig, exhibit, gold, steps, tomb
WB vocabulary:	careful, dig, dinosaur, loud, quietly, slowly, treasure, walk

MATERIALS

SB pp. 28–29
WB pp. 24–25
WB key p. 211
SB audio tracks 1-14 and 1-15
WB audio track 01
Picture cards 31–40
Pearson English Platform

Warm-up

On the board, write words from the unit so far with missing vowels. Tell students they have one minute to find and complete as many as they can. The first eight students to correctly spell words win. Students read their words aloud. Complete the words on the board.

Lesson objective

Explain the lesson objective: To talk about things in a museum and archeology.

SB Act. 1 p. 28

1-14

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-14 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.
- Ask *Are there pharaohs now? What do archeologists look for? What would you do if you found a treasure box? What things do people bury?*
- Ask students to name some gold things.

SB Act. 2 p. 28

1-15

Listen and number.

- Play track 1-15, pausing after each sentence. Students number the pictures.

Picture card activity

Put the picture cards on the board. Point at a picture card and say either the correct word or an incorrect word. If the word is correct, students repeat it. If it's incorrect, students correct you.

Differentiation

Struggling learners: Ask students to cover the word labels in the first line of pictures in Activity 1 with a piece of paper. Say the words individually for students to match to the pictures. Then students check if they're correct by removing the paper. Repeat with the second line of pictures.

Stretch: Put students into pairs. They cover the word labels in the first line of pictures in Activity 1. Student A points at a picture and Student B says the word. Then they swap. Students repeat for the second line of pictures.

SB Act. 3 p. 28

Read and write words from Activity 1.

- Students complete the activity in pairs.
- Ask different students to read their answers aloud.

SB Act. 4 p. 28

Work with a friend. Choose a word from Activity 1. Make words using as many letters as possible.

- Students work in pairs to complete the activity.
- Ask different pairs to come to the front and write their words.

WB Act. 1 p. 24

01

Listen and color.

- This is a Pre-A1 Starters Listening Part 5 task.

WB Act. 2 p. 24

Look at the picture from Activity 1. Then read, choose, and write.

SB Act. 5 p. 29

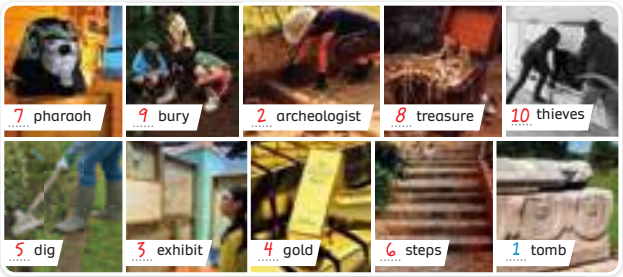
COMMUNICATION

Discuss with a friend.

- In pairs, students discuss their answers.
- Monitor to make sure students give reasons for their answers.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Vocabulary 2

1 1-14 **Listen and repeat.**



2 1-15 **Listen and number.**

3 **Read and write words from Activity 1.**

1 These are words for people. *pharaoh* *archeologist* *thieves*
2 People often walk up and down these. *steps*
3 Thieves like to take these things. *treasure* *gold*
4 You can do these activities in sand. *bury* *dig*
5 We put people here when they die. *tomb*
6 You can see this in a museum. *exhibit*

4 **Work with a friend. Choose a word from Activity 1. Make words using as many letters as possible.**

great *eat* *ear* *tear* *gate*

5 **Discuss with a friend.**

1 Are there a lot of old things in your neighborhood? What kind of things are they?
2 Think of your favorite museum. What exhibits do you like there?
3 Why do archeologists dig in the ground?
4 "One man's trash is another man's treasure." What treasure do you have? Do your friends agree that it's treasure?

Pre-reading 2

Reading strategy

Read the first sentence of each paragraph to get the general idea of a text.

1 **Read the first sentence of each paragraph in a magazine article. Choose the best title for the article.**

1 2,000 years ago, Pompeii was a busy city.
2 Everything changed suddenly one day about 1,950 years ago.
3 For more than 1,700 years, the buildings were under the ground.
4 Now, more than two million people visit Pompeii every year.

2 **Look quickly at the text on the next page. Read the first sentence of each paragraph. Choose the best title for the article.**

WB Act. 3 p. 25 — CRITICAL THINKING

Imagine you work at a museum. What things do you put on an exhibit?

- Encourage students to explain why they chose their items.

Extra activity — COLLABORATION

Put students into pairs. Tell them you're going to say a word and they have to say two words to go with it. Model by saying *museum*. Students suggest *tomb*, *dinosaurs*, *old things*, etc. Play with words from the unit so far. If a pair can't say two words, they stop playing. The game stops when there are only two pairs left.

Word study: different kinds of words

WB Act. 4 p. 25

Complete the chart. Then add your own words.

WB Act. 5 p. 25

Look at the chart from Activity 4. Read and circle the words in the correct color.

- Explain that students read the sentences and circle the words with a color from Activity 1, e.g., actions are orange.

Objective review

Ask students to draw their favorite word from this lesson and write a caption for their picture that includes the word. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Read the first sentence of each paragraph to get the general idea of a text.

SB Act. 1 p. 29 — CRITICAL THINKING

Read the first sentence of each paragraph in a magazine article. Choose the best title for the article.

- Read the reading strategy and the first sentences aloud. Ask students what they think the article will be about.
- Students complete the activity. (**Answer:** Pompeii, in the past and today)

SB Act. 2 p. 29 — CRITICAL THINKING

Look quickly at the text on the next page. Read the first sentence of each paragraph. Choose the best title for the article.

- Students complete the activity individually. Ask them to explain their answers.

2 Reading 2

OBJECTIVES

Reading: Can make basic inferences from simple information in a short text.

Speaking: Can express their opinions on familiar topics, using simple language.

SB vocabulary: Tutankhamun's mask, hieroglyphs

WB vocabulary: ash, volcano, breathe, explorer, discover

MATERIALS

SB pp. 30–31
WB p. 26
WB key p. 211
SB audio track 1-16
Pearson English Platform

Warm-up

Tell students to imagine they're visiting a tomb. Ask *What do you see in the tomb? Whose tomb is it? Is the tomb dark? Can you take things from a tomb? Why?/Why not?*

Lesson objective

Explain the lesson objective: To apply the reading strategy by reading the first sentence of each paragraph to get the general idea of a text.

SB Act. 3 p. 30

1-16

Read *Tutankhamun's Treasure*. Check your answer from Activity 2.

- Focus students' attention on the picture of Tutankhamun's mask. Ask if they recognize it. Ask students if they know who Tutankhamun was.
- Ask students to apply the reading strategy and read the first sentence of the first paragraph. Ask what they think the paragraph will be about.
- Students read and listen to the text. Ask if their answer from Activity 2 was correct.
- Ask students to find the words in bold. Check that they remember their meanings. (**Answer:** Treasure in the tomb)

Differentiation

Struggling learners: Ask students to read the first paragraph. Ask *Who was Tutankhamun? When did he live? Where was he buried? Why did they bury so many things with him?* Do the same for the other paragraphs.

Stretch: Ask students to imagine they are Howard Carter and say how they felt when they found the treasure and who they told.

SB Act. 4 p. 31

Read the article again. Answer the questions.

- Students read the text again to answer the questions. (**Answers: 1** He was 18., **2** People thought he needed these things., **3** because thieves discovered them, **4** It describes the story of the pharaoh's life., **5** because he didn't have any money, **6** in a gold box, **7** in Cairo)

Extra activity

CREATIVITY

Focus students' attention on the *Did you know?* box about hieroglyphics. Put students into small groups. Ask them to make up a hieroglyphic message using different pictures and symbols to represent the letters of the English alphabet. Groups swap messages and decipher them.

SB Act. 5 p. 31

CRITICAL THINKING

Think about things that are important in your life. Make a list, then compare with a friend.

- Tell students they can only put six things on their lists. Put students into pairs after they make their lists.
- Monitor students as they compare lists. Bring students to the front to share their lists. Encourage students to explain their choices.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

CRITICAL THINKING

Put students into small groups. Ask students to make a list of the objects from Tutankhamun's tomb. They look at each thing and ask *Why did he need this?* Groups talk about reasons and then share their ideas with the class.

Extra activity

SB Vocabulary work

Ask students to write three words from the text in their notebooks. Put students into pairs. Student A says one of their words to Student B, who has to find and read the sentence in the text. Student B defines the word.

WB Act. 1 p. 26

Read the magazine article. Choose the correct first sentence for each paragraph.

- Remind students of their answers to Activity 1 on p. 29 in the SB.

Reading 2

3 1-16 **Read *Tutankhamun's Treasure*. Check your answer from Activity 2.**

Reading strategy

Read the first sentence of each paragraph to get the general idea of a text.

TUTANKHAMUN'S Treasure

3,300 years ago, a boy named Tutankhamun was **Pharaoh** of Egypt. He died when he was 18. His body was **buried** in a **tomb**. With him, they buried chairs, lamps, beds, clothes, games, small boats, food and drink, and boxes of **treasure**. They thought that he needed them in his next life.

An **archeologist** named Howard Carter looked for Tutankhamun's tomb for many years. In 1922, he said to his men, "We have to stop. I don't have any more money."

Four days later, one of his men shouted, "There's a **step** in the sand." All the men started to **dig**.
The next day, there were 12 steps, and below them, a door. Carter looked inside. There was a lot of gold! All the things for Tutankhamun's next life were there. And inside a gold box, there was an amazing **gold** mask and the body of the pharaoh.

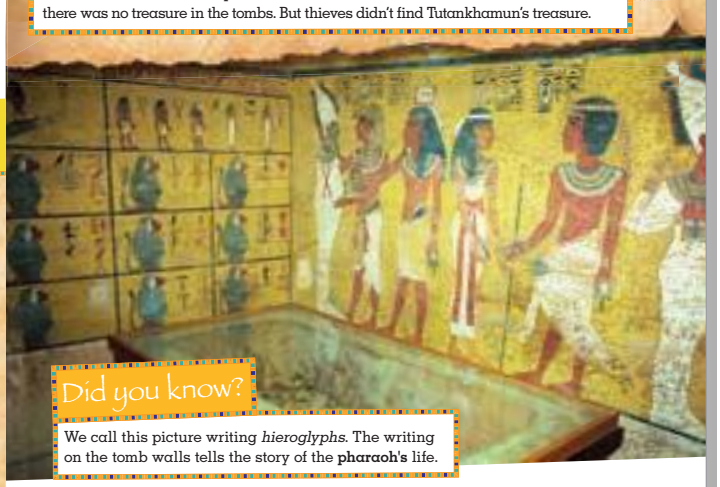
Today, the things from the tomb are usually an **exhibit** in a museum in Cairo. But they often travel to different museums around the world.

Tutankhamun's mask

30

2

There were tombs for other pharaohs, too. **Thieves** discovered them, and soon there was no treasure in the tombs. But thieves didn't find Tutankhamun's treasure.



Did you know?

We call this picture writing *hieroglyphs*. The writing on the tomb walls tells the story of the **pharaoh's** life.

4 **Read the article again. Answer the questions.**

1 How old was Tutankhamun when he died?
2 Why did his people put a lot of things in his tomb?
3 Why was there no treasure in the tombs of the other pharaohs?
4 What does the writing on the tomb walls describe?
5 In 1922, Carter didn't have much time to look for Tutankhamun's tomb. Why?
6 Where in his tomb was Tutankhamun's body?
7 In which city can people usually see Tutankhamun's treasure?

5 **Think about things that are important in your life. Make a list, then compare with a friend.**

31

WB Act. 2 p. 26

Read the article again. Circle T (true) or F (false).

Stretch activity

CRITICAL THINKING

Ask students questions about the WB text, e.g., *What kinds of buildings were there in Pompeii? Why did the people die? What kinds of food did archeologists find?*

WB Act. 3 p. 26

CRITICAL THINKING

Why is it important for scientists to study volcanoes?

Stretch activity

COLLABORATION

Students work in small groups to write the first sentence of a story for each of these newspaper headlines: *Treasure found in downtown mall*, *Archeologists dig up gold in local park*, *Dinosaur fossils disappear from museum*.

Extra activity

WB Vocabulary work

- In pairs, students say new words from the text: *ash*, *volcano*, *breathe*, *explorer*, *discover*. Write them on the board and make sure students understand them. Make a note of the words and erase them from the board.
- Bring students to the front and have them form a line. Say a sentence with one of the words in it. The student at the front of the line writes the word on the board. Erase the words after five students have had a turn, and continue.

Objective review

Ask students if reading the first sentence of each paragraph helped them understand the whole text better. Praise their effort.

2 Grammar 2 • Speaking

OBJECTIVES

Grammar: Can use "… has/have to …" in statements with common verbs for obligation and necessity.

Listening: Can recognize simple phrases related to familiar topics in slow, clear speech.

Speaking: Can talk about common jobs using simple language.

MATERIALS

SB pp. 32–33
WB pp. 27–28
WB key p. 211
SB audio track 1-17
Video 2-3
Video script p. 239
Picture cards 21–40
Optional: One red and green pencil per student
Pearson English Platform
Grammar Book 3, Unit 18
Speaking and Vocabulary Book 3, Unit 2

Warm-up

Ask students to pick a red and a green pencil. Show a picture card and say a word. If it's the correct word for the picture, students raise the green pencil. If it's incorrect, they raise the red pencil and correct you.

Lesson objective

Explain the lesson objective: To talk about things we have to or don't have to do.

SB Act. 1 p. 32

2-3

Watch Part 3 of the story video. Where are they? Then read and write.

- Teach *afraid* and *machine*.
- Students watch Part 3. Ask *Where are they?* (**Answer:** in the TARDIS)
- Repeat the video for students to complete the sentence.

SB Act. 2 p. 32

Look at the grammar box and read.

- Focus students' attention on the grammar box.
- After students have read it, write on the board: *I have to … today. I don't have to … today. Do you have to … every day?*
- Students complete the sentences on the board themselves and ask a partner their completed question.

Differentiation

Struggling learners: Write *I have to … . I don't have to … .* on the board. Choose a stronger student and say *I have to work quietly. Do you have to work quietly?* Elicit *Yes, I have to work quietly.* or *No, I don't have to work quietly.* Model the answer a few times. Work around the class with different sentences. Then put students into pairs to ask and answer. Tell students they can look at the board for help.

Stretch: Put students into pairs. Students say three things they have to do and three things they don't have to do. Then different students tell the class one thing they've learned about their partner.

Extra activity

CRITICAL THINKING

Ask students to form a line. Say, e.g., *drive my mom to school.* If students have to do the activity, they jump to the left. If they don't have to do it, they jump to the right. Ask different students to say the complete sentence (e.g., *I don't have to drive my mom to school.*). Phrases to use: *do homework*, *go to work*, *make my breakfast*, *make dinner*, *set the table.*

SB Act. 3 p. 32

Read *Tutankhamun's Treasure* again. Find and circle a sentence with *have to.*

- Refer students back to the text on SB pp. 30 and 31.
- Students complete the activity individually.

SB Act. 4 p. 32

Read the old letter and complete it with the phrases.

- Before doing the activity, tell students that Harry Burton (the writer of the imaginary letter) was the real photographer on Carter's expedition.

WB Act. 1 p. 27

Read and circle.

- Focus students' attention on the grammar box and ask them to complete the activity.

WB Act. 2 p. 27

Read and complete. Use the words from the box.

Grammar 2

1 2-3 **Watch Part 3 of the story video. Where are they? Then read and write.**

We have to stop the Smogator.

2 **Look at the grammar box and read.**

Grammar

You **have to** listen carefully.

Do I **have to** walk slowly? No, you **don't**.

The Doctor **has to** push the buttons carefully.

Does Kim **have to** help? No, she **doesn't**. The Doctor can do it.

You **don't have to** talk quietly.

3 **Read *Tutankhamun's Treasure* again. Find and circle a sentence with *have to*.**

4 **Read the old letter and complete it with the phrases.**

Dear Father, *Egypt, 1923*

I have a new job! I'm working for Howard Carter at the tomb of Tutankhamun. I [1] [e] *pictures of all the things in the tomb. Carter* [2] [b] *about everything, and the other men* [3] [a] *the things carefully out of the tomb. We are all living close to the tomb. Everyone is super friendly, and we have a chef, so we* [4] [d]*. There are a lot of dangerous snakes in the sand, but Mother* [5] [c] *about me. I'm always very careful.*

With all my love,

Harry

a have to move
b has to write
c doesn't have to worry
d don't have to cook
e ~~have to take~~

5 1-17 **Sue is an archeologist. She's talking to Will about her job. Listen and circle the things she has to do.**

work at night talk on the phone
work on a computer examine old things
work outside all the time
work on the weekend

6 **Write about Sue with *have to* and *don't have to*. Use the information in Activity 5 and your own ideas.**

They have to examine very old things.

Speaking

7 **Work with a friend. Choose a job. Then ask and guess.**

Speaking strategy

Focus on the speaker.

chef cleaner dentist doctor hairdresser
mechanic pilot police officer teacher vet

You: Do you have to work outside?
Friend: No, I don't. I have to work inside.
You: When do you have to work?
Friend: In the day, and at night, and on weekends, too.
You: Do you have to help sick people?
Friend: Yes, I do.
You: You're a doctor!

SB Act. 5 p. 33

1-17

Sue is an archeologist. She's talking to Will about her job. Listen and circle the things she has to do.

- Teach *examine*. Read the list aloud. Ask students which of the things they think an archeologist has to do.
- Play track 1-17 for students to complete the activity.
- Students check their answers by making sentences, e.g., *Sue has to examine old things.*

SB Act. 6 p. 33

Write about Sue with *have to* and *don't have to*. Use the information in Activity 5 and your own ideas.

- Ask students to share their answers with the class.

WB Act. 3 p. 28

Read and check (✓) or cross (✗).

WB Act. 4 p. 28

Complete the questions. Then look at Activity 3 and write the answers.

WB Act. 5 p. 28

Look and write one thing each person has to do and one thing he/she doesn't have to do.

For more grammar practice, go to Grammar Book 3, Unit 18.

Speaking

Speaking strategy

Explain the speaking strategy: Focus on the speaker. Explain that when we ask someone questions, we focus on what they have to say.

SB Act. 7 p. 33

COMMUNICATION

Work with a friend. Choose a job. Then ask and guess.

- Focus on the word box. Ask *Does a chef have to work outside?* (No, he/she doesn't.) *Does a hairdresser have to stand up and work?* (Yes, he/she does.) Ask about all the jobs.
- Put students into pairs to play the game. Monitor, and make sure students are focusing on their partner.

Extra activity

CRITICAL THINKING

Ask students to write about their parents' jobs using *has to/doesn't have to*.

Objective review

Ask students to imagine they're doing a job and say two sentences with *I have to …* and *I don't have to …* . Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 3, Unit 2.

2 Writing • Now I Know

OBJECTIVES

Reading: Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts.

Speaking: Can act out a short dialog or role play, given prompts.

Writing: Can write short, simple descriptive texts on familiar topics if provided with key words and supported by pictures.

MATERIALS

SB pp. 34–35
WB pp. 29–31
WB key p. 212
Pearson English Platform
Test Book 3, Unit 2

Warm-up

Review the Unit 1 writing strategy with students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a webpage about an animal, while applying the writing strategy.

SB Act. 1 p. 34

Look at the picture of a horned tortoise. Describe it and answer. Then guess the answers to the questions.

- Students compare their guesses with a partner. (**Answers: 1** in Australia **2** It's extinct. **3** It's a herbivore. **4** It's slow. **5** It's dangerous. It can hurt people and animals with its tail.)

SB Act. 2 p. 34

Read a webpage from *The Time Traveler's Nature Guide* and check your answers.

- Students read to check their answers.

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 34

Read the webpage again. Find and circle useful words and phrases to describe an extinct animal.

- Students circle useful words and phrases.

Extra activity

COLLABORATION

Ask students to read the texts in the unit again and find words that make the texts more interesting. Students share their ideas.

WB Act. 1 p. 29

Read and underline the useful words and phrases.

SB Act. 4 p. 34

Find or draw a picture of an animal you like. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks.

WB Act. 2 p. 29

Make notes about an animal you like.

Remember!

WB p. 29

Focus students' attention on the Remember! box.

WB Act. 3 p. 29

Write about your animal. Use your ideas from Activity 2 to help you.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to read their work aloud. Praise their effort.

Now I Know

Warm-up

Ask students to look back at the unit and choose their favorite lesson. On the board, write *What did you learn in the lesson? What did you find interesting in the lesson?*

Objective

Explain the lesson objective: To review everything they've learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in WB Activity 1 at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 35

CRITICAL THINKING

How do we know about the past? Look back through Unit 2 and make a list.

- Students use their consolidated knowledge of the Big Question to answer.

Writing

1 **Look at the picture of a horned tortoise. Describe it and answer. Then guess the answers to the questions.**

1 Where does it live?
2 Is it alive today, or is it extinct?
3 Is it a herbivore or a carnivore?
4 Is it fast or slow?
5 Is it dangerous? Why? / Why not?

2 **Read a webpage from *The Time Traveler's Nature Guide* and check your answers.**

3 **Read the webpage again. Find and circle useful words and phrases to describe an extinct animal.**

4 **Find or draw a picture of an animal you like. Then go to the Workbook to do the writing activity.**

Writing strategy

Use interesting words and phrases to describe an animal.
This animal is much bigger than a modern tortoise.

Now I know

1 **How do we know about the past? Look back through Unit 2 and make a list.**

We learn about the past thanks to
exhibits

2 **Choose a project.**

Perform a scene from a movie about time travelers and extinct animals.

1 Work with some friends.
2 Decide what extinct animal(s) the time travelers see in the scene.
3 Write some words for the scene.
4 Practice and then perform the scene to the class.

or

Make an interesting webpage for your museum.

1 Work with some friends. Choose a subject for your museum (e.g. science).
2 Choose a name for it.
3 Think of some interesting exhibits. Find or draw pictures and make labels.
4 Write a webpage for it.

Read and circle for yourself.

I can understand the main information in simple dialogs.
I can talk about jobs I know.
I can infer information in a text.
I can write about an animal I like.

WB Act. 1 p. 30

Complete the crossword.

WB Act. 2 p. 30

Read and circle.

WB Act. 3 p. 31

Look, read, and write.

WB Act. 4 p. 31

Write the words in order. Then check (✓) the true sentences.

Project

SB Act. 2 p. 35

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other to learn.

Things I learn

WB Act. 1 p. 31

What are your three favorite words in this unit?

- Have a class vote on favorite words.

WB Act. 2 p. 31

Write something you think is interesting about dinosaurs and archeologists.

- Ask students to share their answers with the class.

WB Act. 3 p. 31

Write two ways we can learn about the past.

- Students use their consolidated knowledge of the Big Question to answer.

Self-assessment

SB p. 35

Read and circle for yourself.

- Students decide how to rate each statement.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 3, Unit 2.

3 Why do we go on vacation?

SKILLS

Listening: Can identify activities occurring in the past in short, simple dialogs.

Reading: Can identify key parts of simple stories.

Speaking: Can talk about an event in the past using fixed expressions, given a model.

Writing: Can write about past activities using simple language, given a model.

GRAMMAR

Grammar 1: Can use all subject pronouns with common regular and irregular Past Simple verb forms.

Grammar 2: Can ask about past experiences with "Did you … ?" and "Who/What/Where/Why/When did you …" and common verbs with simple phrasal complements.

VOCABULARY

Key vocabulary 1: campsite, blanket, sleeping bag, camping stove, flashlight, compass, set up a tent, make a fire, clean up, get lost

Key vocabulary 2: meet new people, go zip lining, go rock climbing, beautiful, go kayaking, heavy, light, unsafe, waterfall, coast

Video vocabulary: competition, sandcastle, design (n), bonnet, mud, sculpture, judge, decide, builder, complicated, fierce

Reading 1 vocabulary: ground, hiker, path, scary, trash can, dig, hole, cover (v), prepare, sunscreen, sunset

Reading 2 vocabulary: life jacket, scenery, certificate, tutor, course, instructor, incredible

Passive vocabulary: fire, wait, arrive, check for

Revised vocabulary: sunny, hot, warm, cold, river, sunscreen

Expressions: after all

PROJECTS

Do a class survey about vacations last year
Invent your own summer camp

VIDEOS

All Over the Place: Sandcastle Competition (3-1)
Doctor Who: Get Out of the Campsite Parts 1–3 (3-2, 3-3)

VALUE

Experience new things as a family

Unit opener

OBJECTIVES

Listening: Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.

Speaking: Can talk about activities that are happening at the time of speaking.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 36–37
WB p. 32
WB key p. 212
Video 3-1
Video script p. 239
Pearson English Platform

Big Question

- Ask students *Where do you usually go on vacation? What do you take with you?* to check what vacation words they already know.
- Read the Big Question *Why do we go on vacation?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about vacations.

SB Act. 1 p. 37

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the picture.

3

Why do we go on vacation?

Listening
- I can understand activities that happened in the past.

Reading
- I can identify the structure of a story.

Speaking
- I can talk about an event in the past.

Writing
- I can write about a vacation in the past.

1 **Look at the picture and discuss.**

1 What can you see in the picture?
2 What are they doing?
3 Do you sometimes do this?

2 **Think and check (✓). Discuss with a friend.**

1 What is your favorite place to go on vacation?
the beach ☐ the mountains ☐

2 How do you get there?
by bus ☐ by plane ☐
by boat ☐ by car ☐

3 Who do you go on vacation with?
parents ☐ grandparents ☐
cousins ☐ friends ☐

3 3-1 **Watch the video. What are the two teams building?**

British	American
bonnet	hood

SB Act. 2 p. 37

COMMUNICATION

Think and check (✓). Discuss with a friend.

- Ask students to share their ideas with the class.

WB Act. 1 p. 32

What do you know about vacations? Write two things you can do on vacation.

- Ask students to think of the Big Question and write two things they can do on vacation.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 2 p. 32

Circle the things to do with vacations. Then think about and write one thing you learn in this unit.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 37

3-1

Watch the video. What are the two teams building?

- Ask students what animal is in the video still and what they think the video is about. Review *sand*. (**Answer:** They're building sandcastles.)
- Play the video twice and ask students to check their answers in pairs.

Extra activity

CREATIVITY

Tell students to imagine they've entered a sandcastle competition. They draw their sandcastle and describe it to the class.

International English

Focus students' attention on the difference between British and American English for the same word for the front part of a car: *bonnet* and *hood.* Can they think of any others?

WB Act. 3 p. 32

3-1

Watch the video. Then read, look, and match.

WB Act. 4 p. 32

3-1

Read and circle. Watch the video again to check.

Objective review

Ask students what they've learned about vacations in this lesson. Praise their effort.

3 Vocabulary 1 • Pre-reading 1

OBJECTIVES

Listening:	Can recognize simple phrases related to familiar topics in slow, clear speech.
Reading:	Can identify key parts of simple stories.
SB vocabulary:	campsite, blanket, sleeping bag, camping stove, flashlight, compass, set up a tent, make a fire, clean up, get lost
WB vocabulary:	hiking boots, rope, matches, water bottle, insect repellent
Revised vocabulary:	cold

MATERIALS

SB pp. 38–39
WB pp. 33–34
WB key p. 212
SB audio tracks 1-18 and 1-19
Picture cards 41–50
Pearson English Platform

Warm-up

Write new vocabulary from previous units on the board and review the words. Put the class into two teams and ask them to line up at the back of the classroom. Erase the words. Draw a line in the middle of the board. Define a word. A student from each team has to race to the front to write the word on their side of the board. The first one to write it correctly gets a point. The team with the most points wins.

Lesson objective

Explain the lesson objective: To talk about camping.

SB Act. 1 p. 38

1-18

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-18 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

Differentiation

Struggling learners: Put the picture cards on the board and practice the words. Define a word and point at a student, who has to say it.

Stretch: Show the picture cards. Students say the words. Ask different students to define the words, e.g., *We use a compass to find our way.*

SB Act. 2 p. 38

1-19

Listen and number.

- Play track 1-19 twice, pausing after each sentence. Students number the pictures.

Stretch activity

COLLABORATION

Put students into pairs. Student A closes their book and says the items in numbered order while Student B checks, e.g., *1 – set up a tent*. Then they swap roles.

Picture card activity

- Play *Bingo*. Students draw a grid of five boxes and write five of the words they've learned.
- Shuffle and draw the picture cards at random and show them one by one. Students who have the corresponding word written down in their boxes check those boxes. The first student to check all five words shouts *Bingo!* and is the winner.

SB Act. 3 p. 38

Read and write a word from Activity 1.

- Students work in pairs to complete the activity.

SB Act. 4 p. 38

Look and write words from Activity 1.

- Students complete the activity individually.

WB Act. 1 p. 33

Find and circle six words. Then complete the phrases.

WB Act. 2 p. 33

Read and circle.

- Ask students to make sentences with the extra words.

WB Act. 3 p. 33

Label the things in the picture.

SB Act. 5 p. 39

CRITICAL THINKING

Look at Activity 1. Think and group the things you take camping. Write them in the chart.

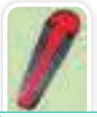
- Copy the chart on the board. Explain that the middle circle represents things we can put in both places.
- Students first complete the activity individually and then share their ideas with the class. Call students to write their answers in the chart on the board.

Vocabulary 1

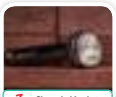
1 Listen and repeat. 1-18

8 campsite

9 blanket


6 sleeping bag

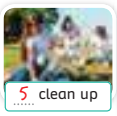
7 camping stove

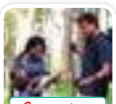

3 flashlight

4 compass

1 set up a tent

10 make a fire


5 clean up


2 get lost

2 Listen and number. 1-19

3 Read and write a word from Activity 1.

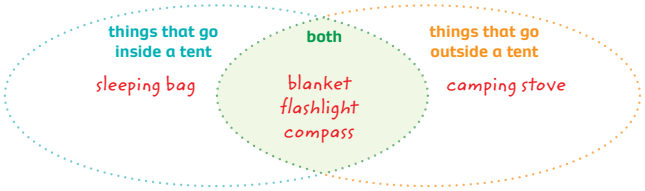
1 You put it on your legs when you are cold or sit on it at a picnic. blanket
2 You do this so you can sleep in it. set up tent
3 It happens when you don't know where you are going. get lost
4 You cook on it outside. It uses gas. camping stove
5 You put things in their place and you take away dirty things. clean up

4 Look and write words from Activity 1.

1 campsite 2 flashlight 3 make a fire 4 compass 5 blanket

38

5 Look at Activity 1. Think and group the things you take camping. Write them in the chart.



6 Think and write more things you can take when you go camping.

Pre-reading 1

Reading strategy
Find the beginning, middle, and end of a story to help you follow the action.

1 Read and match.

1 beginning c
2 middle a
3 end b

a My sister and I made a big sandcastle. Then we dug a hole and covered Grandpa. We put a big sun hat on his head.
b We stayed at the beach all day and went home at sunset. It was a great day.
c Yesterday was the first day of vacation. I woke up and packed my bag for a day at the beach.

2 Read and circle.

1 The **beginning** / **end** finishes the story.
2 The **beginning** / **end** of a story tells us about the place and characters.
3 The **end** / **middle** is where the story develops.

39

SB Act. 6 p. 39

Think and write more things you can take when you go camping.

- Students share ideas with the class, giving reasons for their answers.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 4 p. 34

CRITICAL THINKING

Imagine you're at a campsite. Write four things you have to do before it gets dark.

Vocabulary challenge: camping equipment

WB Act. 5 p. 34

Read, look, and write the correct letter.

WB Act. 6 p. 34

Read and complete. Use the words from Activity 5.

Objective review

Ask students to name the things that we need to go camping. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Find the beginning, middle, and end of a story to help you follow the action.

SB Act. 1 p. 39

CRITICAL THINKING

Read and match.

- Ask students to read the strategy. Ask what they expect to read in the beginning, middle, and end of a story.
- Teach *dug a hole*, *sunset*, and *packed my bag* using mime or pictures.
- Students complete the activity. Ask which words or sentences helped them choose their answers.

SB Act. 2 p. 39

Read and circle.

- Ask who the main characters in the story are (*the writer's sister and grandpa*).

Extra activity

COLLABORATION

Put students into pairs. Write *A Day in the Mountains* on the board. Ask students to think of and write a sentence for the beginning, middle, and end of this story.

3 Reading 1

OBJECTIVES	
Reading:	Can identify key parts of simple stories.
Speaking:	Can answer simple questions about their life and experiences.
SB vocabulary:	ground, hiker, path, scary, trash can
WB vocabulary:	dig, hole, cover (v), prepare, sunscreen, sunset
Passive vocabulary:	wait, arrive, check for
Revised vocabulary:	sunny, hot, warm, sunscreen

MATERIALS

SB pp. 40–41
WB p. 35
WB key p. 212
SB audio track 1-20
Pearson English Platform

Warm-up

Write the titles of the stories from Units 1 and 2 on the board: *Benny and Jenny Go to School*, *Pedro and George Save the Day*, *Dinosaur World*, and *A World Long Ago*. Ask about the characters and places in each story. Students look back at the stories for a while and then close their books. Read a sentence from the beginning, middle, or end of one of the stories. Students choose a title from the board and say where the sentence comes in the story (beginning, middle, or end).

Lesson objective

Explain the lesson objective: To apply the reading strategy by finding the beginning, middle, and end of a story to help them follow the action.

SB Act. 3 p. 40

1-20

Read *A Relaxing Vacation*. Was the vacation relaxing for Ben's dad? Why?/Why not?

- Ask students to look at the title of the story and the pictures. Ask what kinds of things make a vacation relaxing.
- Focus students' attention on the new vocabulary in the labels (*path*, *ground*, *trash can*, *scary*, *hiker*) and make sure they understand it.
- Students read and listen to the text, while applying the reading strategy.
- Ask students to say what happened at the beginning, middle, and end of the story.
- Read the questions in Activity 3 aloud. Students talk about them in pairs. Encourage students to refer back to the story to explain their answers. (**Answer:** No, it wasn't. Probably because they got lost.)
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Ask students to read the first paragraph of the story. Say a sentence for students to complete, e.g., *Ben and his family went camping last … .* Elicit *weekend*. Continue with *Dad thinks the campsite is perfect because it's … .* (real quiet) *They set up the tent on … .* (Saturday afternoon) Continue for the whole story.

Stretch: Ask students to write three false statements about the story. Put students into pairs. They swap sentences and correct their partner's sentences.

SB Act. 4 p. 41

Read the story again and circle.

- Students complete the activity individually.

Extra activity

CRITICAL THINKING

Put the names of characters on pieces of paper, and stick them on walls around the room (*Ben*, *Dad*, *Jess*, *Mom*, *the hiker*). Then ask questions with *Who* about the story. Students run to the correct place or point, e.g., *Who told a scary story about a bear? Who cooked eggs on the camping stove? Who said … ?*

SB Act. 5 p. 41

Read and write *B* (beginning), *M* (middle), or *E* (end).

- Students work individually to complete the activity.

Stretch activity

CREATIVITY

Put students into small groups. Ask them to write one more short scene for the middle of the story. Ask them to imagine that another person turns up or Ben sees a strange thing. Groups share their work with the class or act out their scenes.

SB Act. 6 p. 41

COMMUNICATION

Discuss with a friend.

- Ask students to discuss the questions.
- Ask extra questions, e.g., *Did anything exciting happen on your vacation? What happened? How did you feel? Did you enjoy the vacation? Why?/Why not?*

- Ask students to think if this lesson gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

CRITICAL THINKING

Ask *What else have you learned about vacations from the story? What do you think about vacations now? Where would you like to go on your next vacation?*

Extra activity

SB Vocabulary work

Ask students to find the new words in the story (*ground*, *trash can*, *scary*, *path*, *hiker*) and make new sentences with the words.

WB Act. 1 p. 35

Read the story. Number the paragraphs in order.

- Remind students of their answers to Activity 1 on p. 39 in the SB.
- Ask students to say what happens in the story in the correct order.

WB Act. 2 p. 35

Read and complete.

Stretch activity

COMMUNICATION

Ask students to write three simple questions about the story. Put students into pairs. They swap questions and answer.

WB Act. 3 p. 35

CRITICAL THINKING

What do you do on vacation to be safe and healthy?

Extra activity

WB Vocabulary work

Write the new words from the story on the board: *dig*, *hole*, *cover*, *prepare*, *sunscreen*, *sunset*. Define a word for students to guess, e.g., *We do this in the sand.* (dig) *We wear this to protect ourselves from the sun.* (sunscreen) *This means that the sun goes down for the day.* (sunset)

Value

Experience new things as a family

Ask students what kinds of things they like to do as a family. Ask why doing new things with your family is fun.

Objective review

Ask students how the reading strategy helped them understand the story better. Praise their effort.

3 Grammar 1 • Listening • Speaking

OBJECTIVES

Grammar: Can use all subject pronouns with common regular and irregular Past Simple verb forms.

Listening: Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.

Speaking: Can answer simple questions about their life and experiences.

Passive vocabulary: fire

Revised vocabulary: river

MATERIALS

SB pp. 42–43
WB pp. 36–37
WB key p. 212
SB audio track 1-21
Video 3-2
Video script p. 240
Pearson English Platform
Grammar Book 3, Unit 5
Speaking and Vocabulary Book 3, Unit 3

Warm-up

Review the story about Ben and his family. Ask, e.g., *Where did Ben and his family go? When did they arrive? Who wanted a relaxing vacation?* Check how well students use the Past Simple in their replies and encourage them to say what else they remember.

Lesson objective

Explain the lesson objective: To talk about things that happened or didn't happen in the past.

SB Act. 1 p. 42

3-2

Watch Parts 1 and 2 of the story video. What does the old man do? Then read and write.

- Students watch Parts 1 and 2 of the video.
- Ask students what the old man does. (**Answer:** He throws rubbish/trash at them and throws their bikes in the bin/trash can.)
- Play the video again for students to complete the sentences.

Differentiation

Struggling learners: On the board, write *I swim every day. I swam yesterday*. Ask students to say the present form of the other verbs in the word box in Activity 1. Write them on the board. If the past forms are new, practice them with the class.

SB Act. 2 p. 42

Read the grammar box and write A, B, or C.

- Focus students' attention on the grammar box.
- Students match each statement about the past to an example.

SB Act. 3 p. 43

Read *A Relaxing Vacation* again and circle the verbs in the past.

- Refer students back to the text on SB pp. 40 and 41.
- Students read their answers aloud to check.

Extra activity

COLLABORATION

- Say a verb in the present for students to say the past, e.g., *make – made*. Continue with a mixture of regular and irregular verbs such as *come*, *go*, *read*, *play*, *climb*, *look*, *open*.
- When students are confidently saying the past forms, put them into pairs. Student A says a present verb for Student B to say the past. Then they swap. Students get a point if they say a verb that their partner can't say in the past (but they can).

WB Act. 1 p. 36

Read and circle.

- Focus students' attention on the grammar box and ask them to complete the activity.

WB Act. 2 p. 36

Read and complete. Use the correct form of the words in the box.

SB Act. 4 p. 43

Read and match.

- Choose students to read the sentences aloud.

Extra activity

CRITICAL THINKING

Say or write a false sentence about *A Relaxing Vacation* in the Past Simple, e.g., *Ben and his family arrived at the campsite on Sunday*. Students correct you orally, e.g., *They didn't arrive on Sunday.* Continue with other sentences.

WB Act. 3 p. 37

Did you do these things yesterday? Write positive or negative sentences.

- Model the first answer by writing two sentences on the board: *I made breakfast yesterday. / I didn't make breakfast yesterday*.

Grammar 1

1 3-2 **Watch Parts 1 and 2 of the story video. What does the old man do? Then read and write.**

swam made took put sang

We [1] took the tents off the bikes and we [2] put the blankets on the ground. Next we [3] made a fire, we [4] sang a song, and we [5] swam in the river.

2 **Read the grammar box and write A, B or C.**

Grammar

a The children **explored**. Dad **wanted** a relaxing vacation.

b I **made** a fire. We **went** to the beach last vacation.
The children **slept** all the way home.

c The map **didn't help**. They **didn't know** the way.

1 Verbs in the past end in ***-ed***. a

2 To say what you did not do in the past use ***didn't*** + verb. c

3 Some verbs in the past don't end in ***-ed***. b

3 **Read *A Relaxing Vacation* again and circle the verbs in the past.**

4 **Read and match.**

1	I swam in the river.	a	She didn't make a fire.
2	She made a fire.	b	You/They didn't swim in the river.
3	We drove to the campsite.	c	We didn't drive to the campsite.
4	He explored.	d	I didn't climb a tree.
5	I climbed a tree.	e	He didn't explore.

Listening and Speaking 1

Speaking strategy

Speak clearly.

5 1-21 **Listen and take notes about the vacations. What didn't Alicia do?**

	Abby	Alicia	Colin
Place	beach	mountains	hotel
People	family	best friend	mom, dad, grandparents
Transportation	car	bus	plane
Activities	walked at the beach, swam, ate ice cream	made a fire, went hiking	played tennis and basketball, swam in the pool

6 **Tell a friend about your last vacation.**

What did you do on your last vacation?

I went camping by the river but we didn't swim in the river. It was too cold!

- Then put students into pairs. Student A tries to guess what Student B wrote, e.g., *I think you made breakfast yesterday. I think you didn't go to the beach*. Student A shares their sentences to confirm. Then they swap roles.

WB Act. 4 p. 37

Find, circle, and write the words in the past. Then use them to write true sentences about you.

For more grammar practice, go to Grammar Book 3, Unit 5.

Listening and Speaking 1

Speaking strategy

Explain the speaking strategy: Speak clearly. Explain that it's important to speak clearly so others can understand us.

SB Act. 5 p. 43

1-21

Listen and take notes about the vacations. What didn't Alicia do?

- Focus students' attention on the chart. Read each heading aloud and ask what students expect to hear, e.g., Place: *beach*, *mountains*, *town*, *city*. People: *friends*, *grandparents.* Transportation: *car*, *bus*, *plane*. Activities: *visited a museum*, *swam in the sea.*
- Play track 1-21 for students to complete the activity. Repeat the audio for students to check their notes and the answer to *What didn't Alicia do?* (**Answer:** She didn't go fishing.)

SB Act. 6 p. 43

COMMUNICATION

Tell a friend about your last vacation.

- Put students into pairs. They tell each other about their last vacation, while applying the speaking strategy. Monitor for correct use of the Past Simple.

Stretch activity

COMMUNICATION

On the board, write *Where did you go? Who did you go with? How did you travel? What did you see?* Encourage students to ask these questions as part of the pairwork. Model with a strong student first.

Objective review

Ask students if they can now talk about what happened and didn't happen. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 3, Unit 3.

3 Vocabulary 2 • Pre-reading 2

OBJECTIVES

Reading: Can scan a simple text to find specific information.

Listening: Can recognize simple phrases related to familiar topics in slow, clear speech.

SB vocabulary: meet new people, go zip lining, go rock climbing, beautiful, go kayaking, heavy, light, unsafe, waterfall, coast

WB vocabulary: go, play, do

MATERIALS

SB pp. 44–45
WB pp. 38–39
WB key p. 212
SB audio tracks 1-22 and 1-23
Picture cards 51–60
Pearson English Platform

Warm-up

Write words from Vocabulary 1 on the board as anagrams. Give students one minute to find as many as they can. Students read their words aloud and explain what they mean. Write the words on the board for students to check their spelling.

Lesson objective

Explain the lesson objective: To talk about outdoor activities, places, and qualities.

SB Act. 1 p. 44

1-22

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-22 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.
- Ask *Where can you meet new people? Name something heavy. Name something light. Where can you see a waterfall?*

Picture card activity

Put the picture cards on the board. Ask students to turn around. Then shuffle the picture cards, and remove one. Students guess the missing word.

SB Act. 2 p. 44

Look at the words in Activity 1. Underline the describing words. Check (✓) the places. Circle the outdoor activities.

- Explain to students that adjectives describe a thing or person. On the board, write *Flowers are beautiful.* Ask students which word is the adjective (*beautiful*).

Differentiation

Struggling learners: Put students into pairs. Student A covers the first line of words in SB Activity 1 and says the words. Student B checks. They repeat for the second line, and then swap.

Stretch: Ask students to look closely at the words for a minute and then close their books. Students write down as many words as they remember in their notebooks. They open their books and find which words they don't have. They study the words again and repeat. Encourage students to note which words they have difficulty with so they can study at home.

WB Act. 1 p. 38

Look, choose, and write.

SB Act. 3 p. 44

CRITICAL THINKING

Write the outdoor activities from Activity 1 on the line.

- Explain that students have to write the activities from the least safe to the safest.
- Students complete the activity individually and then talk about the order of the activities.
- Make sure students realize that it's OK to put the activities in a different order, e.g., someone who is anxious about water sports will put kayaking nearer the "unsafe" end of the scale.

Stretch activity

CRITICAL THINKING

Students copy the line in their notebooks and add more sports and activities. They share their answers with the class.

SB Act. 4 p. 44

1-23

Listen and write the word.

- Play track 1-23 twice. Students listen and write down the answers.
- Ask students to come to the front and write the words.

SB Act. 5 p. 45

COMMUNICATION

Read and match. Then ask a friend.

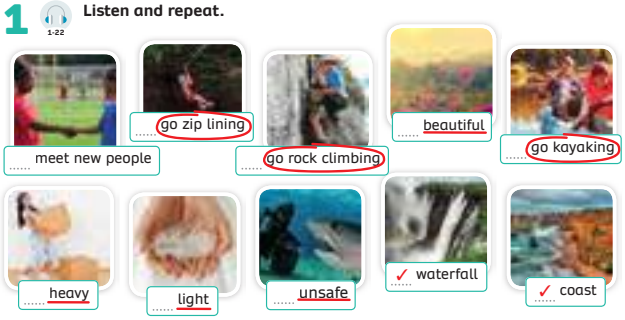
- Students work in pairs to discuss their answers.
- Monitor to make sure students give reasons for their answers.

WB Act. 2 p. 38

Read and complete. Use the words from the box.

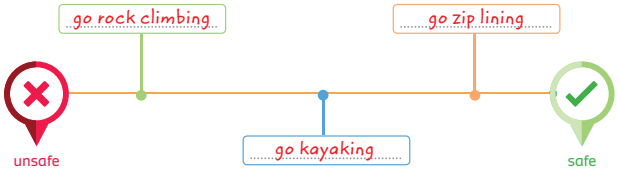
Vocabulary 2

1 Listen and repeat. 1-22



2 Look at the words in Activity 1. Underline the describing words. Check (✓) the places. Circle the outdoor activities.

3 Write the outdoor activities from Activity 1 on the line.



4 Listen and write the word. 1-23

1 coast
2 waterfall
3 kayaking
4 meet
5 heavy
6 light

5 Read and match. Then ask a friend.

1	Do you like meeting	a	lining is unsafe?
2	Where can you go rock	b	the coast?
3	Do you think going zip	c	climbing in your country?
4	Do you live close to	d	unsafe activities?
5	Do you like safe or	e	people?

Pre-reading 2

1 Read the review. Did Lisa like the rock climbing center?

Reading strategy

Decide which part of a text to read again to find information.

2 Read the review again and answer the questions.

1 Did Lisa write a good or bad review?
2 Did Lisa know how to climb before?
3 Why did she take the course?
4 Why did they give her special shoes and a helmet?

WB Act. 3 p. 39

Look, read, and write. Then write one sentence about the picture.

- This is an A1 Movers Reading and Writing Part 6.

Word study: *go*, *play*, *do*

WB Act. 4 p. 39

Match and write.

WB Act. 5 p. 39

Read and complete. Use the words from Activity 4.

Extra activity

CREATIVITY

Ask students to stand up. Explain that you'll say a word and they have to say *go*, *play*, or *do* and mime it. Say *yoga*. Students say *do* and mime doing yoga. Students who make a mistake miss a turn. Continue with as many words linked to the word study as possible.

Objective review

Ask students which outdoor activity they like best and which place they think is more beautiful, the coast or a waterfall. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Decide which part of a text to read again to find information.

SB Act. 1 p. 45

CRITICAL THINKING

Read the review. Did Lisa like the rock climbing center?

- Ask a student to read the reading strategy and the rubric aloud. Ask students to predict words that might help them find out if Lisa liked the center. (**Answer**: Yes, she did.)

SB Act. 2 p. 45

Read the review again and answer the questions.

- Read the questions with students. Ask them to apply the strategy by thinking which part of the text they need to read to answer each question.
- Students complete the activity individually. Ask them to show where they got their answers. (**Answers: 1** a good review, **2** No, she didn't., **3** to be ready for the summer camp, **4** because it's important to be safe)

Stretch activity

COLLABORATION

Put students into pairs. Tell them to imagine they went on vacation with Lisa. Ask students to say if they liked the place or not.

3 Reading 2

OBJECTIVES	
Reading:	Can scan a simple text to find specific information.
Speaking:	Can answer simple questions about their life and experiences.
SB vocabulary:	life jacket, scenery, certificate, tutor
WB vocabulary:	course, instructor, incredible

MATERIALS

SB pp. 46–47
WB p. 40
WB key p. 212
SB audio track 1-24
Pearson English Platform

Warm-up

Draw a line with the headings *UNSAFE* and *SAFE*. Students come to the front and write activities and sports where they think they should be placed on the line, e.g., *go rock climbing*, *go kayaking*.

Lesson objective

Explain the lesson objective: To apply the reading strategy by deciding which part of a text to read again to find information.

Reading text in British English

This is one of the texts in Level 3 that is in British English. If you have a stronger group, you may want to work on this difference with them. Ask *Can you hear a difference between previous readings and this one? Are any words different?* Remind them of *Maths/math*.

SB Act. 3 p. 46

1-24

Read *Summer Camp Reviews*. Which camp was bad?

- Explain what a summer camp is, if necessary. Ask students if they've ever been to one.
- Ask students what a review about a place usually includes. Refer them to the stars in the texts. Ask how stars show if a review is good or bad. Ask students to think of a place they've visited. Students say where it was and how many stars they give it.
- Focus students' attention on the new vocabulary in the labels (*life jacket, scenery*, *certificate*, *tutor*) and make sure they understand it.
- Students read and listen to the text. (**Answer:** the math(s) camp)
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Ask students to read the first review and say three things the girl did. Tell them not to worry about new words for now. Ask if there was anything negative about the camp. Repeat for all the texts.

Stretch: Ask students to find words in the text that show whether each camp was good or bad. They can underline positive words in green and negative words in red.

SB Act. 4 p. 47

Read the text again and number in order.

- Ask students which words helped them decide on their answers.

SB Act. 5 p. 47

COMMUNICATION

Answer the questions with a friend.

- Students discuss in pairs. (**Answers: 1** Yes, he did., **2** No, he didn't., **3** Yes, they did., **4** Yes, he did., **5** Yes, she did.)

SB Act. 6 p. 47

Answer the questions.

- Remind students to apply the reading strategy. Ask them where they found their answers.

Extra activity

CRITICAL THINKING

Put students into small groups. Write the following on the board for students to discuss: *What kinds of things can make a person give a bad review? Do you or your parents read reviews before going to a place? Why?/ Why not?* Students share their ideas with the class.

SB Act. 7 p. 47

CRITICAL THINKING

Which kind of camp do you like? Why do children go to summer camp?

- Put students into pairs to discuss the questions. Invite pairs to share their ideas with the class.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

CRITICAL THINKING

Ask students to make a list of things they would take to the camp they've chosen.

Reading 2

3 1-24 **Read *Summer Camp Reviews*. Which camp was bad?**

Reading strategy
Decide which part of a text to read again to find information.

SUMMER CAMP Reviews

Did you go to summer camp last year?
Where did you go?
What did you do?
Who did you meet?
Did you have fun?
TELL US ALL ABOUT IT ...!

life jacket

1 I went to sports camp on the **coast**. I loved it! We **went rock climbing** and **zip lining**. We swam and we **went kayaking** near a **waterfall**. It wasn't **unsafe** because we had life jackets.
Paul Smith

scenery

2 We went to performing arts camp. We learned a play and we made all the scenery. It was **beautiful**! Then our parents came to watch the play. Performing in front of all those people was scary but it was lots of fun.
Leo and Sandy Black

certificate

3 I really enjoyed technology camp last month. I **met lots of great people**. They all loved computers and science, just like me! I learned new things and I even made a computer game. The tutors were friendly and the food was good.
Mario Tuccio

tutor

4 I went to Maths camp last summer but I didn't do any Maths at all! I painted a house and tidied up a garden. The weather was terrible and the tutors were mean. I **met new people** but they were miserable too.
Susie Wallace

4 Read the text again and number in order.

technology 3
sports 1
maths 4
performing arts 2

5 Answer the questions with a friend.

1 Did Paul go to sports camp?
2 Did Paul play volleyball?
3 Did Leo and Sandy learn a play?
4 Did Mario like technology camp?
5 Did Marta meet new people?

6 Answer the questions.

1 What was the problem at math camp?
She didn't do any math.
2 Who did Sandy go to camp with?
Her brother Leo.
3 Where was the sports camp?
On the coast.
4 When was technology camp?
Last month.
5 How many sports did Paul do?
Four.

7 Which kind of camp do you like? Why do children go to summer camp?

Extra activity

SB Vocabulary work

- Ask students to find the new words in the story: *life jacket*, *scenery*, *certificate*, *tutor*.
- Write beginnings of sentences using the words on the board for students to complete in their notebooks, e.g., *People wear life jackets when ... . I have a certificate for ... .*
- Ask some students to read their sentences aloud.

WB Act. 1 p. 40

Read Lisa's review. Write in which paragraph you can find the information.

- Remind students of their answers to Activities 1 and 2 on p. 45 in the SB.

WB Act. 2 p. 40

Read and match.

WB Act. 3 p. 40

CRITICAL THINKING

Why is it important to try new activities?

- Students work in small groups to discuss the question. Ask groups to share their ideas with the class.

Extra activity

WB Vocabulary work

In pairs, students find the new words in the text: *course*, *instructor*, *incredible*. Write all the words on the board and help students define them. Ask different students to say a sentence with each word.

Extra activity

COLLABORATION

- Put students into pairs. Refer them to the questions before the reviews on SB p. 46. Tell students to imagine they went to a summer camp. Elicit what activities the camp had.
- Ask students to write a good or bad review about it. Remind students to say why the place was good or bad. Tell them to answer the questions and to give the camp stars.
- Ask pairs to present their review to the class.
- Ask the class if the review has convinced them to go/not go to the camp.

Objective review

Ask students how looking for specific information can help them with their understanding of a text. Praise their effort.

3 Grammar 2 • Listening • Speaking

OBJECTIVES

Grammar: Can ask about past experiences with "Did you … ?" and "Who/What/Where/Why/When did you …" and common verbs with simple phrasal complements.

Listening: Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.

Speaking: Can talk about an event in the past using fixed expressions, given a model.

MATERIALS

SB pp. 48–49
WB pp. 41–42
WB key p. 213
SB audio track 1-25
Video 3-3
Video script p. 241
Pearson English Platform
Grammar Book 3, Unit 7
Speaking and Vocabulary Book 3, Unit 3

Warm-up

Put students into small teams. Say a sentence in the present, e.g., *I swim in the sea every vacation.* Choose a team to change the sentence into the past. Elicit *I swam in the sea on my last vacation.* They get a point for a correct past form. Then you make a sentence with a different verb for another team. Continue in this way, using negative sentences, too, e.g., *I don't eat new food on vacation.* (I didn't eat new food on vacation.) The team with the most points wins.

Lesson objective

Explain the lesson objective: To ask questions about events in the past.

SB Act. 1 p. 48

3-3

Watch Part 3 of the story video. What did Kim use to take the trash out of the water?

- Students watch Part 3. Ask why the campsite was dirty. (*There was trash everywhere.*)
- Play the video again for students to complete the activity. (**Answer:** the Smogsucker)

SB Act. 2 p. 48

Read the grammar box and complete.

- Focus students' attention on the first part of the grammar box. Ask them to complete the question and add the short answer.
- Focus students' attention on the second part of the grammar box. Ask them to complete the question with *When* in the past and write an answer.

Differentiation

Struggling learners: Write *Did you go … ? Did you play … ? Did you watch … ?* on the board. Ask students to complete the questions to ask a partner about their weekend (e.g., *Did you go downtown?*). Make sure students answer with the correct short forms.

SB Act. 3 p. 49

Read *Summer Camp Reviews again*. Find and underline questions with *Wh-* words and circle the time phrases.

- Focus students' attention on the box with time phrases. Read the phrases with students.
- Refer students back to the text on SB pp. 46 and 47.
- Students complete the activity.
- Put students into pairs. Ask them to say sentences about themselves using the phrases in the box.

SB Act. 4 p. 49

Read and circle.

- Students circle the correct answers.

Differentiation

Struggling learners: Write on the board: ____ *did you see? I saw my best friend.* ____ *did you wear a sun hat? Because it was hot.* ____ *did you do? We played volleyball.* _____ *did you meet? In July.* ____ *did you go? I went to Mexico.* ____ *did you get there? On a plane.*

Students say which question word to use in each question (*who*, *why*, *what*, *when*, *where*, *how*).

Practice the questions and answers with the class and then erase a word from each one. Students say them again. Continue erasing words until students can say the questions and answers from memory.

WB Act. 1 p. 41

Read and circle.

- Focus students' attention on the grammar box and ask them to complete the activity.

WB Act. 2 p. 41

Read and complete. Use the words in parentheses.

WB Act. 3 p. 42

Write questions. Then look and write answers.

- Focus students' attention on the grammar box and ask them to complete the activity.

Grammar 2

1 3-2 **Watch Part 3 of the story video. What did Kim use to take the trash out of the water?**

Did you throw all this rubbish on the ground?

2 **Read the grammar box and complete.**

Grammar

a	**Did** Marta **go** to summer camp?	Yes, she **did**.
	Did you **like** the tutors?	No, I **didn't**.
	Did they learn to **make** scenery?	Yes, they did .
b	**What did** you **do** at camp?	I **made** a video game.
	Where did she **go**?	She **went** to the coast.
	Why did Paul **go** to sports camp?	He **went** there because he likes sports.
	Who did they **meet**?	They **met** new people.
	How did you **get** there?	We **went** by car.
	When did Mario **make** a computer game?	He made a computer game last month.

3 **Read *Summer Camp Reviews* again. Find and underline questions with *Wh-* words and circle the time phrases.**

We can use time phrases to talk about the past.

yesterday
the day before yesterday
last week
last summer/month/year/night

4 **Read and circle.**

1 Did they go rock climbing?
(a) Yes, they did. b Yes, I did.
2 What did you play?
a He played baseball. (b) We played volleyball.
3 Where did you go last summer?
(a) I went on vacation to the mountains. b I went with my family.
4 Did she go hiking last month?
a No, he didn't. (b) Yes, she did.

Listening and Speaking 2

5 1-25 **Listen and write the names.**

~~Rita~~ Brendon David Susan

Find someone who ...

went to the beach last summer. Susan	went horseback riding last year. Rita
enjoyed school last week. David	played sports yesterday. Brendon

6 **Ask your friends. Use the ideas in Activity 3 and change the time phrases if you can.**

Did you stay home last vacation? — No, I didn't. — Where did you go? — Last year, I went to the mountains.

WB Act. 4 p. 42

Write the questions in order. Then answer for you.

For more grammar practice, go to Grammar Book 3, Unit 7.

Listening and Speaking 2

SB Act. 5 p. 49

1-25

Listen and write the names.

- Read the chart aloud and check students understand it before listening.
- Play track 1-25 twice for students to complete the activity.
- Ask which words in the audio gave students the answers.

SB Act. 6 p. 49

COMMUNICATION

Ask your friends. Use the ideas in Activity 3 and change the time phrases if you can.

- Ask students to look at the chart. Ask for examples of questions. Write them on the board, e.g., *Did you go to the beach yesterday?*
- Students work in pairs. Ask pairs to come to the front and act out their dialog. Encourage stronger students to make more questions with *Wh-* question words (e.g., *What did you do at the beach? Who did you go with?*)

Extra activity

COMMUNICATION

- On the board, write *Where did you go? I went to the Moon. Who did you see? I saw my alien cousin. Why did you go to the Moon? Because I wanted to see my old teacher. How did you go there? I walked.* Ask a student to read the dialog with you.
- Put students into pairs to make a silly dialog of questions and answers in the past. Pairs perform their dialog for the class.

Objective review

Ask students if they can now ask questions about past events. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 3, Unit 3.

3 Writing • Now I Know

OBJECTIVES

Reading: Can scan a simple text to find specific information.

Speaking: Can ask someone simple questions about their life and experiences.

Writing: Can write about past activities using simple language, given a model.

MATERIALS

SB pp. 50–51
WB pp. 43–45
WB key p. 213
Pearson English Platform
Test Book 3, Unit 3

Warm-up

Review the Unit 2 writing strategy with students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a postcard, while applying the writing strategy.

SB Act. 1 p. 50

Read Mina's postcard. What did she like about the vacation?

- Students read individually. (**Answer:** She liked the butterflies and zip lining.)
- Ask what Mina didn't like (*the museums*).

SB Act. 2 p. 50

Read Mina's postcard again and answer the questions.

- Students read and answer the questions with a partner. (**Answers: 1** She went to Michoacán in Mexico., **2** She went with her parents., **3** No, she didn't., **4** She saw beautiful butterflies., **5** No, she didn't., **6** because she saw new things and was with her family)

Writing strategy

Focus students' attention on the writing strategy and remind them to use the strategy in their own writing.

SB Act. 3 p. 50

Read the postcard again. Find and circle the time phrases.

- Students complete the activity individually.

WB Act. 1 p. 43

Write sentences.

SB Act. 4 p. 50

Find or draw pictures of a vacation. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks.

WB Act. 2 p. 43

Make notes about a vacation you went on.

Remember!

WB p. 43

Focus students' attention on the Remember! box.

WB Act. 3 p. 43

Write about your vacation. Use your ideas from Activity 2 to help you.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to read their postcards aloud. Praise their effort.

Now I Know

Warm-up

Ask students to look back at the unit and choose their favorite lesson. On the board, write *What did you learn in the lesson? What did you find interesting in the lesson? What's your favorite part of the lesson? Why?*

Objective

Explain the lesson objective: To review everything they've learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote for WB Activity 1 at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 51

CRITICAL THINKING

Why do we go on vacation? Look back through Unit 3 and make a list.

- Students use their consolidated knowledge of the Big Question to answer.

Writing

1 Read Mina's postcard. What did she like about the vacation?

2 Read Mina's postcard again and answer the questions.

1 Where did Mina go?
2 Who did she go with?
3 Did she enjoy visiting the museums?
4 What amazing thing did she see at the reserve?
5 Did she go rock climbing?
6 Why was it a great vacation?

3 Read the postcard again. Find and circle the time phrases.

4 WB 43 Find or draw pictures of a vacation. Then go to the Workbook to do the writing activity.

Writing strategy

Use time phrases *last winter*, *on the first day*, *the next day* to write about the past. They help to structure your writing.

Now I Know

1 Why do we go on vacation? Look back through Unit 3 and make a list.

we go on vacation to meet people.

2 Choose a project.

Do a class survey about vacations last year.

1 Work in groups. Think of five questions to ask about vacations.
2 Do a survey. Ask people your questions. Record their answers.
3 Make a bar graph to present your results.
4 Present the results of the survey to the class.

or

Invent your own summer camp.

1 Choose a summer camp you would like (e.g. sports camp, science camp).
2 Find or draw pictures of the place and the activities, and write some notes.
3 Make a poster about your camp.
4 Show your poster to the class.

Read and circle for yourself.

I can understand activities that happened in the past.
I can talk about an event in the past.
I can identify the structure of a story.
I can write about a vacation in the past.

WB Act. 1 p. 44

Read and correct the words in bold.

WB Act. 2 p. 44

Read and write. Use the words from the box.

WB Act. 3 p. 44

Read and complete. Use the words in parentheses.

WB Act. 4 p. 45

Read the answers. Then write the questions.

WB Act. 5 p. 45

Look at the pictures. Write what Samir and Safiye did on their vacation.

Project

SB Act. 2 p. 51

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other to learn.

Things I learn

WB Act. 1 p. 45

What are your three favorite words in this unit?

- Have a class vote on favorite words.

WB Act. 2 p. 45

Write something you think is interesting about vacations and summer camps.

- Ask students to share their answers with the class.

WB Act. 3 p. 45

What kind of vacations do you like? Why?

- Students use their consolidated knowledge of the Big Question to answer.

Self-assessment

SB p. 51

Read and circle for yourself.

- Students decide how to rate each statement.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 3, Unit 3.

4 Why do we tell stories?

SKILLS

Listening: Can follow the sequence of events in a simple story or narrative, if told slowly and clearly.

Reading: Can understand the correct sequence of events in a simple story or dialog.

Speaking: Can ask for basic information about an event, using simple language.

Writing: Can write a very simple story, given prompts or a model.

GRAMMAR

Grammar 1: Can use all subject pronouns with common irregular Past Simple verb forms.

Grammar 2: Can ask questions with "Who/What/Where/Why/When did … ?" and all subject pronouns with simple verb phrases.

VOCABULARY

Key vocabulary 1: giant, castle, bowl, coin, silver, enormous, furious, prince, princess, fairy tale

Key vocabulary 2: king, queen, fierce, wife, hero, husband, myth, legend, search, hide

Video vocabulary: festival, dress up, annual, medieval, is held, armour (AmE armor), arrow, contest

Reading 1 vocabulary: buy, sunflower, throw, climb, find, solve, champion, run after, cut down, trap (v), invite, lonely, jump, sell, bean, magic, beanstalk, hen, harp, lay an egg, fall asleep

Reading 2 vocabulary: knight, civilisation (AmE civilization), culture, tradition, natural events, plot, ancient, god(s), trouble, rise, sad, little, tall, loyal, calm, careful, angry

Passive vocabulary: plant, take a deep breath, realize, pile, pillow, purpose, believe, feature, include, wisdom, war, peak, form (v), outline, clucking, details, steal

Revised vocabulary: journey, scary, throw

Expressions: Once upon a time … , According to … , In the end …

PROJECTS

Write and perform a dialog

Research a myth and make a poster

VIDEOS

All Over the Place: Robin Hood Festival (4-1)

Doctor Who: Once Upon a Time … Parts 1–3 (4-2, 4-3)

VALUE

Use your skills to help solve problems

Unit opener

OBJECTIVES

Listening: Can understand the main idea of a simple news story, with visual support.

Speaking: Can answer simple questions about their life and experiences.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 52–53

WB p. 46

WB key p. 213

Video 4-1

Video script p. 241

Pearson English Platform

Big Question

- Ask students *What kinds of stories do you like?* to check what story words they already know.
- Read the Big Question *Why do we tell stories?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about stories.

SB Act. 1 p. 53

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the picture.

SB Act. 2 p. 53

COMMUNICATION

Discuss with a friend.

- Ask different pairs to report their conversations.

Differentiation

Struggling learners: Practice giving reasons with *because*. Say *I prefer listening to a story because I can close my eyes and use my imagination. If you prefer listening to a story, raise your hands.* Elicit reasons from different students and write them on the board.

Stretch: Students draw the cover of their favorite book and write notes to present to the class, e.g., *My favorite book is … . It's a … story. The main characters are … . I like it because … .*

WB Act. 1 p. 46

What stories do you like reading? Why?

- Ask students to think of the Big Question and write two kinds of stories they like reading.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 2 p. 46

Circle kinds of stories. Then think about and write one thing you learn in this unit.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 53

4-1

Watch the video and answer the questions.

- Practice the video vocabulary. Tell students the Medieval period in Europe started in the 5th century and ended in the 15th century, more than 500 years ago.
- Play the video twice. (**Answers: 1** the Robin Hood Festival, **2** as much as an average man)

WB Act. 3 p. 46

4-1

Watch the video. Then look and write.

WB Act. 4 p. 46

4-1

Read and match. Watch the video again to check.

Extra activity

COLLABORATION

Put students into pairs to think of a hero from their culture like Robin Hood. Students say who the hero was, what they did, and why people liked them.

Objective review

Ask students what they've learned about stories in this lesson. Praise their effort.

4 Vocabulary 1 • Pre-reading 1

OBJECTIVES

Speaking: Can answer simple questions about their life and experiences.

Reading: Can understand the correct sequence of events in a simple story or dialog.

SB vocabulary: giant, castle, bowl, coin, silver, enormous, furious, prince, princess, fairy tale

WB vocabulary: mystery, non-fiction, realistic fiction, science fiction

MATERIALS

SB pp. 54–55
WB pp. 47–48
WB key p. 213
SB audio track 1-26
Picture cards 61–70
Pearson English Platform

Warm-up

Review vocabulary from the previous lesson. Ask students to say new words they remember and write them on the board. Tell students you're going to say a sentence with the word *blip* in it. *Blip* is a word from the board they have to guess. Say *I went to a flower blip yesterday. There was music and lots of food.* Elicit *festival*. Continue with all the words. Put students into pairs to continue the game.

Lesson objective

Explain the lesson objective: To talk about fairy tales.

SB Act. 1 p. 54

1-26

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-26 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

Picture card activity 1

Put the picture cards on the board. Go through each one and say the word, with the picture side showing only. Then write the new words on the board. Ask a student to come to the front, and give them a card, picture side up. Ask them to place the card next to the word on the board and say the word. The class repeats the word after them.

WB Act. 1 p. 47

Find and write the words. Then look and match.

SB Act. 2 p. 54

Read and write a word from Activity 1.

- Students complete the activity individually.

Differentiation

Struggling learners: Before doing Activity 2, hold a picture card so students can't see it, and describe it to the class, with clues getting easier and easier, e.g., *It's a person. She lives in a castle. It's a person in a royal family. It's a girl.* Students raise their hand when they know the answer. Ask a student to say the word and give him/her the card if it's correct. Repeat with all the cards. The students with cards hide them and the rest of the class try to remember who has which card. Ask students with the cards to give clues if necessary, e.g., *She lives in a castle*. When the class guesses, collect the card.

Stretch: Put students into pairs. Student A says one or more words for Student B to match to a new vocabulary item, e.g., Student A: *big, ugly*. Student B: *giant*.

SB Act. 3 p. 54

Read and circle.

- Students work in pairs to complete the activity.
- Ask students to make sentences with the extra words.

WB Act. 2 p. 47

Read, choose, and write. Then match.

WB Act. 3 p. 48

CRITICAL THINKING

Think and answer.

- Students read their answers to their partners.

Picture card activity 2

Put the picture cards on the board. Tell students you're a bit forgetful today and may make mistakes, so if you point at a picture and say an incorrect word, they have to clap, say *Stop!*, and correct you. Say a mixture of correct and incorrect words as you play.

SB Act. 4 p. 55

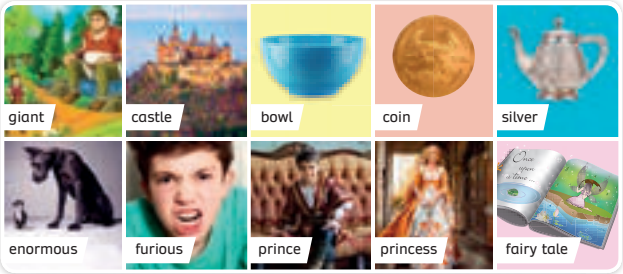
COMMUNICATION

Discuss with a friend.

- Put students into pairs to complete the activity.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Vocabulary 1

1 1-26 **Listen and repeat.**



2 **Read and write a word from Activity 1.**

1 A very big building with strong walls. castle
2 Someone in a story who is very, very big. giant
3 A story for children. fairy tale
4 A male member of a royal family. prince
5 An adjective that means very, very big. enormous
6 A coin can be made of gold or … . silver

3 **Read and circle.**

1 The **furious** / **prince** lived in the palace.
2 I eat my cereal from a **castle** / **bowl**.
3 Sofia loved **fairy tales** / **enormous**.
4 My mom was very, very mad. She was **furious** / **enormous**.
5 A giant lives in a **castle** / **bowl**.
6 Is that a **bowl** / **silver** coin?

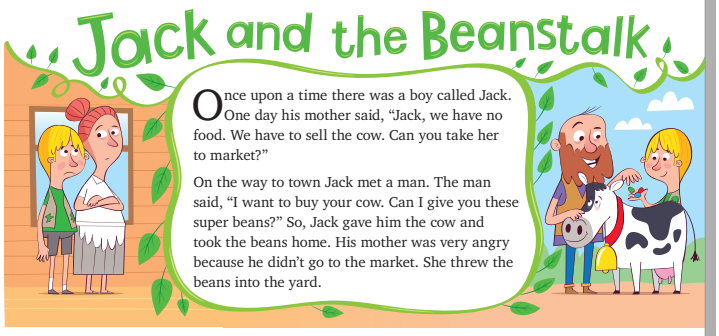
4 **Discuss with a friend.**

1 Do you like reading fairy tales?
2 Can you think of a story with a giant in it?
3 How often do you read books?
4 Is there a castle in your country?

Pre-reading 1

1 **Read the story. Do you know it in your language?**

Reading strategy
Recall the order of events to help you understand a story.



2 **Read the story again. Number the sentences in order.**

6 Jack's mother threw the beans away.
2 Jack met a man.
1 Jack's mother asked, "Can you take the cow to market?"
4 Jack went home.
3 The man gave Jack some magic beans for the cow.
5 Jack's mother was furious.

Vocabulary challenge: kinds of books

WB Act. 4 p. 48

Read, choose, and write.

- Ask students if they know any of the words. Teach the new words and ask for examples of books from the different genres.

WB Act. 5 p. 48

Read and circle.

Objective review

Ask students to say two things they've learned about stories. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Recall the order of events to help you understand a story.

SB Act. 1 p. 55

Read the story. Do you know it in your language?

- Tell students that fairy tales are often translated into many different languages. Say the titles of common fairy tales and see if students know them in their language, e.g., *Cinderella*, *Pinocchio*, *Little Red Riding Hood*.
- Focus students' attention on the pictures and use them to teach or review *cow*, *bean*, and *beanstalk*.
- Then students read the beginning of the story. Ask if they know *Jack and the Beanstalk* in their language.

Extra activity

CRITICAL THINKING

Ask students to tell the story of *Jack and the Beanstalk* as they know it.

SB Act. 2 p. 55

CRITICAL THINKING

Read the story again. Number the sentences in order.

- Tell students to read the story again and then close their books.
- Ask students to say what happened in this part of the story, as best they can.
- Students open their books and complete the activity.

4 Reading 1

OBJECTIVES

Reading:	Can understand the correct sequence of events in a simple story or dialog.
Speaking:	Can retell a familiar story, given prompts or a model.
SB vocabulary:	buy, sunflower, throw, climb, find, solve, champion, run after, cut down, trap (v), invite, lonely, jump
WB vocabulary:	sell, bean, magic, beanstalk, hen, harp, lay an egg, fall asleep
Passive vocabulary:	plant, take a deep breath, realize, pile, pillow, clucking
Revised vocabulary:	throw

MATERIALS

SB pp. 56–57
WB p. 49
WB key p. 213
SB audio track 1-27
Pearson English Platform

Warm-up

Ask students to tell the beginning of the story of *Jack and the Beanstalk*. Write their ideas on the board as a list of events.

Lesson objective

Explain the lesson objective: To apply the reading strategy by recalling the order of events to help them understand a story.

SB Act. 3 p. 56

1-27

Read *Jane and the Sunflower.* Why was the giant angry?

- Focus students' attention on the pictures and teach *sunflower*.
- Ask what they think the story will be about and how it looks similar and/or different from *Jack and the Beanstalk*. Teach *math problem*, *solve*, and *puzzle.*
- Students read and listen to the text, paying attention to the order of events to apply the reading strategy.
- Ask students to find the words in bold. Check that they remember their meanings. (**Answer:** He was angry because Jane solved the math problems and won his silver bowls.)

Differentiation

Struggling learners: Ask students to read the first paragraph and say what happens in order. Model by writing the first event on the board: *1 Jane's mom asks her to buy bread.*

Stretch: Tell students to think of a different ending to Jane's story. Ask *What happens to the giant when Jane cuts down the plant? What does Jane's mother say when she sees the giant? What do they do with the silver bowls?*

SB Act. 4 p. 57

Read and match. Then number in order.

- Students complete the activity individually by applying the reading strategy.

Extra activity

CREATIVITY

Put students into small groups. Tell them that they're going to write a scene about a boy or a girl in a giant's castle. Ask them to think about what the castle and the giant look like, what their character finds there, and what he/she does. Groups then act out their scene.

SB Act. 5 p. 57

CRITICAL THINKING

Fairy tales often have a problem and a solution. What was the problem and what was the solution in this tale?

- Put students into pairs to discuss the question.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster. (**Answer:** Jane bought a sunflower instead of bread.; She climbed the sunflower and won the giant's silver bowls so her mother could buy food.)

Extra activity

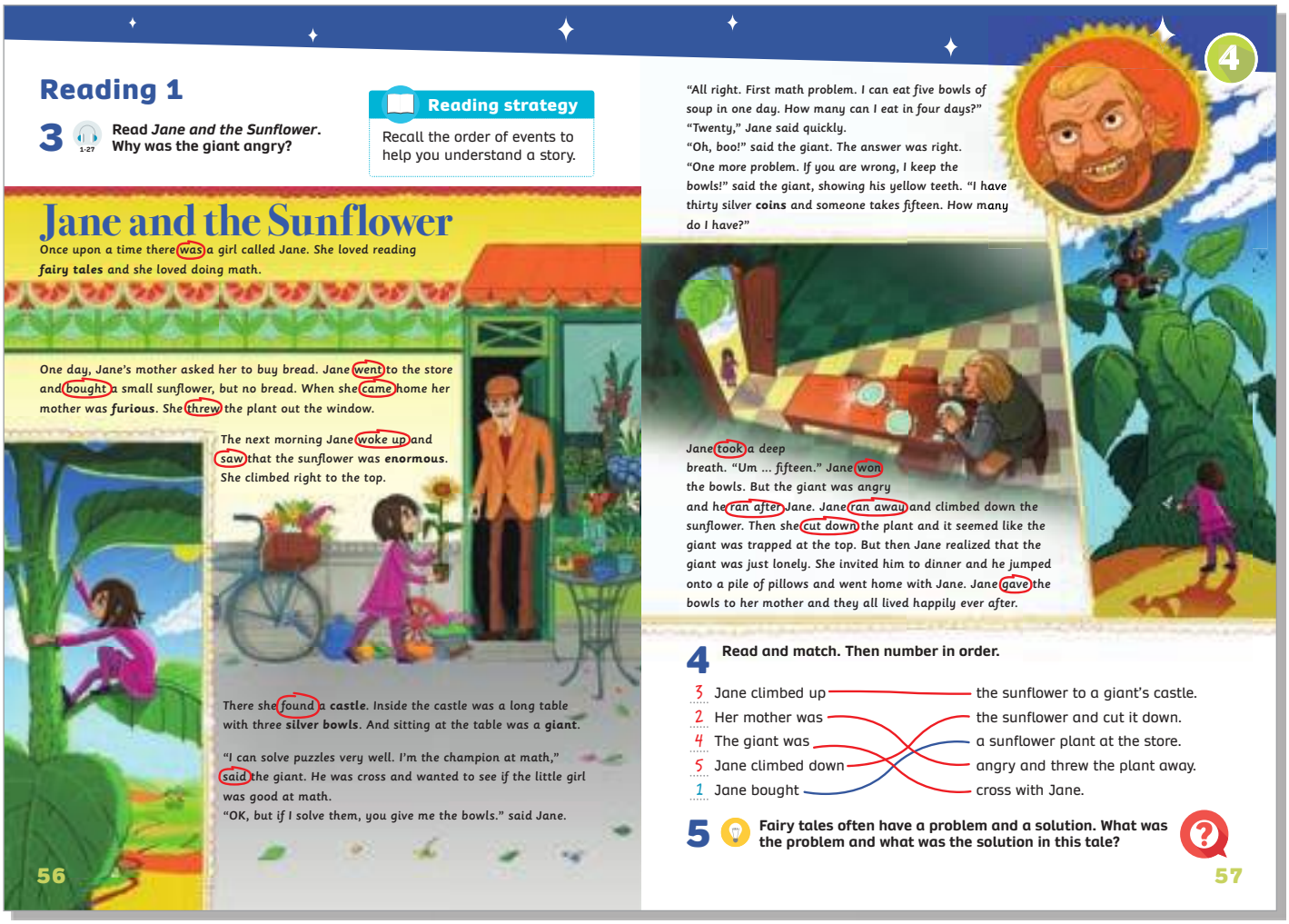
CRITICAL THINKING

- On the board, write the following problems: *Cinderella's stepsisters are mean to her. Pinocchio says too many lies and his nose grows. Little Red Riding Hood meets a scary wolf in the forest.*
- Put students into pairs. Ask them to choose one of the problems and write a different solution.

Extra activity

SB Vocabulary work

- Write verbs from the story on the board: *buy*, *throw*, *climb*, *find*, *solve*, *run after, cut down, trap, invite*, *jump*.
- Put students into pairs and tell them to look back at the story and find the words that come after the verbs. Elicit and write phrases on the board: *buy bread*, *throw the plant out the window*, *climb to the top* … . Students practice saying the phrases. Erase them from the board. Students close their books and see how many of the phrases they remember.



Reading 1

3 1-27 **Read *Jane and the Sunflower*. Why was the giant angry?**

Reading strategy

Recall the order of events to help you understand a story.

Jane and the Sunflower

Once upon a time there was a girl called Jane. She loved reading **fairy tales** and she loved doing math.

One day, Jane's mother asked her to buy bread. Jane went to the store and bought a small sunflower, but no bread. When she came home her mother was **furious**. She threw the plant out the window.

The next morning Jane woke up and saw that the sunflower was **enormous**. She climbed right to the top.

There she found a **castle**. Inside the castle was a long table with three **silver bowls**. And sitting at the table was a **giant**.

"I can solve puzzles very well. I'm the champion at math," said the giant. He was cross and wanted to see if the little girl was good at math.
"OK, but if I solve them, you give me the bowls." said Jane.

56

4

"All right. First math problem. I can eat five bowls of soup in one day. How many can I eat in four days?"
"Twenty," Jane said quickly.
"Oh, boo!" said the giant. The answer was right.
"One more problem. If you are wrong, I keep the bowls!" said the giant, showing his yellow teeth. "I have thirty silver **coins** and someone takes fifteen. How many do I have?"

Jane took a deep breath. "Um ... fifteen." Jane won the bowls. But the giant was angry and he ran after Jane. Jane ran away and climbed down the sunflower. Then she cut down the plant and it seemed like the giant was trapped at the top. But then Jane realized that the giant was just lonely. She invited him to dinner and he jumped onto a pile of pillows and went home with Jane. Jane gave the bowls to her mother and they all lived happily ever after.

4 **Read and match. Then number in order.**

3	Jane climbed up	the sunflower to a giant's castle.
2	Her mother was	the sunflower and cut it down.
4	The giant was	a sunflower plant at the store.
5	Jane climbed down	angry and threw the plant away.
1	Jane bought	cross with Jane.

5 **Fairy tales often have a problem and a solution. What was the problem and what was the solution in this tale?**

57

WB Act. 1 p. 49

Read the story. What happened to the beans?

- Remind students of their answers to Activities 1 and 2 on p. 55 in the SB.
- Ask students what they think will happen in the story.
- After reading, ask if their guesses were correct and how this story is different from and/or similar to *Jane and the Sunflower*.

WB Act. 2 p. 49

Read and circle. Are the events in the correct order? If no, number the sentences in order.

WB Act. 3 p. 49

CRITICAL THINKING

Imagine you're Jack. Do you steal the hen and harp? Why?

Extra activity

WB Vocabulary work

- Write the new words on the board: *sell*, *bean*, *magic*, *beanstalk*, *hen*, *harp*, *lay an egg*, *fall asleep*. Ask students to find them in the story. Practice pronunciation.
- Tell students you are going to either define, mime, or draw a word from the board for them to guess. After a few rounds, put students into pairs to continue the game.

Extra activity

COLLABORATION

Tell students they're going to make up a fairy tale that begins *Once upon a time, there was a giant named Flyswat*. Put students into groups. Groups sit in a circle and say one sentence each to move the story along. Invite groups to share their story.

Value

Use your skills to help solve problems

Ask students what kind of skills Jane used to win the bowls from the giant (math skills). Then ask students what skills they have to help them when they have problems.

Objective review

Ask students how the reading strategy helped them understand the story better. Praise their effort.

4 Grammar 1 • Listening • Speaking

OBJECTIVES

Grammar: Can use all subject pronouns with common irregular Past Simple verb forms.

Listening: Can follow the sequence of events in a simple news story or narrative, if told slowly and clearly.

Speaking: Can retell a familiar story, given prompts or a model.

MATERIALS

SB pp. 58–59
WB pp. 50–51
WB key p. 213
SB audio tracks 1-28 and 1-29
Video 4-2
Video script p. 241
Pearson English Platform
Grammar Book 3, Unit 6
Speaking and Vocabulary Book 3, Unit 4

Warm-up

Students read *Jane and the Sunflower* again. Then they close their books and retell the story in pairs.

Lesson objective

Explain the lesson objective: To talk about things that happened or didn't happen using irregular verbs.

SB Act. 1 p. 58

4-2

Watch Part 1 of the story video. Why did they have a party? Then read and circle the verbs.

- Students watch Part 1 of the video.
- Ask students why they had a party. (**Answer:** because the King wanted his daughter to find a husband)
- Then students read the text and circle the verbs.

SB Act. 2 p. 58

Read the grammar box and complete. Then match the words.

- Focus students' attention on the grammar box.
- Read the words in the top row of the word box and check students understand.
- Then students complete the activity.

SB Act. 3 p. 58

Read *Jane and the Sunflower* again. Find and circle the verbs in the past that don't end in *-ed*. Then complete the chart.

- Refer students back to the text on SB pp. 56 and 57.
- Copy the chart on the board. Students do the activity individually and then come to the front to write their answers on the board.
- Quiz students by saying a verb for them to say in the past, e.g., *eat – ate*. Continue with more verbs.

Differentiation

Struggling learners: Ask students to form a line in the middle of the class. Explain that you'll say a verb. If it's in the present, they jump to the left. If it's in the past, they jump to the right. Say both regular and irregular verbs.

Stretch: Put students into small teams. Say a sentence in the present using a verb from Activity 2 or 3, e.g., *I eat a bowl of cereal every morning.* Choose a team to change the sentence into the past. They say, e.g., *I ate a bowl of cereal yesterday morning.* They get a point for a correct past sentence. Then you make a sentence with a different verb for another team. The team with the most points wins.

WB Act. 1 p. 50

Read and circle action words in the past. Then look and match.

- Focus students' attention on the grammar box and ask them to complete the activity.
- Ask students to say the verbs in the present, e.g., *saw – see.*

WB Act. 2 p. 50

Complete the chart. Then read and complete the sentences with words in the past.

WB Act. 3 p. 51

Read and complete. Use the past form of the words in the box. Then match.

SB Act. 4 p. 59

COMMUNICATION

Ask and answer the questions with a friend. Use complete sentences.

- Ask students to find the verb in each question, e.g., *go*, and say the past form, e.g., *went*. Model one or two more question and answer exchanges, if necessary.
- Put students into pairs to ask and answer.

WB Act. 4 p. 51

Check (✓) the things you did last week. Then write sentences.

WB Act. 5 p. 51

Write sentences about yesterday for you.

For more grammar practice, go to Grammar Book 3, Unit 6.

4

Grammar 1

1 4-2 **Watch Part 1 of the story video. Why did they have a party? Then read and circle the verbs.**

In the kitchen, they made the food and put gold bowls on the long table. Many princes came from near and far. They wore beautiful clothes, said wonderful things to the princess, gave her presents and ate delicious food. That night the princess met a wonderful man.

2 **Read the grammar box and complete. Then match the words.**

Grammar

present		past
come	–	came
take	–	took
put	–	put
get	–	got
meet	–	met

3 **Read *Jane and the Sunflower* again. Find and circle the verbs in the past that don't end in *-ed*. Then complete the chart.**

is/are	was/were	run away	ran away
buy	bought	see	saw
come	came	take	took
cut down	cut down	throw	threw
find	found	wake up	woke up
go	went	win	won

4 **Ask and answer the questions with a friend. Use complete sentences.**

1 Where did Jane go?
2 What did she buy?
3 What did Jane's mother do with it?
4 What did Jane find at the top of the sunflower?
5 What did Jane win from the giant?
6 What did she do to the sunflower in the end?
7 What did Jane do with the silver bowls?

She went to the store.

Listening and Speaking 1

5 1-28 **Listen and check (✓) the fairy tale.**

Little Red Riding Hood ☐ The Ugly Duckling ☑ The Three Billy Goats Gruff ☐

6 1-29 **Listen again and number in order.**

Me? But I'm an ugly duckling. 4
The spring came. The ugly duckling left the barn and went back to the pond. He was very thirsty and put his beak into the water. He saw a beautiful, white bird! 1
It's you! 3
Wow! Who's that? 2
Not any more. You're a beautiful swan, like me. Do you want to be my friend? 5
All the other animals watched as the two swans flew away, friends forever. 7
Yes! 6

7 **Discuss with a friend.**

1 Was the ugly duckling really a duck? What was he?
2 What does the story teach us?
3 Do you have a best friend?
4 Do you like acting?
5 Is it possible to tell stories without words?

Listening and Speaking 1

SB Act. 5 p. 59

1-28

Listen and check (✓) the fairy tale.

- Ask students if they know these fairy tales. Ask *Who are the characters? What happens in the story?*
- Tell students they only need to identify the story at this stage and not to worry about new words.
- Play track 1-28.

SB Act. 6 p. 59

1-29

Listen again and number in order.

- Explain that a *narrator* tells the story.
- Check understanding of *duckling*, *beak*, *barn*, *pond*, *swan*. Tell students that the past tense of *fly* is *flew*.
- Ask students to read the sentences first. Then ask them to guess the correct order before they listen.
- Play track 1-29 for students to complete the activity. Ask students if their guesses were correct.

Extra activity

COLLABORATION

- Put students into groups of three to act out the scene in Activity 6. Groups choose who will be the narrator, the swan, and the swan's new friend.
- They practice reading their lines and acting. Different groups perform the scene for the class.

SB Act. 7 p. 59

COMMUNICATION

Discuss with a friend.

- Students complete the activity in pairs. Ask students to share their ideas with the class.
- Encourage students to think of different ways to tell stories without words, e.g., picture books, mime, ballet and modern dance, paintings.

Objective review

Ask students if they can talk about the past using different kinds of verbs. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 3, Unit 4.

4 Vocabulary 2 • Pre-reading 2

OBJECTIVES

Reading:	Can extract factual details from a simple text.
Listening:	Can recognize simple phrases related to familiar topics in slow, clear speech.
SB vocabulary:	king, queen, fierce, wife, hero, husband, myth, legend, search, hide
WB vocabulary:	early, light, night, noisy, old

MATERIALS

SB pp. 60–61
WB pp. 52–53
WB key p. 213
SB audio tracks 1-30 and 1-31
WB audio track 02
Picture cards 71–80
Pearson English Platform

Warm-up

On the board, write the first three or four letters of new words from this unit. Students work in pairs to complete as many words as they can in their notebooks in one minute. Ask pairs to spell the words they've written and complete the words on the board. The pair with the most correctly spelled words wins.

Lesson objective

Explain the lesson objective: To talk about myths and legends.

SB Act. 1 p. 60

1-30

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-30 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.
- Ask *Can you name a queen? Can you say a fairy tale with a fierce character? Who is your favorite hero? Where do you like to hide?*

SB Act. 2 p. 60

1-31

Listen and number.

- Play track 1-31 twice, pausing after each sentence. Students number the pictures.
- Put students into pairs. Student A says a number. Student B says the word. Make sure they swap roles.

SB Act. 3 p. 60

Read and write a word from Activity 1.

- Students complete the activity in pairs. Ask different students to read their answers aloud.

Picture card activity 1

Put all the picture cards on the board. Then ask students to turn around, and remove one card. Students guess the missing word.

Picture card activity 2

Put the picture cards on the board. Ask students to form a line in front of the board. Say a word for the first person in the line to point at the correct picture. Then they say a different word for the next person in the line to point at and say, and go to the back of the line.

WB Act. 1 p. 52

Write the letters in order. Then read and match.

SB Act. 4 p. 60

CRITICAL THINKING

Think and match.

- Students work in pairs to complete the activity.

Stretch activity

CRITICAL THINKING

- Write pairs of words on the board and ask students to think about the relationship between them. Are they synonyms (*legend/myth*), collocations (*hide/search*), or "word pairs" (*king/queen*)?
- Write more examples of word pairs on the board for students to discuss, e.g., *give/take*, *big/small*, *remember/forget*, *lose/find*, *brother/sister*, *talk/speak*, *above/below*.

WB Act. 2 p. 52

02

Listen and check (✓).

- This is an A1 Movers Listening Part 4 task.

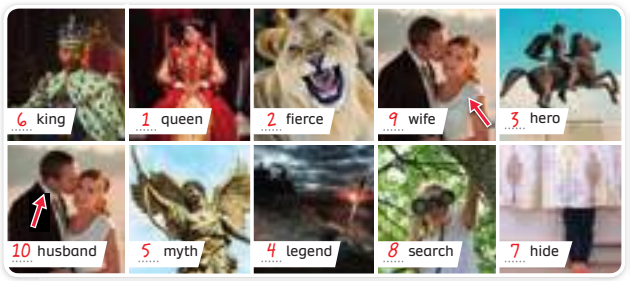
SB Act. 5 p. 60

In Activity 4 the pairs are often key in stories. Can you think of any other characters you might see in stories?

- Give some examples of pairs of characters in stories, e.g., *Romeo and Juliet*. In pairs, students discuss their answers and then share their ideas with the class.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Vocabulary 2

1 Listen and repeat. 1-30



2 Listen and number. 1-31

3 Read and write a word from Activity 1.

1 Children do this when they play. search hide
2 These are words for people. king queen wife husband
3 A person who is admired for their bravery. hero
4 Two kinds of stories. myth legend

4 Think and match.

1	king	a	wife
2	husband	b	myth
3	hide	c	queen
4	prince	d	search
5	legend	e	princess

5 In Activity 4 the pairs are often key in stories. Can you think of any other characters you might see in stories?

Pre-reading 2

Reading strategy
Use visual representations to help you understand.

1 Read the project. What's the child's favorite legend?

The Legend of Robin Hood

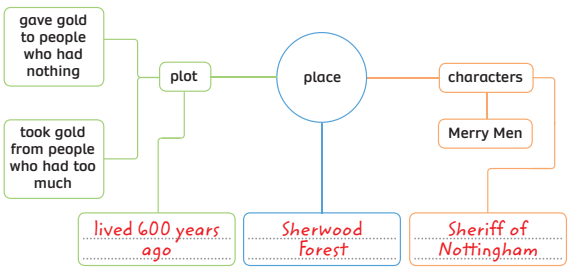
In the past, there weren't any books. People told stories about famous men and women. They told the stories many times and the details changed over time. The stories became legends.

My favorite legend is Robin Hood. It's about a man who lived in Sherwood Forest around 600 years ago. People were sad because the scary Sheriff of Nottingham took all their gold.

Robin Hood and his friends, the Merry Men, were very good at using bows and arrows. They lived in the woods. They took gold from those who had too much and gave it to people who had nothing.

2 Think and complete the mind map.

lived 600 years ago | Sheriff of Nottingham | Sherwood Forest



WB Act. 3 p. 53 — CRITICAL THINKING

Look and write two sentences about each picture.

Word study: opposites

WB Act. 4 p. 53

Read, choose, and write. Then write your own.

WB Act. 5 p. 53

Read and complete. Use the words from Activity 4. Then circle the opposites.

Objective review

Ask students to say three of their favorite words in this lesson. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Use visual representations to help you understand.

SB Act. 1 p. 61 — CRITICAL THINKING

Read the project. What's the child's favorite legend?

- Ask students to look at the picture and say who it is.
- Ask students what they remember about Robin Hood from the video and review *bow* and *arrow*, using the picture.
- Students complete the activity. (**Answer:** Robin Hood)

SB Act. 2 p. 61 — CRITICAL THINKING

Think and complete the mind map.

- Ask a student to read the reading strategy and the rubric aloud.
- Check students know the meaning of *plot* (things that happen in a story).
- Students complete the mind map individually.

Stretch activity — COLLABORATION

Put students into small groups. Ask them to make a mind map like the one in Activity 2 about a story they know well. Groups show and explain their maps to the class, who have to guess the story.

4 Reading 2

OBJECTIVES

Reading:	Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts.
Speaking:	Can retell a familiar story, given prompts or a model.
SB vocabulary:	knight, civilisation (AmE civilization), culture, tradition, natural events, plot, ancient, god(s), trouble, rise
WB vocabulary:	sad, little, tall, loyal, calm, careful, angry
Passive vocabulary:	purpose, believe, feature, include, wisdom, war, peak, form (v), outline, details, steal
Revised vocabulary:	journey

MATERIALS

SB pp. 62–63
WB p. 54
WB key p. 214
SB audio track 1-32
Pearson English Platform

Warm-up

Write the headings from the Robin Hood mind map on the board: *plot*, *place*, *characters*. Ask students to help you complete the mind map by saying what they remember about the legend of Robin Hood. Add their ideas to the mind map or invite students to the front to add to the map. Then ask them to compare the map on the board to the one in their notebooks.

Lesson objective

Explain the lesson objective: To apply the reading strategy by using visual representations to help them understand.

Reading text in British English

This is one of the texts in Level 3 that is in British English. If you have a stronger group, you may want to work on some of the differences with them. Ask *Can you hear a difference between previous readings and this one? Are any of the words different?* Highlight *civilisation/civilization*.

SB Act. 3 p. 62

1-32

Read *What are Myths and Legends?* What is a myth?

- Read the title of the text and ask students to try to explain what a myth is.
- Focus students' attention on the picture of Zeus. Ask *Who's this? Is he a real person? What's he doing? Who told stories about him?* Teach *god* and *goddess*.
- Repeat with the picture of Arthur on p. 63. Ask students to look at the people behind Arthur and ask what they're wearing (*suits of armor*). Tell students they're knights.
- Students read and listen to the text. Ask if their ideas about myths were correct. (**Answer:** Myths are stories that explain natural events.)
- Focus students' attention on the map and check they know the labeled places and cultures. Ask them to find the setting for Greek myths on the map.
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Write *myth* and *legend* on the board. Ask students to read the text again. Explain that you'll say a characteristic, and they have to say *myth* or *legend*. Say *It's a story with a purpose.* (myth) *It's about a human hero.* (legend) *It explains natural events.* (myth) *It might be about a real person or people*. (legend) *Good always wins*. (legend) *It's sometimes about a journey*. (myth) *It has gods and goddesses*. (myth)

Stretch: Ask students to say three things that define a myth and three that define a legend.

SB Act. 4 p. 63

CRITICAL THINKING

Discuss with a friend.

- Use the questions to have a class discussion.

Extra activity

CREATIVITY

Put students into small groups. Ask students to invent a character for a new myth or legend and make a visual representation with the following information: name, when and where they were born, where they lived, what they did, their strengths. Remind students that characters in myths have great powers, whereas characters in legends are like normal people, but can be very strong.

Reading 2

3 1-32 **Read *What are Myths and Legends?* What is a myth?**

Reading strategy
Use visual representations to help you understand.

What are Myths and Legends?

Stories have been important since the beginning of civilisation. Myths and legends are types of story that are part of people's culture and tradition. Old people often tell them to young people, so they can live on for a long time.

What is a myth?

A **myth** is a story with a purpose. Ancient civilisations used **myths** to explain natural events like storms, floods, strong winds and seasons. The plot often has a **hero searching** for something on a long and dangerous journey.

In ancient times, people believed that gods and goddesses controlled nature on Earth. Many myths feature gods. Who are Greek gods? They include: Zeus, god of the sky and thunder, Poseidon, god of the sea, earthquakes and horses, and Athena, goddess of wisdom and war. Look at this map to show the different ancient cultures who used myths as stories.

What is a legend?

A **legend** is a story about people. It could be true and some parts of the story could come from real history. A legend usually has a **hero** as the main character. The hero isn't superhuman like the gods and goddesses in a myth, but is a man or woman who has extraordinary qualities. Legends are usually about a **fierce** fight between good and bad characters, and the hero wins.

What are famous legends?

Let's look at two different legends. According to Celtic legend, **King** Arthur was the King of Camelot because he pulled a sword from a famous stone. We don't know if King Arthur and his **wife**, Queen Guinevere really lived. Above the Polish town of Zakopane, a mountain peak forms the outline of a sleeping man. The Sleeping Knight, the legend goes, will wake from his sleep if trouble comes, and rise to save Zakopane.

4 **Discuss with a friend.**

1. What kinds of stories are myths and legends?
2. What are the common features for a myth and a legend? Write a list.
3. Do people write these stories?
4. Who was King Arthur?
5. Who or what is the sleeping knight of Zakopane?
6. Do you know any other stories about the world around us?

Extra activity

SB Vocabulary work

- Write the new words on the board: *knight*, *civilization*, *culture*, *tradition*, *natural events*, *plot*, *ancient*, *god(s)*, *trouble*, *rise*.
- Put students into small groups. Give each group six new words from the board. Groups have to find the words in the text and define them as best they can.
- When groups have finished the activity, ask for definitions. Write them on the board.

WB Act. 1 p. 54

Read the project. Then complete the mind map.

- Remind students of their answers to Activities 1 and 2 on p. 61 in the SB.
- Ask students to read the mind map and say what they have to complete (*the characteristics of each character*).

WB Act. 2 p. 54

Read and check (✓) the correct sentences.

WB Act. 3 p. 54

CRITICAL THINKING

Why is it important to help our friends?

Extra activity

COLLABORATION

Put students into pairs and ask them to make a poster showing why it's important to help our friends.

Extra activity

WB Vocabulary work

- Ask students to look back at the text and find words that describe people, e.g., *sad*, *little*, *tall*, *loyal*, *calm*, *careful*, *angry*.
- Write the words on the board, check understanding, and practice pronunciation.
- Define one of the words. Students say a word from the board.

Objective review

Ask students if visual representations helped them understand the stories better. Praise their effort.

4 Grammar 2 • Listening • Speaking

OBJECTIVES

Grammar: Can ask questions with "Who/What/Where/Why/When did … ?" and all subject pronouns with simple verb phrases.

Listening: Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.

Speaking: Can ask for basic information about an event using simple language.

MATERIALS

SB pp. 64–65
WB pp. 55–56
WB key p. 214
SB audio track 1-33
Video 4-3
Video script p. 242
Pearson English Platform
Speaking and Vocabulary Book 3, Unit 4

Warm-up

Ask students to open their notebooks. Tell them they have one minute to write as many past action words as they can, e.g., *ate*. Ask students to read their words aloud, and check they're correct. Students swap books with a partner, who writes the verbs in the present.

Lesson objective

Explain the lesson objective: To ask questions about the past with *Who*, *What*, *Why*, *Where*, *When*, and *How*.

SB Act. 1 p. 64

Watch Parts 2 and 3 of the story video. Then read and write.

- Students watch Parts 2 and 3 of the video.
- Ask students to say where the people are, what they're doing, and what they see.
- Play the video again for students to complete the sentences.

SB Act. 2 p. 64

Read the grammar box and say.

- Focus students' attention on the grammar box and read the questions together.
- Ask students why the questions in the first column don't have *did* (*because they all use "be"*).
- Point out that the *Wh-* questions in the third column don't need *did*. These are questions in which we don't know who is doing the action.
- Students practice saying the questions.

SB Act. 3 p. 64

Read *What are Myths and Legends?* again. Circle the question words in the titles.

- Refer students back to the text on SB pp. 62 and 63.
- Students complete the activity individually.

SB Act. 4 p. 64

Match the questions and answers.

- Students complete the activity in pairs.

Differentiation

Struggling learners: Write *They were three friends.* on the board. Erase *three friends* and model the question to find the information: *Who were they?* Then write *They went to the movies.* Erase *to the movies* and elicit the question *Where did they go?* Continue, using the following sentence: *They bought some popcorn.* (*What?*) *They sat at the back of the movie theater.* (*Where?*) *They watched a movie with their favorite actor in it.* (*What?*) *At the end, they saw the actor in front of them.* (*Who?*)

Stretch: Ask students to write five questions about Robin Hood using question words, e.g., *Who was Robin Hood? Where did he live?* They ask a partner their questions.

SB Act. 5 p. 65

COMMUNICATION

Work in pairs. Ask each other the questions from Activity 4. Close your book when answering.

- Ask different pairs to ask and answer a question in front of the class.

Extra activity

CREATIVITY

Ask students to form a line. Ask the first student in line a question in the past. If they answer correctly, the class gets a point. If they answer incorrectly, the teacher gets a point. This student sits down. Then you ask the next student in line. Explain that answers can be imaginary, but must be grammatically correct. Continue in this way, e.g., *Where did you go yesterday? What did you have for breakfast?*

WB Act. 1 p. 55

Read and circle.

- Focus students' attention on the grammar box and ask them to complete the activity.

Grammar 2

1 4-3 **Watch Parts 2 and 3 of the story video. Then read and write.**

2 **Read the grammar box and say.**

Grammar

Who **was** that?
What **was** that?
Who **were** they?
Where **were** the people?

What **did** you **do**?
Where **did** she **go**?
When **did** she **arrive**?
Who **did** he **ask**?

What happened?
Who believed in gods and goddesses?
Who had a myth about a sleeping giant?

3 **Read *What are Myths and Legends?* again. Circle the question words in the titles.**

4 **Match the questions and answers.**

1	Who was the sleeping knight?	a	I read three books.
2	Who were the Merry Men?	b	a mountain in Zakopane.
3	What did you do yesterday?	c	He lived in the woods.
4	Where did Robin Hood live?	d	They were Robin Hood's friends.
5	Who became a swan?	e	The ugly duckling did.
6	What did people in Ancient Greece believe?	f	They believed that gods controlled nature on Earth.

5 **Work in pairs. Ask each other the questions from Activity 4. Close your book when answering.**

Who were the Merry Men?
What happened in the Ugly Duckling?

Listening and Speaking 2

Speaking strategy
Face the speaker.

6 **Read and answer the quiz.**

Fairy tales, legends, and myths quiz

1 What did Jack take to the market?
a) a cow b) a hat c) a shoe

2 Who went to buy bread but bought a sunflower?
a) Robin Hood b) Jane c) Jack

3 Who lived in the castle at the top of the sunflower?
a) a king b) a queen c) a giant

4 Who lived in Sherwood Forest?
a) Robin Hood b) King Arthur
c) Sheriff of Nottingham

5 Who lived on a mountain in Poland?
a) an angry knight b) a sleeping knight
c) a hungry giant

6 How did people pass on myths?
a) by writing them down
b) by making films
c) by telling young people

7 1-33 **Listen and check your answers.**

8 **Write a quiz about fairy tales, legends, and myths. Ask your friends.**

Who went ... ? | Who ate ... ? | Who made ... ? | Who wanted ... ? | What happened after ... ?
What did (name) do ... ? | What did (name) wear ... ? | Why did he/she ... ? | Where did ... ?
What was the ... ? | Who was/were ... ? | Why was/were ... ?

WB Act. 2 p. 55

Read and complete the questions. Then match.

WB Act. 3 p. 55

Read the answers. Then complete the questions.

WB Act. 4 p. 56

Read and complete the questions. Use the past form of the words in the box. Then answer the questions.

- Ask students what the past form of the verbs in the box are before they complete the activity.

WB Act. 5 p. 56

Write the questions in order. Then answer for you.

Listening and Speaking 2

Speaking strategy

Explain the speaking strategy: Face the speaker. Explain that when we talk to someone we must look at them as they speak to show that we're interested and paying attention to what they're saying.

SB Act. 6 p. 65

Read and answer the quiz.

- Ask students to underline the question words in the questions before completing the activity.

SB Act. 7 p. 65

1-33

Listen and check your answers.

- Play track 1-33.

SB Act. 8 p. 65

COMMUNICATION

Write a quiz about fairy tales, legends, and myths. Ask your friends.

- Ask students to think of different legends, myths, and fairy tales. Elicit what kind of questions they would put in a quiz. Refer them to the box.
- Students work in pairs to make questions. Then they swap partners to ask and answer.
- Make sure students are facing their partner.

Objective review

Ask students if they can make questions in the past with different question words. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 3, Unit 4.

4 Writing • Now I Know

OBJECTIVES	
Reading:	Can get the gist of short, simple texts on familiar topics, if supported by pictures.
Speaking:	Can act out a short dialog or role play, given prompts.
Writing:	Can write a very simple story, given prompts or a model.
Revised vocabulary:	scary

MATERIALS

SB pp. 66–67
WB pp. 57–59
WB key p. 214
Pearson English Platform
Test Book 3, Unit 4

Warm-up

Review the Unit 3 writing strategy with students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write about a favorite character, while applying the writing strategy.

SB Act. 1 p. 66

Read Luke's homework. What's the title of Luke's homework?

- Teach *poison*, *magic powers*, and *smart* before students read.
- Students compare answers in pairs. (**Answer:** My Favorite Character)

SB Act. 2 p. 66

Read Luke's homework again and answer.

- Students complete the activity individually. (**Answers: 1** scary characters, **2** They're interesting and funny., **3** because she had powers and was smart, **4** She wears a costume and gives her an apple.)

Writing strategy

Focus students' attention on the writing strategy and remind them to use the strategy in their own writing.

SB Act. 3 p. 66

Read Luke's homework again. Underline the reasons Luke gives for his choices.

- Ask if Luke applied the writing strategy to his character description (*yes*).

WB Act. 1 p. 57

Read and circle the reasons why Adam likes King Arthur.

SB Act. 4 p. 66

Find or draw a picture of your favorite character. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks.

WB Act. 2 p. 57

Read and make notes about your favorite character.

Remember!

WB p. 57

Focus students' attention on the Remember! box.

WB Act. 3 p. 57

Write about your character. Use your ideas from Activity 2 to help you.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to read their work aloud. Praise their effort.

Now I Know

Warm-up

Ask students to look back at the unit and choose their favorite lesson. On the board, write *What did you learn in the lesson? What did you find interesting in the lesson?*

Objective

Explain the lesson objective: To review everything they've learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote for WB Activity 1 at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 67

CRITICAL THINKING

Why do we tell stories? Look back through Unit 4 and make a list.

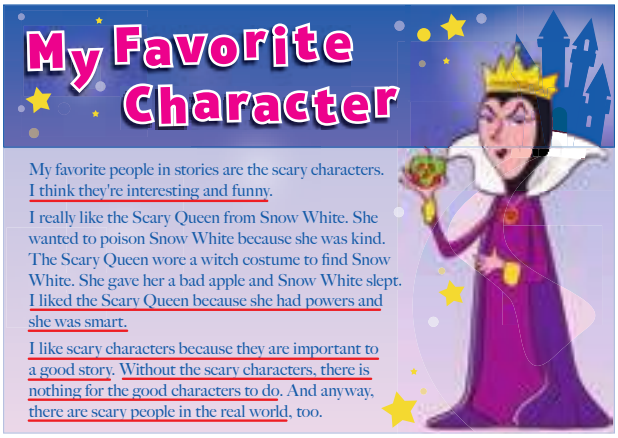
- Students use their consolidated knowledge of the Big Question to answer.

Writing

1 Read Luke's homework. What's the title of Luke's homework?

2 Read Luke's homework again and answer.

1 What characters does he like?
2 What does Luke think about scary characters?
3 Why does he like the Scary Queen?
4 How does the Scary Queen trick Snow White?



3 Read Luke's homework again. Underline the reasons Luke gives for his choices.

4 WB 57 Find or draw a picture of your favorite character. Then go to the Workbook to do the writing activity.

Writing strategy

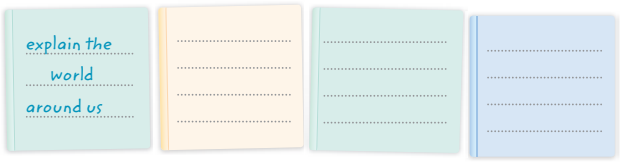
Give simple reasons for your opinions to make your writing stronger.
I think they're interesting and funny.
I like the Scary Queen because ...

66

Now I Know

1 Why do we tell stories? Look back through Unit 4 and make a list.

We tell stories because we want to ...



2 Choose a project.

Write and perform a dialog.
1 Work in groups.
2 Think of scenes from stories you like. Decide on the characters and what they say.
3 Write the dialog in your notebook. Practice the dialog.
4 Perform the dialog for the class.

or

Research a myth and make a poster.
1 Work in pairs.
2 Choose a myth you know.
3 Make a poster with images, key words, and a title.
4 Show your poster to the class.

Read and circle for yourself.

I can follow the sequence of events in a simple story.

I can ask for information about an event.

I can understand the correct sequence of events in a simple story.

I can write a simple story.

67

WB Act. 1 p. 58

Read and circle T (true) or F (false).

WB Act. 2 p. 58

Read and circle.

WB Act. 3 p. 58

Find and circle eight words in the past. Then look and complete.

WB Act. 4 p. 59

Read and complete.

WB Act. 5 p. 59

Write sentences. Use the words you didn't use in Activity 3.

Project

SB Act. 2 p. 67

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage others to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other to learn.

Things I learn

WB Act. 1 p. 59

What are your three favorite words in this unit?

- Have a class vote on favorite words.

WB Act. 2 p. 59

Write something you think is interesting about fairy tales, and myths and legends.

- Ask students to share their answers with the class.

WB Act. 3 p. 59

What kind of stories do you like to tell and read? Why?

- Students use their consolidated knowledge of the Big Question to answer.

Self-assessment

SB p. 67

Read and circle for yourself.

- Students decide how to rate each statement.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 3, Unit 4.

5 Why take care of the environment?

SKILLS

Listening: Can identify the context in which an everyday conversation is taking place.

Reading: Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts.

Speaking: Can make simple, direct comparisons between two people or things using common adjectives, given a model.

Writing: Can write short, simple texts on familiar topics in linked sentences.

GRAMMAR

Grammar 1: Can use shorter adjectives + "-er" to make simple comparisons.

Grammar 2: Can make simple statements and questions using the superlative of shorter adjectives with "-est."

VOCABULARY

Key vocabulary 1: country, fresh air, plant (n), insect, habitat, wildlife, pretty, full, rescue, throw away

Key vocabulary 2: breathe, lungs, burn, coal, oil, fossil fuel, electricity, power plant, protect, gadgets

Video vocabulary: noise pollution, air pollution, traffic, electric car, litter

Reading 1 vocabulary: meadow, rescue, park ranger, dangerous, rules, butterfly, bottle, burst, tangle, string, rubber

Reading 2 vocabulary: fumes, weaker, countryside, polluted, cycle, switch off (AmE turn off), plant (v), deforestation, oxygen, football pitch, produce, fewer

Passive vocabulary: safe, brain, marine species, chemicals, destroy, oxygen, environment, waste, burst, scream, tangled, mayor, flood, effect

Revised vocabulary: field, insects, clean, bee, pollution, dangerous, water, animals, birds, fly, recycle, forest

Expressions: Great idea! That's not a bad idea.

PROJECTS

Give a presentation about protecting habitats on Earth
Write an article about a problem with the environment

VIDEOS

Brain Crunch: Pollution (5-1)
Doctor Who: Is It Dangerous? Parts 1–3 (5-2, 5-3)

VALUE

Help animals in danger

Unit opener

OBJECTIVES

Listening: Can understand the main idea of a simple news story, with visual support.

Speaking: Can answer simple questions about their life and experiences.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 68–69
WB p. 60
WB key p. 214
Video 5-1
Video script p. 242
Pearson English Platform

Big Question

- Ask students *What is pollution? Where do you see pollution? How does it make you feel?* to check what environment words they already know.
- Read the Big Question *Why take care of the environment?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about taking care of the environment.

SB Act. 1 p. 69

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the picture.

SB Act. 2 p. 69

COMMUNICATION

Discuss with a friend.

- Students discuss the questions in pairs.

WB Act. 1 p. 60

Who can help the environment? Write two things you do to help the environment.

- Ask students to think of the Big Question and write two things they do to help the environment.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 2 p. 60

Circle the things that are bad for the environment. Then think about and write one thing you learn in this unit.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 69

5-1

Watch the video. What problems does it talk about? Check (✓).

- Go through the problems and explain if necessary. Explain that *litter* refers to trash in this case.
- Play the video for students to check their answers.

WB Act. 3 p. 60

5-1

Watch the video. Look, choose, and write. Then write *N* (noise pollution) or *A* (air pollution).

WB Act. 4 p. 60

5-1

Read and check (✓) the correct sentences. Watch the video again to check.

SB Act. 4 p. 69

CRITICAL THINKING

Which kinds of pollution are a problem in your city or neighborhood?

- Ask questions to prompt a class discussion, e.g., *Is there pollution in your town? What's happening to the environment? What can people do?*

Objective review

Ask students what they've learned about the environment in this lesson. Praise their effort.

5 Vocabulary 1 • Pre-reading 1

OBJECTIVES

Listening:	Can recognize simple phrases related to familiar topics in slow, clear speech.
Reading:	Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions and prompts.
Speaking:	Can answer simple questions about their life and experiences.
SB vocabulary:	country, fresh air, plant, insect, habitat, wildlife, pretty, full, rescue, throw away
WB vocabulary:	cut away, cut down, cut out, cut up

MATERIALS

SB pp. 70–71
WB pp. 61–62
WB key p. 214
SB audio tracks 1-34 and 1-35
Picture cards 81–90
Pearson English Platform

Warm-up

Review the previous lesson by asking *What kinds of pollution are there?* (noise, air, water, pollution with trash) *What can we do to stop these?*

Lesson objective

Explain the lesson objective: To talk about the environment around us.

SB Act. 1 p. 70

1-34

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-34 twice, pausing after each word. Students point at the pictures and repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 70

1-35

Listen and number.

- Play track 1-35 twice, pausing after each sentence. Students number the pictures.

Differentiation

Struggling learners: Students take out a red pencil. Show a picture card and say a word. If it's the correct word, students repeat it. If it's an incorrect word, they raise the red pencil and correct you.

Stretch: Show the picture cards. Students say the words. Show a card and say the first part of the word, e.g., say *pr …* . Students say, e.g., *pretty.* Repeat with the rest of the picture cards.

Picture card activity

Play *Bingo*. Ask students to write five new words. Then pick up a picture card. Students say the word, check their list to see if they have that word on it, and cross it off. The first student to cross off all their words shouts *Bingo!*

WB Act. 1 p. 61

Write the letters in order. Then look and match.

- Students solve the anagrams and then read and spell the answers to their partners.

SB Act. 3 p. 70

Read and match.

- Students work in pairs to complete the activity.

Extra activity

CRITICAL THINKING

Ask *What kinds of things can be full or empty? Who rescues people? Where can you throw things away? Do we live in the town or the country? What insects are there around here? Where do you go to get fresh air? Can you name a habitat? Can you find something pretty in the classroom?*

Stretch activity

CREATIVITY

Say a few sentences with the new vocabulary, e.g., *I think flowers are pretty. It's good to protect wildlife.* Ask students to make their own sentences with the new words.

WB Act. 2 p. 61

Read and complete. Use words from the box.

- This is an A1 Movers Reading and Writing Part 3 task.

WB Act. 3 p. 62

CRITICAL THINKING

Think and write.

SB Act. 4 p. 70

COMMUNICATION

Discuss with a friend. What habitats can you think of? Add words to the mind map.

- Students complete the activity in pairs. (**Possible answers:** jungle, savannah, desert, outback, grassland, wetland, river, ocean, tundra, etc.)

Vocabulary 1

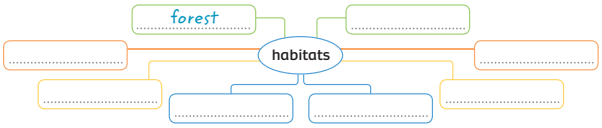
1 Listen and repeat. 1-34

2 Listen and number. 1-35

3 Read and match.

1	Your backyard can be a great habitat for	a	park.
2	There's litter on the ground because the trash can is	b	fresh air.
3	A lot of wildlife lives at the	c	insects.
4	I like walking in the country to get some	d	your trash.
5	The flowers on those plants are very	e	pretty.
6	Remember to throw away	f	full.

4 Discuss with a friend. What habitats can you think of? Add words to the mind map.



5 When did you last go for a walk in the country? Which habitat(s) were you in? What things from Activity 1 did you see?

Pre-reading 1

Reading strategy

Make predictions before you read and while you're reading.

1 Look at the picture and guess. Why are there a lot of balloons?

2 Read the start of the story. Why do the balloons have the number 200 on them? Guess the answer. Then continue reading and check your answer.

Balloons

"Three … two … one … go!" said the man, and hundreds of balloons flew up from the park into the air above. The balloons all had the number 200 on them because today the town is 200 years old.

Abbie and Josh looked at the balloons happily. "They look pretty," said Abbie. "But where are they going?" "To Britain," said Josh, "or to China! Sometimes balloons fly a very long way."

SB Act. 5 p. 71 — CRITICAL THINKING

When did you last go for a walk in the country? Which habitat(s) were you in? What things from Activity 1 did you see?

- Students work in small groups. Ask groups to share their ideas with the class.

Word study: phrases with *cut*

WB Act. 4 p. 62

Look, read, and circle.

WB Act. 5 p. 62 — CRITICAL THINKING

Think and write.

Objective review

Ask students to say two new words and explain what they mean. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Make predictions before you read and while you're reading.

SB Act. 1 p. 71 — CRITICAL THINKING

Look at the picture and guess. Why are there a lot of balloons?

- Ask students to read the strategy and look at the picture. Elicit answers.
- Ask students to say what they think the numbers on the balloons mean.

SB Act. 2 p. 71 — CRITICAL THINKING

Read the start of the story. Why do the balloons have the number 200 on them? Guess the answer. Then continue reading and check your answer.

- Ask students to make a guess before they read the text to answer the question. (**Answer:** because today the town is 200 years old)

Extra activity — CRITICAL THINKING

- Focus students' attention on the phrase "*Three … two … one … go!" said the man*. Ask *Why does he say this?*
- Then focus on the phrase *or to China.* Ask *Is Josh right in saying this? Can the balloons fly to China?* Encourage students to justify their answers.

5 Reading 1

OBJECTIVES

Reading: Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts.

SB vocabulary: meadow, rescue, park ranger, dangerous, rules, butterfly, bottle

WB vocabulary: burst, tangle, string, rubber

MATERIALS

SB pp. 72–73
WB p. 63
WB key p. 214
SB audio tracks 1-36 and 1-37
Pearson English Platform

Warm-up

Refer students to the picture on SB pp. 68 and 69. Ask students to guess how all this trash ended up on the beach.

Lesson objective

Explain the lesson objective: To apply the reading strategy by making predictions before they read and while they're reading.

SB Act. 3 p. 72

1-36

Read Part 1 of *Meadow Rescue*. Make predictions as you did for Activities 1 and 2.

- Explain to students that a meadow is a place with a lot of grass and flowers, but no trees or big plants.
- Ask students to look at the title. Ask them to predict what the story will be about.
- Make sure that students read up to "What can you hear?", stop, and then ask themselves question 1. (**Answer:** insects and animals)
- Ask students to find the words in bold. Check that they remember their meanings.

SB Act. 4 p. 72

1-37

Read the rest of the story. When you think of a question, stop reading, and guess the answer. Then continue reading and check your answer.

- Students read the first line of Part 2, stop, and ask themselves question 2. (**Answer:** She says no because it's dangerous for wildlife.)
- Students read and listen to the rest of the story and complete the activity individually.

Differentiation

Struggling learners: Ask students to read the first paragraph of the text. Tell students to say one thing that happens in the story, e.g., *The children are on a science trip. Miss Tucker tells them about meadows.*

Stretch: Ask students to read the story and then close their books. Students work in pairs to say what happens in order, e.g., *The children are on a science trip. They're in a meadow.*

SB Act. 5 p. 73

Read the story again and circle T (true) or F (false).

- Ask students to correct the false statements.

SB Act. 6 p. 73

COMMUNICATION

Discuss with a friend.

- Put students into pairs to talk about the questions. Pairs share their ideas with the class.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

COMMUNICATION

Put students into small groups. Ask them to talk about these questions: *Why is Juan unhappy? Is it right for Juan to complain about the rules he has to follow in the meadow? How do you think the children feel when they see the butterflies in the air? How do you think the children feel when they see the mouse trapped in the bottle?*

Extra activity

CRITICAL THINKING

Help students make connections between the video in the opening unit and this story. Ask *What does this story tell us about trash and wildlife? What are the rules when we're outside in the country? What can we do to make sure our environment is always clean?*

Extra activity

SB Vocabulary work

- Write the new words on the board: *meadow*, *rescue*, *park ranger*, *dangerous*, *rules*, *butterfly*, *bottle*. Ask students to find and underline the words in the story.
- Students draw a picture for the new vocabulary in their notebooks.
- Ask *What things come in bottles? Do park rangers work near here? Where? What are the rules in this classroom/schoolyard?*

Reading 1

Reading strategy
Make predictions before you read and while you're reading.

3 1-36 **Read Part 1 of *Meadow Rescue*. Make predictions as you did for Activities 1 and 2.**

4 1-37 **Read the rest of the story. When you think of a question, stop reading, and guess the answer. Then continue reading and check your answer.**

Meadow Rescue

1 "Close your eyes," said the park ranger, Miss Tucker. The children were in a meadow in the **country**, on a science trip. "What can you hear?" The children listened. Then they described the noises of all the **insects** and birds around them.
"A meadow is a nicer **habitat** for **wildlife** than other fields," said Miss Tucker, "because it has long grass and a lot of flowers."

1 What do the children hear?

2 Does Miss Tucker say yes? Why? / Why not?

2 "Can we have our lunch now?" asked Juan. "I'm hungry."
"Sorry, you can't eat here. We don't want to leave any trash. It's dangerous for wildlife." Miss Tucker said.
Juan and Ava walked around the meadow together.
Juan wasn't happy. "It's good to be outside in the **fresh air**. But the rules here are worse than the rules at school!" he said. "I often see trash in the country. What's the problem?"

72

5

3 The meadow was **full** of insects.
"Those blue butterflies are my favorites," said Ava.
"I like the red and black ones," said Juan. "They're bigger than the blue ones, and they're **prettier**, too."

4 "What's in there?" asked Ava. They looked under a **plant** and saw a bottle. At the end of the bottle was a small, gray body with a long, thin tail. "It's a mouse!" said Juan. "It can't get its head out of the bottle!"
They called Miss Tucker. "Mice love to drink from bottles, but then they can't move. Many of them die."
Miss Tucker **rescued** the mouse.

5 Later, the children had lunch in the picnic area. "**Throw away** all your trash," said Juan. "Animals can die when we leave trash on the ground."

5 **Read the story again and circle T (true) or F (false).**

1 Meadows are usually dangerous places for animals. T F
2 The children had lunch in the meadow. T F
3 All of the mouse's body was in the bottle. T F
4 Miss Tucker helped the mouse. T F

6 **Discuss with a friend.**

1 The bottle in the story was dangerous for the mouse. What other litter can be dangerous for wildlife. Why?
2 When a trash can is full, what should you do with your litter?

73

WB Act. 1 p. 63

Read the story. Stop after the questions in bold and guess the answers.

- Remind students of their answers to Activities 1 and 2 on p. 71 in the SB.
- Ask students to justify their guesses.

WB Act. 2 p. 63

Read and complete.

WB Act. 3 p. 63

CRITICAL THINKING

Why is it important to protect wildlife?

Stretch activity

CREATIVITY

Tell students to imagine they've read Josh and Abbie's blog. Ask them to write a comment on it.

Extra activity

WB Vocabulary work

- Write the new words on the board: *burst*, *tangle*, *string*, *rubber*. Ask students to find the words in the story and take turns reading the sentences in pairs.
- Ask different students to try and explain what each word means.

Value

Help animals in danger

Tell students that in both stories the children rescue animals. Ask students why it is important to help animals. Ask who we should call if we can't help animals ourselves.

Objective review

Ask students how the reading strategy helped them answer questions about the story. Did they remember to guess the answers to the questions before and while reading the story? Praise their effort.

5 Grammar 1 • Listening • Speaking

OBJECTIVES

Grammar: Can use shorter adjectives + "-er" to make simple comparisons.

Listening: Can identify the context in which an everyday conversation is taking place.

Speaking: Can make simple comparisons between two people or things using common adjectives, given a model.

MATERIALS

SB pp. 74–75
WB pp. 64–65
WB key p. 214
SB audio track 1-38
Video 5-2
Video script p. 243
Pearson English Platform
Grammar Book 3, Unit 8
Speaking and Vocabulary Book 3, Unit 5

Warm-up

Ask students to say what *Meadow Rescue* is about. Write on the board: *A meadow is a … habitat for wildlife. Trash is … for wildlife. Juan thinks big butterflies are … .* Ask students to complete the sentences with words from the story or their own ideas, e.g., *nice/good*, *dangerous/bad*, *pretty/lovely/beautiful*.

Lesson objective

Explain the lesson objective: To compare two things or people.

SB Act. 1 p. 74

5-2

Watch Parts 1 and 2 of the story video. Why do the insects have green eyes? Then read and write.

- Students watch Parts 1 and 2 of the video.
- Ask students why the insects have green eyes. (**Answer:** because the Smogator caught them)
- Play the video again for students to complete the sentences.

SB Act. 2 p. 74

Read the grammar box and complete the chart.

- Focus students' attention on the grammar box.
- Students complete the chart. Ask them to look closely at the spelling changes for *-y*, and explain that *-y* changes to *-ier* when making a comparison.

SB Act. 3 p. 74

Read *Meadow Rescue* again and complete.

- Refer students back to the text on SB pp. 72 and 73.
- Students read their answers aloud to check.

Extra activity

COMMUNICATION

Put students into pairs. Ask them to choose two adjectives from the chart and make sentences about themselves or family members, e.g., *I'm happier today than yesterday.* They read their sentences to the class.

WB Act. 1 p. 64

Circle the word that compares things. Underline the word that follows it. Then match.

- Focus students' attention on the grammar box and ask them to complete the activity.

WB Act. 2 p. 64

Read and circle.

SB Act. 4 p. 75

CRITICAL THINKING

Think and compare the pictures. Use the words in the box or your own ideas.

- On the board, write *good – … , bad – … , a lot – … .*
- Ask students to read the grammar box and say how these words change when we use them to compare two things or people. Write answers on the board (*better*, *worse*, *more*).
- Put students into pairs to complete the activity. Ask pairs to say some of their sentences to the class.

Differentiation

Struggling learners: Before doing Activity 4, write the adjectives in the box on the board. Ask students how these words change to compare two things, e.g., *busy – busier*, *clean – cleaner.*

Stretch: Write *a car*, *a bike*, *the beach*, *the country*, *going kayaking*, *the city*, *the mountains*, *swimming*, *playing soccer* on the board. Put students into pairs. Student A says the start of a sentence with a comparative adjective for Student B to complete, e.g., Student A: *The country is cleaner than … .* Student B: *the city.*

Extra activity

COLLABORATION

- Draw a tic-tac-toe board (nine squares) and fill it with adjectives from the lesson.
- Put students into two teams (one team is crosses, one is circles). Teams take turns choosing an adjective and make a sentence with it in the comparative. If the sentence is correct, put a cross or circle on that square of the board. The idea is to make a line of three squares, horizontally, vertically, or diagonally.

Grammar 1

1 5-2 **Watch Parts 1 and 2 of the story video. Why do the insects have green eyes? Then read and write.**

2 **Read the grammar box and complete the chart.**

quick	quicker
slow	slower
big	bigger
happy	happier
safe	safer

Grammar

It's **safer** in the TARDIS.

The Doctor was **happier** before the plant caught him.

We need to be **quicker**.

We were **slower than** the Smogator.

The Smogator is **bigger than** us.

3 **Read *Meadow Rescue* again and complete.**

"A meadow is a nicer habitat for wildlife than other fields," said Miss Tucker.

"They're bigger than the blue ones and they're prettier, too."

4 **Think and compare the pictures. Use the words in the box or your own ideas.**

busy clean cloudy cold dirty pretty quiet snowy warm

In the mountains it is snowier than in the field.

a

b

It's a **good** habitat for wildlife. It's **better** than other kinds of field.

The rules here are really **bad**. They're **worse** than the rules at school!

What **a lot** of insects! There are many **more** here than in the school.

Listening and Speaking

Speaking strategy

Offer suggestions.

5 1-38 **Listen and number the pictures.**

a

b

c

6 **Imagine there's a lot of litter at your neighborhood park. What can you do to change this? Discuss with a friend and make suggestions.**

Let's ... Why don't we ...? I think we should ... Great idea! That's not a bad idea.

WB Act. 3 p. 65

Read and complete. Use the correct form of the words in parentheses.

- Focus students' attention on the grammar box and ask them to complete the activity.

WB Act. 4 p. 65

Look and compare the pictures. Use the correct form of the words from the box.

WB Act. 5 p. 65

CREATIVITY

Compare your town/city to another one you know. Use the words from the box.

For more grammar practice, go to Grammar Book 3, Unit 8.

Listening and Speaking

Speaking strategy

Explain the speaking strategy: Offer suggestions in conversation.

SB Act. 5 p. 75

1-38

Listen and number the pictures.

- Ask students to describe the pictures before listening.
- Play track 1-38. Ask students to make sentences about the pictures using *cleaner* and *dirtier*. Students say their sentences to a partner. Ask them to make more comparisons, e.g., *The beach in picture a is prettier/ nicer than the beach in picture b.*

SB Act. 6 p. 75

COMMUNICATION

Imagine there's a lot of litter at your neighborhood park. What can you do to change this? Discuss with a friend and make suggestions.

- Focus students' attention on the speech bubbles. Explain to students that we use these expressions to offer and respond to suggestions.
- Bring a student to the front and model the activity, with the student asking you the questions.
- Students continue in pairs while applying the speaking strategy.

Objective review

Ask students if they can now compare two things or people correctly. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 3, Unit 5.

5 Vocabulary 2 • Pre-reading 2

OBJECTIVES

Reading: Can make basic inferences from simple information in a short text.

Listening: Can recognize simple phrases related to familiar topics in slow, clear speech.

Speaking: Can answer simple questions about their life and experiences.

SB vocabulary: breathe, lungs, burn, coal, oil, fossil fuel, electricity, power plant, protect, gadgets

WB vocabulary: hydro energy, biomass energy, geothermal energy, wind energy, solar energy

MATERIALS

SB pp. 76–77
WB pp. 66–67
WB key p. 215
SB audio tracks 1-39 and 1-40
Picture cards 81–100
Pearson English Platform

Warm-up

Review Vocabulary 1 words with picture cards. Tell students you're going to say sentences that are silly. Students raise their hands to correct you, e.g., *I like going for long walks in the wildlife.* Students say *in the country*. Make sentences with all the words in this way.

Lesson objective

Explain the lesson objective: To talk about how we power the world around us.

SB Act. 1 p. 76

1-39

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-39 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.
- Ask *What are inside our bodies and help us breathe? What do we use to make our televisions work? Where do we make electricity? What are tablets, cell phones, and MP3 players? What can we burn to give us heat or power?*

SB Act. 2 p. 76

1-40

Listen and number.

- Play track 1-40 twice, pausing after each sentence. Students number the pictures.

Picture card activity

- Put all the picture cards on the board and draw a grid around them. Point at the cards and ask students to say the words in order.
- Remove one picture card and ask students to say the list as if the removed item was still there. Keep removing the cards until students have to say the complete list by heart.

WB Act. 1 p. 66

Find and circle nine words. The remaining letters form an extra word. What is it?

SB Act. 3 p. 76

Read and cross out the wrong word or phrase.

- Students complete the activity individually.
- They read the sentences aloud in pairs.

SB Act. 4 p. 76

CRITICAL THINKING

Can you solve the code? Write a word from Activity 1 for each symbol.

- Ask students to come to the front and write the words.

WB Act. 2 p. 66

Read and complete. Use the words from Activity 1.

WB Act. 3 p. 66

Look and write. Then use the words to complete the text.

- Ask students to say what they see in the pictures before completing the activity.

WB Act. 4 p. 67

CRITICAL THINKING

Read, think, and write.

SB Act. 5 p. 77

COMMUNICATION

Discuss with a friend.

- In pairs, students discuss their answers.
- Monitor to make sure they give reasons for their answers.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Vocabulary 2

1 Listen and repeat. 1-39

2 Listen and number. 1-40

3 Read and cross out the wrong word or phrase.

1 Please protect **the environment / me / your head / ~~breathe~~.**
2 It smells in here because I burned some **food / paper / ~~water~~ / cardboard.**
3 Coal is **a fossil fuel / ~~oil~~ / black / from under the ground.**
4 We need electricity for **fridges / gadgets / ~~lungs~~ / lights.**
5 People often use fossil fuels when they **~~drink~~ / drive cars / light fires / cook.**

4 Can you solve the code? Write a word from Activity 1 for each symbol.

Most people love ♥ like TVs, tablets, and game consoles. ♥ need ♦, or they stop working.

A lot of our ♦ come from big buidlings called ♠. The ♠ burn ♊ like coal and oil.

Pollution from the ♠ goes into the air. People ♻ the air, and the pollution goes go into their ✚.

1 ♥ gadgets
2 ♦ electricity
3 ♠ power plants
4 ♊ fossil fuels
5 ♻ breathe
6 ✚ lungs

5 Discuss with a friend.

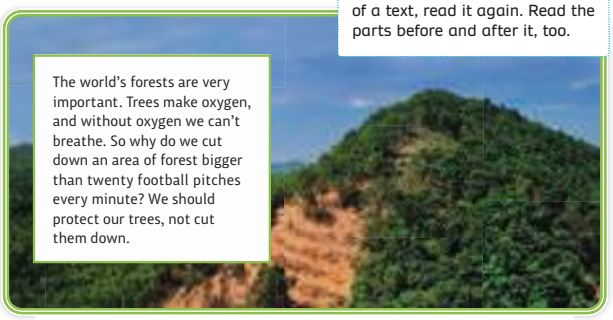
1 When do we breathe quickly? When do we breathe slowly? Why?
2 Are there any factories or power plants close to your home? Do you like living close to them? Why? / Why not?
3 Which gadgets do you and your family use every day?
4 Imagine there's no electricity for a week. You can't use any gadgets. How do you feel? Why?

Pre-reading 2

1 Read the text and underline anything that you don't understand.

Reading strategy

When you don't understand part of a text, read it again. Read the parts before and after it, too.



2 Read the underlined parts of the text again, and the parts before and after them. Write *yes* or *no*.

1 Oxygen is important when we breathe. yes
2 The world's forests are bigger now than before. no

Differentiation

Struggling learners: Do SB Activity 5 as a class. As students present ideas, write key words on the board, e.g., *1 – quickly after exercise, slowly when relaxed*. Then put students into pairs and ask them to discuss the questions, using the board for reference.

Stretch: Ask students to think about what kinds of things they can do instead of using gadgets like cell phones. Then ask how long it's OK to use gadgets per day.

Vocabulary challenge: kinds of renewable energy

WB Act. 5 p. 67

Look and read. Then circle the kinds of energy your town uses.

WB Act. 6 p. 67

Read and write. Use the words from Activity 5.

Extra activity

CREATIVITY

Put students into small groups. Tell them to imagine they're inventors and are inventing new ways for cars, planes, trains, or buses to work without gasoline. They have to draw this new kind of transportation and say what energy it uses. Tell students that their form of transportation can only run on renewable energy.

Objective review

Ask students to close their books and say as many of the new words from the lesson as they can. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: When you don't understand part of a text, read it again. Read the parts before and after it, too.

SB Act. 1 p. 77

Read the text and underline anything that you don't understand.

- Ask a student to read the reading strategy and the rubric aloud. After reading, ask students to compare what they've underlined with a partner.

SB Act. 2 p. 77

CRITICAL THINKING

Read the underlined parts of the text again, and the parts before and after them. Write *yes* or *no*.

- Students work individually. Remind them to use the reading strategy to complete the activity.
- Ask students to explain their answers.

5 Reading 2

OBJECTIVES	
Reading:	Can make basic inferences from simple information in a short text.
Speaking:	Can answer simple questions about their life and experiences.
SB vocabulary:	fumes, weaker, countryside, polluted, cycle, switch off (AmE turn off), plant (v)
WB vocabulary:	deforestation, oxygen, football pitch, produce, fewer

MATERIALS

SB pp. 78–79
WB p. 68
WB key p. 215
SB audio track 1-41
Optional: A large sheet of paper per pair
Pearson English Platform

Warm-up

Put students into pairs. With books closed, they say and write as many new words from the previous lesson as they can remember in one minute. Then students open their books to check their words. Ask pairs how many correct words they wrote.

Lesson objective

Explain the lesson objective: To apply the reading strategy by reading a text again when you don't understand part of it and by reading the parts before and after it, too.

Reading text in British English

This is one of the texts in Level 3 that is in British English. If you have a stronger group, you may want to work on some of the differences with them. Ask *Can you hear a difference between previous readings and this one? Are any words different?* Highlight *lorry/truck*; *switch off/turn off*.

SB Act. 3 p. 78

1-41

Read *Air Pollution. What Can You Do?*. What are the three main things you can do to help reduce air pollution?

- Ask students to name different kinds of pollution.
- Focus students' attention on the pictures and ask what they can see. Teach the words and phrase in the labels. Ask *Where do fumes come from?* (cars and trucks) *What do we cycle with?* (bikes) *What can we switch off?* (TVs, lights, computers, etc.) *What do we call putting a tree in the ground?* (planting a tree)
- Students read and listen to the text as they apply the reading strategy. Ask them to name the three things that help reduce air pollution. (**Answer:** walking or cycling to school, switching off gadgets, planting trees)
- Ask students to find the words in bold. Check that they remember their meanings.

Extra activity

COLLABORATION

Put students into groups. Ask them to compare what parts of the text they didn't understand and say if the reading strategy helped them understand that part.

Differentiation

Struggling learners: Read the first paragraph with pauses. Ask students about what they've read so far, e.g., *What do places around the world have problems with?* (pollution) *Where does air pollution come from?* (power plants, factories, lorries, and cars) *Is the air we breathe in the city safe? Why not?* (No, it has fumes.) *Who has weaker lungs – children who live in the city or countryside?* (city) *What do doctors think some older people and children die of?* (polluted air) Continue in this way with the rest of the text.

Stretch: Write answers on the board. Students work in pairs to come up with the questions, e.g., *They come from power plants, factories, lorries, and cars*. (Where do fumes come from?) *Children in cities.* (Who has weaker lungs?) *Cycling and walking keeps you fit.* (What keeps you fit?) *When we aren't using them*. (When should we turn gadgets off?)

SB Act. 4 p. 79

CRITICAL THINKING

Answer the questions.

- Students answer the questions individually and compare their answers in pairs. (**Answers: 1** They have weaker lungs., **2** people in cars, **3** cycling and walking, **4** switch off our gadgets)

SB Act. 5 p. 79

COMMUNICATION

Discuss with a friend.

- Put students into pairs to discuss the questions. Invite pairs to share their ideas with the class.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Reading 2

3 1-41 **Read *Air Pollution. What Can You Do?* What are the three main things you can do to help reduce air pollution?**

Reading strategy

When you don't understand part of a text, read it again. Read the parts before and after it, too.

AIR POLLUTION

What Can You Do?

Many places around the world have got problems with air pollution. **Power stations**, factories, lorries and cars are part of modern life. But their fumes make the air around them dirty. We have to **breathe** that air but sometimes it isn't safe. The places with the most air pollution are usually cities. Doctors say that city children have got weaker **lungs** than children from the countryside. And they think that thousands, probably millions, of children and old people die every year because of polluted air.

fumes

But you can help to stop air pollution.

Here are some ideas:

1 Walk or cycle to school

Lots of people think that driving is the safest way to get to school but they're wrong. Did you know air pollution is worse inside a car than outside on the street? Fumes from cars are one of the biggest causes of air pollution, too. Buses and trains are better than cars but the best way to travel is on foot or by bike. Choose the quietest streets, without much traffic. Cycling and walking keep you fit. They wake up your brain in the morning too, so you can get better grades at school!

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2 Switch off your gadgets

When you are not using computers, TVs and other **gadgets**, switch them off. And switch off the light when you leave a room too. This saves **electricity**, and power stations don't have to **burn** so much **fossil fuel**.

switch off

3 Plant trees

Trees take some of the pollution out of the air. Can you plant a tree in your garden, your closest park or at school?

plant a tree

Together, let's protect our lungs and make our air fresh!

4 **Answer the questions.**

1. What health problem do some children in cities have?
2. Does more air pollution go into the lungs of people in cars or people walking and cycling?
3. What can help you to get better grades at school?
4. What can we do to save electricity?

5 **Discuss with a friend.**

1. How do you usually get to school? Do you like traveling this way?
2. Are you sometimes in places with air pollution? Where? How do you feel when you are there?
3. What do you do to stop air pollution?

79

Extra activity

SB Vocabulary work

Ask students to read the first paragraph and find the new words: *fumes*, *weaker*, *countryside*, *polluted*, *cycle*, *switch off*, *plant*. Students say what these words refer to in the text, e.g., *Fumes make the air dirty*. Continue with the rest of the text.

WB Act. 1 p. 68

Read Deforestation and underline the sentences you don't understand. Then read the underlined sentences again, and the parts before or after. Does this help you understand?

- Remind students of their answers to Activities 1 and 2 on p. 77 in the SB.

WB Act. 2 p. 68

Read the leaflet again. Circle T (true) or F (false).

WB Act. 3 p. 68

CRITICAL THINKING

Think and write. What two things can you do to help stop deforestation?

Extra activity

WB Vocabulary work

- Write the new words on the board: *deforestation*, *oxygen*, *football pitch*, *produce*, *fewer.* Put students into pairs. They find the vocabulary in the text and read the sentences in which they appear.
- Check understanding of the words and practice them with the class. Erase the words one by one from the board as students say them from memory.

Extra activity

CREATIVITY

Put students into pairs and give them a large sheet of paper. Tell students to make a poster about how to stop pollution. Tell students to think about how we make power, how we use it, transportation, etc. and to use the SB and WB texts for ideas if they want.

Objective review

Ask students how reading what's before and after something they don't understand helps them understand a text. Praise their effort.

5 Grammar 2 • Speaking

OBJECTIVES

Grammar: Can make simple statements and questions using the superlative of shorter adjectives with "-est."

Speaking: Can make simple, direct comparisons between two people or things using common adjectives, given a model.

MATERIALS

SB pp. 80–81
WB pp. 69–70
WB key p. 215
Video 5-3
Video script p. 243
Pearson English Platform
Grammar Book 3, Unit 8
Speaking and Vocabulary Book 3, Unit 5

Warm-up

On one side of the board, write adjectives, e.g., *quick*, *slow*, *big*, *happy*, *safe*. On the other, write nouns students can compare, e.g., *rabbit*, *mouse*, *elephant*, *car*, *plane*, *walking*, *cycling*. Say, e.g., *A mouse is quicker than an elephant.* Ask students to make as many comparisons as they can with these words. Every time a student makes a sentence, he/she draws a line between the two things they're comparing. See how many lines the class can draw between the items.

Lesson objective

Explain the lesson objective: To compare things or people.

SB Act. 1 p. 80

5-3

Watch Part 3 of the story video and complete.

- Ask students what they remember from Part 2 of the video. Then play Part 3 of the video.
- Ask students what happens in this video.
- Play the video again for students to complete the sentence.

SB Act. 2 p. 80

Look at the grammar box and read.

- Focus students' attention on the grammar box and read the sentences aloud together.
- Explain that we add *-est* to short describing words to compare one person or thing to two or more other people or things.

SB Act. 3 p. 80

Read *Air Pollution. What Can You Do?* again and circle all the adjectives ending in *-est*. Then complete the chart.

- Refer students back to the text on SB pp. 78 and 79.
- Practice pronunciation.

Differentiation

Struggling learners: On the board, write *1 I am happier than Marie. 2 Pedro is the happiest boy in the class.* Ask students to say which sentence compares two people only (*1*) and which sentence compares one person to many people (*2*). On the board, write *biggest*, *ugliest*, *quietest*. Say more sentences, some with comparatives, some with superlatives. Students raise two fingers if you're comparing just two people or things and their whole hand if you're comparing many people/things.

Stretch: Tell students you're going to say a word in the *-est* form and they have to say the adjective, e.g., Say *most.* Students say *more*.

WB Act. 1 p. 69

Read and match.

- Focus students' attention on the grammar box and ask them to complete the activity.

SB Act. 4 p. 81

Look and write sentences to compare the pictures.

- Ask students to look at the words in the box and make them comparatives and superlatives before they write sentences.
- Students complete the activity and compare answers with a partner.

Stretch activity

COLLABORATION

Put students into pairs. Student A says an adjective. Student B says the comparative and superlative form, e.g., Student A: *good.* Student B: *better, best*. Students get a point for each correct word. They continue in this way, taking turns.

WB Act. 2 p. 69

Read and choose.

WB Act. 3 p. 69

Read and complete. Use the correct form of the words in parentheses.

Grammar 2

1 5-3 **Watch Part 3 of the story video and complete.**

The TARDIS is the best time machine on Earth, but it sometimes takes us to the worst places.

2 **Look at the grammar box and read.**

Grammar

These bees are **the biggest** and **ugliest** on Earth.
Air pollution is one of **the worst** problems for the environment.
The best cars for the environment are electric cars.
Which country cuts down **the most** trees?

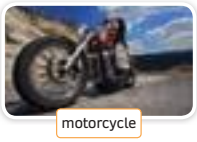
3 **Read *Air Pollution. What Can You Do?* again and circle all the adjectives ending in *-est*. Then complete the chart.**

quiet	quieter	the quietest
big	bigger	the biggest
safe	safer	the safest
ugly	uglier	the ugliest
bad	worse	the worst
good	better	the best
many/a lot of	more	most

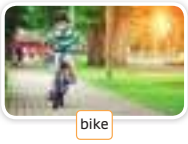
4 **Look and write sentences to compare the pictures.**

big fast slow

Motorcycles are faster than bikes.


motorcycle

quad bike


bike

Speaking

5 **You want to visit a friend in a different city. Look at the information. Then discuss.**

Let's travel by train. It's the best for the environment.

Yes, but it's the slowest. I think we should go by plane. It's quicker.

Why don't we ... ?

people	156	88	4
time	4 hours	1 hour	3 hours
pollution (per person)	5 kg	100 kg	15 kg

6 **Think about a trip that you often make. How do you travel? Is there a better way to go?**

WB Act. 4 p. 70

Look, read, and write sentences.

Extra activity — COLLABORATION

On the board, draw an elephant, a mouse, and an ant. Ask students to make sentences comparing all three animals. Provide adjectives as prompts, if necessary, e.g., *small* (The ant is the smallest.), *slow* (The elephant is the slowest). Then ask students to draw three things of the same kind, e.g., three vehicles or three buildings, but of different sizes/other qualities. Students show their pictures to a partner, who makes comparisons about them.

WB Act. 5 p. 70

Write the questions. Then answer for you.

Extra activity — COMMUNICATION

Put students into pairs. They make sentences about themselves with *best*, *worst*, and *most*.

For more grammar practice, go to Grammar Book 3, Unit 8.

Speaking

SB Act. 5 p. 81 — COMMUNICATION

You want to visit a friend in a different city. Look at the information. Then discuss.

- Explain the meaning of *kg* and *per person*.
- Ask students to study the chart. Then check understanding by asking, e.g., *Which kind of transportation can take four people? Which kind is the slowest? How much pollution does a plane make?*
- Focus students' attention on the speech bubbles and practice the language.
- Students work in pairs to discuss the chart and choose the best way to travel. Ask different pairs to come to the front and role-play the activity.

SB Act. 6 p. 81 — COMMUNICATION

Think about a trip that you often make. How do you travel? Is there a better way to go?

- Students work in pairs, then share ideas with the class.

Objective review

Ask students if they can compare more than two things or people. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 3, Unit 5.

5 Writing • Now I Know

OBJECTIVES

Reading: Can get the gist of short, simple texts on familiar topics, if supported by pictures.

Speaking: Can express their opinions on familiar topics, using simple language.

Writing: Can write short, simple texts on familiar topics in linked sentences.

MATERIALS

SB pp. 82–83
WB pp. 71–73
WB key p. 215
Pearson English Platform
Test Book 3, Unit 5

Warm-up

Review the Unit 4 writing strategy with students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a leaflet about protecting our environment, while applying the writing strategy.

SB Act. 1 p. 82

Look at the leaflet quickly. What habitat is it about?

- Students think about the answer individually. (**Answer:** the ocean)

SB Act. 2 p. 82

Read the leaflet and answer the questions. In what order did you find the answers?

- Teach *species*, *overfishing*, *chemicals*, *end up*, *resources*, and *reduce waste*.
- Students read and answer the questions with a partner. (**Answers: 1** Every year, we take more fish from the oceans, and put in more trash and chemicals., **2** We should reduce pollution, look after our fish, and protect our oceans., **3** It's the home to many important species.)

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 82

Look at the leaflet again. Number the paragraphs with the (1) examples of the topic, (2) the information, and (3) the conclusion.

- (**Answer:** 1, 2, 3)

WB Act. 1 p. 71

Read and write. Use the words from the box.

SB Act. 4 p. 82

Find or draw a picture for your leaflet. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks.

WB Act. 2 p. 71

Read and make notes for your leaflet.

Remember!

WB p. 71

Focus students' attention on the Remember! box.

WB Act. 3 p. 71

Write your leaflet. Use your ideas from Activity 2 to help you.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to read their work aloud. Praise their effort.

Now I Know

Warm-up

Ask students to look back at the unit and choose their favorite lesson. On the board, write *What did you learn in the lesson? What did you find interesting in the lesson?*

Objective

Explain the lesson objective: To review everything they've learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote for WB Activity 1 at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 83

CRITICAL THINKING

Why take care of the environment? Look back through Unit 5 and write sentences with the words in the box.

- Students use their consolidated knowledge of the Big Question to answer.

Writing

1 Look at the leaflet quickly. What habitat is it about?

2 Read the leaflet and answer the questions. In what order did you find the answers?

1 What problems are there in the habitat?
2 What should we do?
3 Why is this habitat important?

3 Look at the leaflet again. Number the paragraphs with the (1) examples of the topic, (2) the information, and (3) the conclusion.

4 WB 71 Find or draw a picture for your leaflet. Then go to the Workbook to do the writing activity.

Writing strategy

Use a structure when you write. Introduce the topic, give more information and then write a conclusion.
We need to reduce waste.

Now I Know

1 Why take care of the environment? Look back through Unit 5 and write sentences with the words in the box.

electricity litter poster protect travel trees

We can tidy up our litter.

2 Choose a project.

Give a presentation about protecting habitats on Earth.

1 Work with some friends.
2 Read your friends' leaflets from Writing Activity 4.
3 Together, choose a habitat.
4 Plan a presentation about the best ways to protect it.
5 Present it to the class.

or

Write an article about a problem with the environment.

1 Find out about problems with the environment and ways that people are solving them.
2 Find or draw pictures and the ways to solve a problem.
3 Write a short article about it.
4 Show your article to the class.

Read and circle for yourself.

I can identify the context in which an everyday conversation is taking place.

I can compare different kinds of transportation.

I can predict what a text is about from the title and pictures.

I can write a short text about the environment.

WB Act. 1 p. 72

Look and circle.

WB Act. 2 p. 72

Read and complete. Use the words from the box. Then match.

WB Act. 3 p. 73

Read and write sentences. Use the words in parentheses.

WB Act. 4 p. 73

Write true sentences.

Project

SB Act. 2 p. 83

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other to learn.

Things I learn

WB Act. 1 p. 73

What are your three favorite words in this unit?

- Have a class vote on favorite words.

WB Act. 2 p. 73

Write something you think is interesting about helping animals and deforestation.

- Ask students to share their answers with the class.

WB Act. 3 p. 73

What's the best thing we can do to help the environment?

- Students use their consolidated knowledge of the Big Question to answer.

Self-assessment

SB p. 83

Read and circle for yourself.

- Students decide how to rate each statement.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 3, Unit 5.

6 Why do we use numbers every day?

SKILLS

Listening: Can identify key information such as prices, times, and dates in a short description, if supported by prompts or questions.

Reading: Can extract factual details from a simple text.

Speaking: Can ask simple questions about habits and routines.

Writing: Can signal the sequence of actions or events using a limited range of linking words, given prompts or a model.

GRAMMAR

Grammar 1: Can correctly use a range of nouns with both countable and uncountable meanings.

Grammar 2: Can use "o'clock" with whole numbers for the time; Can say a range of times using "half/quarter" and "past/to."

VOCABULARY

Key vocabulary 1: go shopping, gift, stall, money, expensive, cheap, useful, colorful, choose, pay

Key vocabulary 2: quarter, half, hour, minute, second, century, decade, shadow, invent, tell the time

Video vocabulary: noisy, cog, count, bottle top, attach, move, speed

Reading 1 vocabulary: earrings, stallholder, stationery stall, price, boring, soap, pocket, arrest, yell, fall out

Reading 2 vocabulary: water level, obelisk, pendulum, hands, clock face, digital clock, battery, sundial, spin around, rotation, axis, midday, time zone

Passive vocabulary: shopper, spend, celebration, awesome, interesting, handwriting, yell, deserve

Revised vocabulary: dollar, recess, thief, brave, asleep

PROJECTS

Write a website about the school day in another country
Make a poster about a number

VIDEOS

Nina and the Neurons: Hoes Does a Clock Work? (6-1)
Doctor Who: It's Time to End This Parts 1–3 (6-2, 6-3)

VALUE

Always say thank you

Unit opener

OBJECTIVES

Listening: Can identify key information such as prices, times, and dates in a short description, if supported by prompts or questions.

Speaking: Can talk about everyday activities using simple language.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 84–85
WB p. 74
WB key p. 215
Video 6-1
Video script p. 244
Pearson English Platform

Big Question

- Ask students *What's your favorite number? Why?* to check what number words they already know.
- Read the Big Question *Why do we use numbers every day?* aloud. Ask students to think of answers.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about the different ways we use numbers.

SB Act. 1 p. 85

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the picture.

SB Act. 2 p. 85

COMMUNICATION

Read and match the activities to the numbers.

- After checking answers, elicit more examples of numbers for each category, e.g., traveling – bus numbers, platform numbers.

Extra activity

COLLABORATION

Put students into pairs or small groups. On the board, write *How many people can play? How do the scores work? How do you win?* Add useful words to the board: *team*, *player*, *score*, *goal*, *point.* Ask students to think of a sport and answer the questions.

WB Act. 1 p. 74

How do we use numbers in our daily lives? Write two ways numbers help you.

- Ask students to think of the Big Question and write two ways numbers help us.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 2 p. 74

Circle the activities for which you use numbers. Then think about and write one thing you learn in this unit.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 85

6-1

Watch the video. Answer the questions.

- Play the video once for students to answer the questions. (**Answers: 1** It's 12:05. **2** They make a set of cogs.)

Differentiation

Struggling learners: Before watching the video, draw a clock or show a teaching clock on the board. Point at each part and name it (*clock face*, *hands*).

Stretch: After watching the video, ask students to say what happens.

WB Act. 3 p. 74

6-1

Watch the video. Then look, read, and write.

WB Act. 4 p. 74

6-1

Read and circle. Watch the video again to check.

Objective review

Ask students what they've learned about numbers in this lesson. Praise their effort.

6 Vocabulary 1 • Pre-reading 1

OBJECTIVES

Listening:	Can recognize simple phrases related to familiar topics in slow, clear speech.
Reading:	Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts.
Speaking:	Can describe common everyday objects using simple language.
SB vocabulary:	go shopping, gift, stall, money, expensive, cheap, useful, colorful, choose, pay
WB vocabulary:	bills, cash, coins, credit card, gift card

MATERIALS

SB pp. 86–87
WB pp. 75–76
WB key p. 215
SB audio tracks 1-42 and 1-43
Picture cards 101–110
Pearson English Platform

Warm-up

On the board, write *shopping* as the heading of a spidergram. Ask students what words they think of connected to shopping. Write the words on the board at the end of branches on the spidergram.

Lesson objective

Explain the lesson objective: To talk about shopping for gifts.

SB Act. 1 p. 86

1-42

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-42 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 86

1-43

Listen and number.

- Play track 1-43 twice, pausing after each sentence. Students number the pictures.

Picture card activity

Place the picture cards on the board. Ask students to form a line at the board. Say one of the words. The student at the front of the line repeats the word and takes the correct card down from the board. When three cards are left, replace the cards that have been taken down and continue the activity.

SB Act. 3 p. 86

Look at the words in Activity 1 and sort.

- Students work in pairs to complete the activity.

Differentiation

Struggling learners: Write the new words on the board in random order. Ask students to cover the first line of the words in the SB so they see only the pictures in Activity 1. Point at a word on the board and say it. Students have to find the correct picture in their books. Once you've practiced the first line of words, repeat with the second.

Stretch: Define one of the new words for students to guess, e.g., *When something costs a lot of money, it's … .* (expensive) Once students feel confident with the words, they play the same game in pairs.

WB Act. 1 p. 75

Read and check (✓) the correct picture.

Extra activity

CRITICAL THINKING

Tell students you're going to say a sentence, but it might be incorrect. When students hear an incorrect sentence, they have to raise their hands to correct you. Say *I gift with my parents on Saturday mornings*. Elicit *I go shopping with my parents on Saturday mornings*.

SB Act. 4 p. 86

Complete the sentences with your own ideas.

- Students compare their ideas in pairs.

WB Act. 2 p. 75

Read and complete. Use the words from the box. There are two extra words.

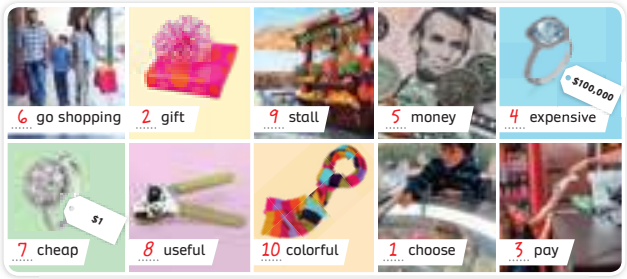
WB Act. 3 p. 76

CRITICAL THINKING

Write the letters in order. Then choose four words and write sentences.

Vocabulary 1

1 1-42 **Listen and repeat.**



2 1-43 **Listen and number.**

3 **Look at the words in Activity 1 and sort.**

Things	Actions	Descriptions
gift	go shopping	expensive
stall	pay	cheap
money	choose	useful
		colorful

4 **Complete the sentences with your own ideas.**

1 When I go to a café, I sometimes choose _____.
2 My parents have to pay for my _____.
3 When I go shopping, I often buy _____.
4 My favorite colorful things are _____.
5 Some useful things in my classroom are _____.
6 At markets, I sometimes see stalls with a lot of _____.

5 **Think of a gift that someone gave you. Ask and answer the questions with a friend. Can your friend guess what the gift is?**

1 Who gave the gift to you? When?
2 Was it cheap or expensive?
3 What does it look like? Is it colorful?
4 Is it useful? What do you use it for?

Pre-reading 1

Reading strategy
Compare the lives of the people in a story with your own.

1 **Look at the picture, read the questions, and guess. Then read the start of the story below to check.**

1 How often do the family go shopping?
Every Saturday.
2 Where do they buy food?
At the grocery store.
3 How do they get there?
By car.
4 Who in the family likes going shopping? Who doesn't?
Saskia and Mom like going shopping. Ethan doesn't like going shopping.
5 What do they like to buy?
They like to buy ice cream and cookies.

"Why do we have to go shopping every Saturday?" said Ethan. "Grocery stores are boring." But Ethan's mom didn't listen. "Come on!" she said with a smile. "Let's get in the car."

"Can we buy ice cream?" asked Saskia, Ethan's little sister. She loved going to the grocery store and choosing her favorite food.

"Yes, we can. And Ethan can choose a pack of cookies, too."

2 **Compare the family in the story with your family. What's the same? What's different?**

SB Act. 5 p. 87 — CRITICAL THINKING

Think of a gift that someone gave you. Ask and answer the questions with a friend. Can your friend guess what the gift is?

- Students work in pairs. Ask students to draw a picture of their gift and hide it. Once their partner has guessed the gift, they show the picture to confirm.
- Ask students to think about whether the price of a gift is important.

Vocabulary challenge: forms of payment

WB Act. 4 p. 76

Look, choose, and write.

- Ask students which of the words in the box they know before completing the activity.

WB Act. 5 p. 76

Read and circle.

Objective review

Ask students to say their favorite word from the new vocabulary. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Compare the lives of the people in a story with your own.

SB Act. 1 p. 87 — CRITICAL THINKING

Look at the picture, read the questions, and guess. Then read the start of the story below to check.

- Focus students' attention on the reading strategy and the picture. Ask *How do they feel about going shopping? Which person in the picture looks like you when you go shopping?*
- Read the questions with the class. Students read the start of the story to check their guesses.

SB Act. 2 p. 87 — CRITICAL THINKING

Compare the family in the story with your family. What's the same? What's different?

- Discuss answers as a class. Ask *Where do you buy food? How do you get there?*, etc.

6 Reading 1

OBJECTIVES

Reading:	Can scan a simple text to find specific information.
Speaking:	Can answer simple questions about their life and experiences.
SB vocabulary:	earrings, stallholder, stationery stall, price, boring, soap
WB vocabulary:	pocket, arrest, yell, fall out
Passive vocabulary:	spend, celebration, awesome, interesting, yell, deserve
Revised vocabulary:	dollar, thief, brave

MATERIALS

SB pp. 88–89
WB p. 77
WB key p. 215
SB audio track 1-44
Optional: A music CD
Pearson English Platform

Warm-up

Focus students' attention on the pictures on pp. 88 and 89. Ask students what they think the story will be about. Ask them to guess how they're like the characters and how they're different.

Lesson objective

Explain the lesson objective: To apply the reading strategy by comparing the lives of the people in a story with their own.

SB Act. 3 p. 88

1-44

Read *A Gift for Grace*. What are the children doing?

- Students read and listen to the story. (**Answer:** They're shopping for a birthday gift for Alex's sister.)
- Remind students of the reading strategy. Check if the guesses they made at the beginning of the lesson were correct.
- Ask students to find the words in bold. Check that they remember their meanings.

SB Act. 4 p. 88

Read the story again and circle T (true) or F (false).

- Students complete the activity individually.

Differentiation

Struggling learners: Write the words from Vocabulary 1 on the board and ask students questions with the words, e.g., *Who's going shopping? Who's buying a gift and who's it for? How many stalls do the children go to? How much are the pens? Look at the sign in the picture. Which thing is expensive? Which is cheap and useful? What does Alex choose? How much does he pay?* Encourage students to answer with the key words.

Stretch: Ask students to summarize the story in a few sentences.

Extra activity — CRITICAL THINKING

- Ask *Do you think Grace is happy with her gift? Why?/ Why not?* Tell students to imagine they're Grace. How would they react when they saw the cheese?
- Put students into pairs to act out the end of the story. Encourage them to imagine what happens next.

SB Act. 5 p. 89 — COMMUNICATION

Discuss with a friend.

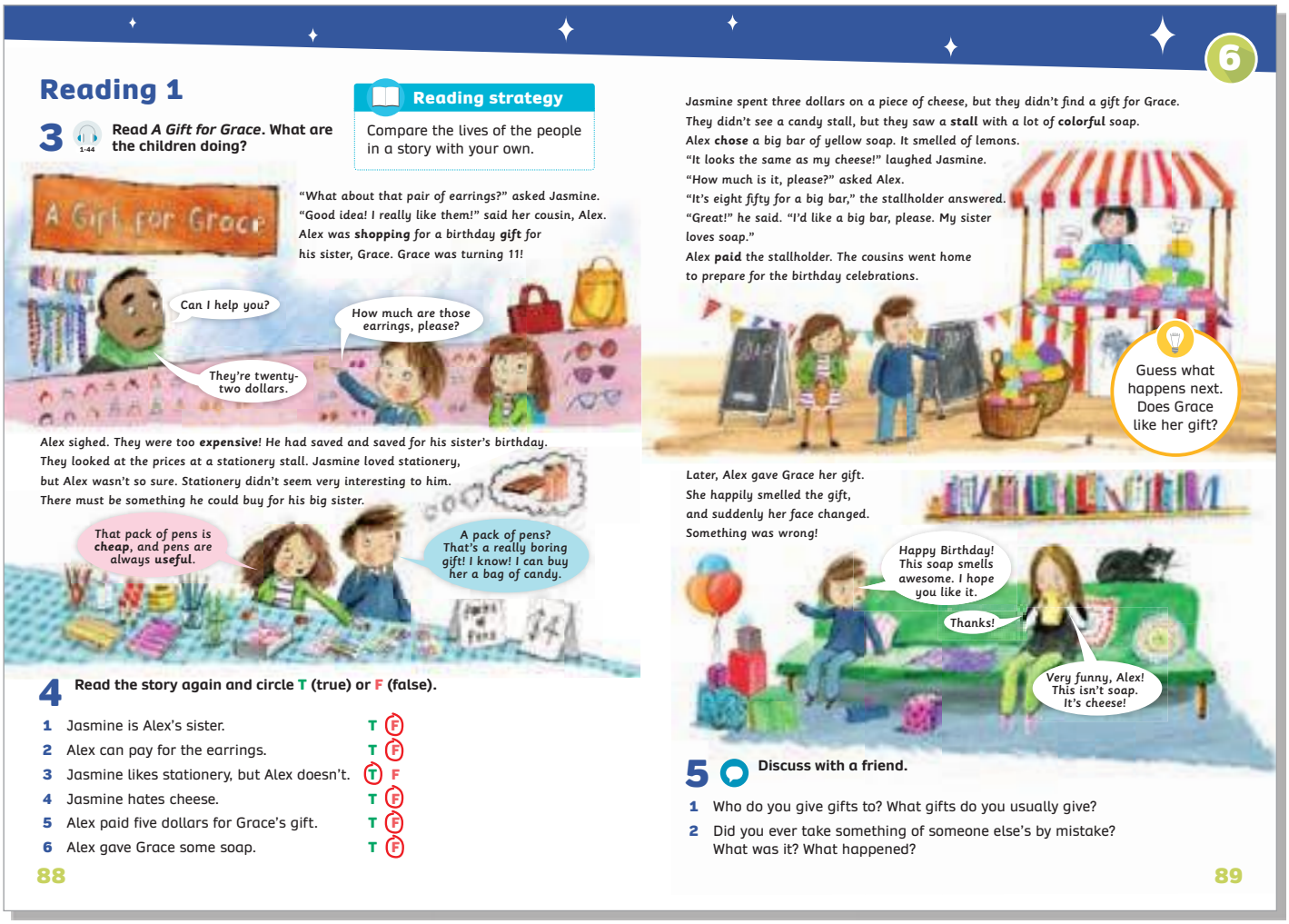
- Put students into pairs to discuss the questions.

Extra activity — COLLABORATION

- Put students into small groups. Ask them to rewrite the story with their own ideas. They can change details such as the earrings, pens, and soap, and anything else they like.
- Groups read their stories to the class.

Extra activity — CRITICAL THINKING

- Help students make connections between the video in the Unit opener and this story. Ask students to find all the numbers in the SB story. Write them on the board. Ask, e.g., *What does $4 in the picture mean?* (It's the price of a pack of pens.) *How do you say it?* (four dollars) Continue with the other numbers: *11* (Grace's age) *$22* (price of the earrings) *$8.50* (price of the bar of soap).
- Write different prices on the board, e.g., *$5.50*, *$2.00*, *$4.50*. Point at *$5.50*. Explain that we can say *five dollars fifty cents* or *five fifty*. Point at the different prices on the board and practice saying them with students. Then put students into pairs. Ask them to write five different prices to practice saying with their partners.



Stretch activity

Write prices with different currencies on the board and practice their pronunciation (e.g., *pounds*, *euros*, *dollars*).

Extra activity

SB Vocabulary work

- Write the new words on the board: *earrings*, *stallholder*, *stationery stall*, *price*, *boring*, *soap.*
- Students draw a picture to show one item of the new vocabulary. Play some music. Tell students to walk around as the music plays. When the music stops, students show their picture to the nearest classmate. This student has to guess the word. Start the music again and repeat.

WB Act. 1 p. 77

Does Ethan like going shopping? Read and check. Do you like going shopping?

- Remind students of their answers to Activity 1 on p. 87 in the SB.

WB Act. 2 p. 77

Read the text again and answer the questions.

WB Act. 3 p. 77

CRITICAL THINKING

Ethan shouts loudly and calls for help. Was this the right thing to do? Why?

- Students discuss the questions in pairs. Ask students if they would ever stop a thief, like Ethan in the WB story. Why?/Why not?
- Tell students to imagine they're Ethan. How do they feel after the incident?

Extra activity

WB Vocabulary work

Write *pocket*, *arrest*, *yell*, and *fall out* on the board. Put students into pairs. They find the words in the WB story and read the sentences. Check they understand the words, and practice. Pairs then play charades with the words.

Value

Always say thank you

Ask students if they think Grace should say thank you even if there was a mix up with the presents. Why? (*Alex spent a lot of time trying to find a gift and spent his money.*)

Objective review

Ask students how the reading strategy helped them understand the story better. Praise their effort.

6 Grammar 1 • Listening • Speaking

OBJECTIVES

Grammar:	Can correctly use a range of nouns with both countable and uncountable meanings.
Listening:	Can identify key information such as prices, times, and dates in a short description, if supported by prompts or questions.
Speaking:	Can act out a short dialog or role play, given prompts.
Passive vocabulary:	shopper

MATERIALS

SB pp. 90–91
WB pp. 78–79
WB key p. 216
SB audio track 1-45
Video 6-2
Video script p. 244
Pearson English Platform
Optional: One dice per pair
Grammar Book 3, Unit 12
Speaking and Vocabulary Book 3, Unit 6

Warm-up

Say sentences about *A Gift for Grace* for students to complete, e.g., *Alex is shopping for … .* (a gift) *Alex can't buy the earrings because they're … .* (expensive) *Alex thinks stationery is … .* (boring) *Jasmine buys a piece of … .* (cheese).

Lesson objective

Explain the lesson objective: To talk about quantities of food and objects.

SB Act. 1 p. 90

6-2

Watch Part 1 of the story video. Why does Kim buy things at the market? Then read and complete.

- Students watch Part 1 of the video.
- Ask students why Kim buys things at the market. (**Answer:** She needs some things for the Smogsucker.)
- Students complete the sentence.

SB Act. 2 p. 90

Read the grammar box and match.

- Focus students' attention on the grammar box.
- Students complete the activity.
- On the board, write *a pair of*, *a pack of*, *a piece of*, etc. Point at each one and ask for examples, e.g., *a pair of earrings*, *sandals*, *socks*.

SB Act. 3 p. 90

Read *A Gift for Grace* again. Find and match.

- Refer students back to the text on SB pp. 88 and 89.
- Students read their answers aloud to check.

Differentiation

Struggling learners: On the board, draw a stall with a piece of cake, a pair of socks, a box of erasers, a pack of cookies, a bag of apples, and a bar of soap. Point at the items. Students say what they see, e.g., *There's a pair of socks*. Explain that you'll say items for students to draw. Say *I'm looking at a stall. There's a piece of cake, a pack of cookies*, etc. Students listen and draw. Then they show their pictures and say one thing that's on the stall.

Stretch: Put students into teams. Explain that you'll say an item for them to say how we can count it. Say, e.g., *tomatoes* to one team. They say, e.g., *a bag of tomatoes*. Teams get a point for each correct answer. Students can then play in pairs.

WB Act. 1 p. 78

Read and complete. Use the words from the box.

- Focus students' attention on the grammar box and ask them to complete the activity.

WB Act. 2 p. 78

Look, read, and write. Use the words from Activity 1.

WB Act. 3 p. 79

Look, read, and complete.

SB Act. 4 p. 91

Choose how many dollars you have (between five, six, nine, or ten). What can you buy? Look and say.

- Choose how much money you have and say *I have five dollars. I can buy a bar of chocolate and a piece of pineapple*.
- Put students into pairs to complete the activity. Ask students to say some of their sentences to the class.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

COLLABORATION

Ask students to draw six items of their choice and write prices. In pairs, students ask and answer, e.g., *How much is the (bar of soap)? It's (two dollars).*

WB Act. 4 p.79

CREATIVITY

Write a plan for your next birthday. Use some of the phrases and words from the boxes.

For more grammar practice, go to Grammar Book 3, Unit 12.

Grammar 1

1 6-2 **Watch Part 1 of the story video. Why does Kim buy things at the market? Then read and complete.**

I bought a bag of this, a piece of that and a box of these.

2 **Read the grammar box and match.**

Grammar

1 Can we please open that **box of** cookies? c
2 I'd like **a** new **pair of** sandals. d
3 Can I have **a piece of** cake? f
4 I want to buy that **pack of** pencils. a
5 There's **a bag of** grapes in the fridge. e
6 I ate **a bar of** chocolate. b

3 **Read *A Gift for Grace* again. Find and match.**

1 a bag of — e cheese
2 a bar of — a soap
3 a pack of — c pens
4 a pair of — b earrings
5 a piece of — d candy

4 **Choose how many dollars you have (between five, six, nine, or ten). What can you buy? Look and say.**

I have six dollars. I can buy a pair of shorts and a piece of pineapple.

Listening and Speaking 1

Speaking strategy
Have a complete conversation.

5 1-45 **Listen and write the prices. What does Charlie buy?**

1 board game $22
2 robot $35
3 action figure $4.50

6 **Do a shopping role play. Use phrases from Activities 2 and 3 to help you.**

Student A
1 Imagine you're a store clerk.
2 Find or draw things that people can buy in a grocery store.
3 Write the prices.
4 Help shoppers when they come in.
5 Then swap roles.

Student B
1 Imagine you're in a grocery store.
2 You have $25. Think about what you want to buy.
3 Go shopping.
4 Ask the store clerk about prices.
5 Then swap roles.

Listening and Speaking 1

Speaking strategy

Explain the speaking strategy: Have a complete conversation.

SB Act. 5 p. 91

1-45

Listen and write the prices. What does Charlie buy?

- Play track 1-45 for students to write the prices and answer the question. (**Answer:** He buys two action figures.)
- Ask students what they would buy and why.

Stretch activity

CRITICAL THINKING

Ask more questions about Activity 5, e.g., *How much does Charlie pay for two action figures?* ($9) *Which thing is the most expensive? How much change does Charlie get from $10?*

SB Act. 6 p. 91

COMMUNICATION

Do a shopping role play. Use phrases from Activities 2 and 3 to help you.

- Divide the class in half (half are Student A, the other half Student B).
- Students prepare the role play (As together and Bs together), following instructions A or B.
- Put students into pairs – Student A with Student B – to do the role play, or ask the shoppers to walk around the class while the store clerks stay with their "store."
- Remind students to apply the speaking strategy, use *How much is it/are they?*, and pronounce the prices correctly.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Objective review

Ask students if they can now talk about quantities. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 3, Unit 6.

6 Vocabulary 2 • Pre-reading 2

OBJECTIVES

Reading: Can make basic inferences from simple information in a short text.

Listening: Can recognize simple phrases related to familiar topics in slow, clear speech.

SB vocabulary: quarter, half, hour, minute, second, century, decade, shadow, invent, tell the time

WB vocabulary: decade, time, hour

MATERIALS

SB pp. 92–93
WB pp. 80–81
WB key p. 216
SB audio tracks 1-46 and 1-47
Picture cards 111–118
Optional: A large ball (e.g., a beach ball or basketball)
Pearson English Platform

Warm-up

Set up a sentence chain to review language from the previous lesson by saying *I'm buying an expensive bar of soap.* Point at a student to make a different phrase to add to the chain, e.g., *I'm buying an expensive bar of soap and a packet of pens.* Continue around the class.

Lesson objective

Explain the lesson objective: To talk about time.

SB Act. 1 p. 92

1-46

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-46 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 92

1-47

Listen and number.

- Play track 1-47 twice, pausing after each sentence. Students number the pictures.

Picture card activity

Put the picture cards on the board. Ask students to stand in two lines in front of the board. A student from one line says a word for a student from the other line to point at the correct picture card. These two students swap roles and sit down. Then it's the turn of the next two students in line.

WB Act. 1 p. 80

Read and circle. Then look and match.

SB Act. 3 p. 92

Number from 1 (the shortest) to 8 (the longest).

- Students complete the activity individually.

Extra activity

COMMUNICATION

Tell students to listen, watch, and say a time word that's longer or shorter than the one you say. Say, e.g., *day* and gesture to show "longer." Students say *week*. Then say *decade* and gesture to show "shorter." Students say *year*. Continue in this way: *decade* (longer = *century*, shorter = *year*), *hour* (longer = *day*, shorter = *minute*), *month* (longer = *year*, shorter = *week*), *minute* (longer = *hour*, shorter = *second*). Students can repeat the game in pairs.

WB Act. 2 p. 80

Read and circle T (true) or F (false).

SB Act. 4 p. 92

Complete the sentences with words from Activity 1.

- Students complete the sentences in pairs.

WB Act. 3 p. 80

Read and complete. Use the words from the box.

WB Act. 4 p. 81

CRITICAL THINKING

Circle the odd one out. Then write sentences with the words you circled.

SB Act. 5 p. 93

COMMUNICATION

Ask and answer these questions. Then think of more questions.

- Put students into pairs to do the activity.
- Students swap partners and ask and answer their new questions.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Word study: sounds

WB Act. 5 p. 81

Read these words aloud. Then match.

- Write the phonetic symbols on the board. Point and say for students to repeat.

Vocabulary 2

1 1-46 **Listen and repeat.**

2 1-47 **Listen and number.**

3 **Number from 1 (the shortest) to 8 (the longest).**

month 5	decade 7	second 1	hour 3
day 4	year 6	century 8	minute 2

4 **Complete the sentences with words from Activity 1.**

1 Ten years is a decade .
2 When four people share something, each person should have a quarter .
3 On a sunny day, a tree makes a dark shadow on the ground.
4 Twelve hours is half a day.
5 When you invent something, you make or think of it for the first time.
6 A century is ten decades.

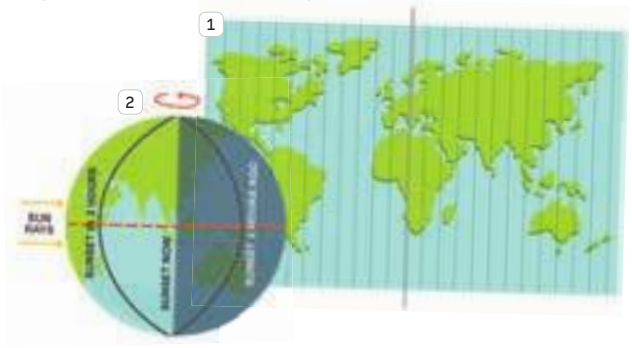
5 **Ask and answer these questions. Then think of more questions.**

1 Where were you:
a four hours ago? b 30 minutes ago? c ten seconds ago?
2 How long does it usually take you to:
a get to school? b brush your teeth? c do your homework?

Pre-reading 2

Reading strategy
Use diagrams to help you understand a text.

1 **Look at the diagrams and read. Which diagram shows the information best? Can you imagine this diagram as a video? What's happening?**



The Earth is constantly spinning around, but it completes one rotation around its axis about every 24 hours. The Sun is always in the sky above half of the Earth, but in the other half of the Earth, it's night.

WB Act. 6 p. 81

Find and circle six words. Use the words to complete the chart. Then write one more word in each column.

Extra activity

COLLABORATION

Put students into pairs to make tongue twisters with words that sound the same. Students read their tongue twisters to the class as fast as they can, e.g., *A mouse in my house plays for hours with flowers.*

Objective review

Ask students to complete the sentences *A hundred years is a … . Ten years is a … . Sixty seconds is a … . Sixty minutes is an …* . Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Use diagrams to help you understand a text.

SB Act. 1 p. 93

CRITICAL THINKING

Look at the diagrams and read. Which diagram shows the information best? Can you imagine this diagram as a video? What's happening?

- Ask a student to read the reading strategy and the rubric aloud.
- Read the text and talk about what the diagram shows as a class. Ask *Which part of the diagram shows that the Earth is spinning?* (Students point at the arrow.) *What shows where the Sun's rays come from?* (Students point at the yellow arrows.)

Differentiation

Struggling learners: Choose two students to help demonstrate how diagram 2 works. Give one student a ball to represent the Earth. Tell this student to tilt the ball and also to rotate it slowly (in the direction shown by the arrows). The other student stands on one side and shows the Sun's rays hitting the Earth by wiggling their fingers toward the ball. Point at the side of the ball that's near the "rays" and ask *Is it day or night?* Point at the other side and ask *Is it day or night?* Make sure students realize that the Earth also orbits the Sun.

Stretch: Explain how the time zone map works. Point at the middle line and say *It's 12 o'clock.* Point at the third line on the right and say *It's 3 o'clock.* Say *o'clock* times for students to point at the correct line on the map.

6 Reading 2

OBJECTIVES

Reading:	Can extract factual details from a simple text.
Speaking:	Can answer simple questions about their life and experiences.
SB vocabulary:	water level, obelisk, pendulum, hands, clock face, digital clock, battery, sundial
WB vocabulary:	spin around, rotation, axis, midday, time zone
Revised vocabulary:	asleep

MATERIALS

SB pp. 94–95
WB p. 82
WB key p. 216
SB audio track 1-48
Optional: A sheet of paper per group
Pearson English Platform

Warm-up

Ask students to look for clocks and watches around the classroom, compare the different kinds, and say which parts show the hours, minutes, and seconds.

Lesson objective

Explain the lesson objective: To apply the reading strategy by using diagrams to help them understand a text.

Reading text in British English

This is one of the texts in Level 3 that is in British English. If you have a stronger group, you may want to work on some of the differences with them. Ask *Can you hear a difference between previous readings and this one? Are any words different?* Highlight *quarter to eight/quarter till eight*; *half past three/three thirty*.

SB Act. 2 p. 94

1-48

Read *The Tick Tock of Time*. Match the pictures and diagrams from A to E to the paragraphs from 2 to 5.

- Ask students to look at the pictures and say what they think they show. Ask *What do all these things do?* (tell the time)
- Focus students' attention on the new vocabulary in the labels and make sure they understand it (*pendulum*, *battery*, *sundial*, etc.).
- Point at the timeline. Explain that it shows time from the left (long ago) to the right (now). The numbers refer to the paragraphs in the text. Explain that the pictures aren't in the order they're described in the text.
- Students read and listen to the text. They match the paragraphs to the pictures and diagrams, while applying the reading strategy.
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Write on the board *A What's an important part of modern life? What did people use instead of the Sun? B How did Ancient Egyptians tell the time? What did the shadow on a sundial do? Who used water clocks? C What was invented in Holland? What happened as the years went by? D How are modern clocks different from old clocks? How do clocks help us today? How do we measure time today?* Explain that A refers to paragraph 1, B to 2, etc. Students work in groups and choose a set of questions to answer. Then they use their answers to say what the paragraph they've chosen is about.

Stretch: Put students into groups. Ask students to look at each picture and explain how the device tells the time.

SB Act. 3 p. 95

Read the article again. Answer the questions.

- Students work individually. (**Answers: 1** at sunrise, **2** when they were tired, **3** No, you can't., **4** They use the shadow to tell the time., **5** the pendulum, **6** digital clocks)
- Ask students where they found the answers.

Stretch activity

COLLABORATION

Ask students to write five incorrect sentences about the text. They say the sentences to a partner, who has to correct them.

SB Act. 4 p. 95

CRITICAL THINKING

Discuss with a friend.

- Put students into pairs to discuss the first two items. Invite pairs to share their ideas with the class and find out who has the most clocks at home. Ask students why they need clocks in the different rooms of their homes, e.g., *We need clocks in the kitchen to check how long to cook things.*
- Discuss the last item as a class. On the board, write *Better* and *Worse* and list the points students make. Count how many ideas are in each list to see if the class thinks life is better or worse without clocks.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

CREATIVITY

Put students into groups and give each a sheet of paper. Tell students to invent a new machine that tells the time using renewable energy. They can think about what energy it'll use, how it'll work, and whether it'll be better than the devices we have today. Groups present their work to the class. Have a class vote on the best idea.

Extra activity

SB Vocabulary work

Ask students to read the first text and find the new words: *water level*, *obelisk*, *pendulum*, *hands*, *clock face*, *digital clock*, *battery*, *sundial*. Check students understand the words, and practice. Put students into pairs to ask and answer, e.g., *What's a sundial?*

WB Act. 1 p. 82

Read the text and write the times.

- Remind students of their answers to Activity 1 on p. 93 in the SB1.

WB Act. 2 p. 82

Read and complete the sentences with one word.

WB Act. 3 p. 82

CRITICAL THINKING

When is it useful to know what time and day it is in different parts of the world?

Extra activity

WB Vocabulary work

Write the new words on the board: *spin around*, *rotation*, *axis*, *midday*, *time zone*. In pairs, students find the new vocabulary in the text and read it. Then students make sentences with these new words.

Objective review

Ask students how diagrams can help them understand a text. Praise their work.

6 Grammar 2 • Listening • Speaking

OBJECTIVES

Grammar: Can use "o'clock" with whole numbers for the time; Can say a range of times using "half/quarter" and "past/to."

Listening: Can follow the sequence of events in a simple story or narrative, if told slowly and clearly.

Speaking: Can talk about everyday activities using simple language.

MATERIALS

SB pp. 96–97
WB pp. 83–84
WB key p. 216
SB audio tracks 1-49 and 1-50
WB audio track 03
Video 6-3
Video scripts p. 245
Pearson English Platform
Speaking and Vocabulary Book 3, Unit 6

Warm-up

Ask students what devices for telling the time they remember from the previous lesson. Show a clock or draw a clock face and review *hour*, *quarter*, *half*, and *minute*.

Lesson objective

Explain the lesson objective: To tell the time.

SB Act. 1 p. 96

Watch Parts 2 and 3 of the story video. What do the Doctor and Kim do?

- Ask students what they remember from Part 1 of the video.
- Students watch Parts 2 and 3 of the video.
- Ask students what happens. Read the sentence under the video still aloud. (**Answer:** They travel in time to capture the Smogator.)

SB Act. 2 p. 96

Read the grammar box and put the times in order.

- Focus students' attention on the grammar box.
- Make sure students know the difference between the hands on an analog clock.
- If students find this difficult, draw clocks on the board or show them the different times on a teaching clock.

SB Act. 3 p. 96

Read the first paragraph of *The Tick Tock of Time* again. Find these times and draw the minute hand.

- Refer students back to the text on SB pp. 94 and 95.
- Make sure students realize the times are written as words at the start of the text.
- Explain the difference between British and American English, e.g., *half past eight* (British English), but *eight thirty* (American English), *quarter past/quarter after*, *quarter to/quarter till*, and so on.
- Tell students that they should be aware of the difference, but that both are correct and mean the same thing.

WB Act. 1 p. 83

Look, read, and check (✓).

- Focus students' attention on the grammar box and ask them to complete the activity.

WB Act. 2 p. 83

Read and draw.

SB Act. 4 p. 96

What do you do at these times? Look and say.

- Students complete the activity with their partners.

SB Act. 5 p. 97

Look and match. Then tell the time.

- Refer students to the grammar box. Write some digital times on the board for students to practice, e.g., *7:15*, *2:45*, *12:15*, *8:15*.
- Students complete the activity in pairs. Monitor for correct use of grammar.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Students work in pairs. They each draw four clocks with different times for their partner to say the time.

Stretch: Say times in digital format for students to say in analog, e.g., *It's eight forty-five.* (It's a quarter till nine.) Repeat until students are comfortable changing the times. Then swap to analog times. Students say the digital version, e.g., *It's a quarter after three*. (It's three fifteen.)

WB Act. 3 p. 83

Read and match.

WB Act. 4 p. 84

Listen and check (✓).

- This is an A1 Movers Listening Part 4 task.

Grammar 2

1 6-3 **Watch Parts 2 and 3 of the story video. What do the Doctor and Kim do?**

Kim and the Doctor traveled back in time: three o'clock, quarter till three, two thirty …

2 **Read the grammar box and put the times in order.**

Grammar

What's the time?

It's eight o'clock.

It's eight thirty.

It's quarter after eight.

It's quarter till nine.

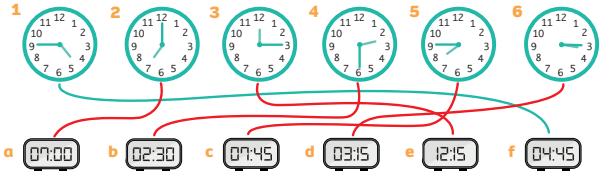
six thirty [4]
quarter till six [1]
quarter after six [3]
six o'clock [2]

3 **Read the first paragraph of *The Tick Tock of Time* again. Find these times and draw the minute hand.**

4 **What do you do at these times? Look and say.**

I get up at quarter after seven.

5 **Look and match. Then tell the time.**



08:00 eight
08:30 eight thirty
08:15 eight fifteen
08:45 eight forty-five

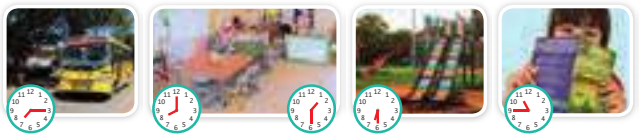
Listening and Speaking 2

6 1-49 **Listen and number in order.**

have breakfast	[3]	take a bath	[2]	finish school	[4]
wake up	[1]	do my homework	[6]	have lunch	[5]

Arjun

7 1-50 **Listen again and complete the clocks.**



8 **Work with a friend. Ask and answer about your routines on a school day.**

What time do you get up?

At quarter after seven.

WB Act. 5 p. 84

Look at Tom's schedule. Then read and complete in words.

WB Act. 6 p. 84

What time did you do these activities yesterday? Write sentences for you.

Extra activity

COLLABORATION

Write *12:00*, *3:00*, and *7:00* on the board. Students practice saying the times as a class. Students stand up. Say *three o'clock*. Students raise their right hand up in the air and the other hand to the left like clock hands showing three o'clock. Repeat with different times. Then ask different students to call out "o'clock times" for the class to show.

Listening and Speaking 2

SB Act. 6 p. 97

1-49

Listen and number in order.

- Ask students to read the items and guess what times Arjun does these things.
- Play track 1-49 for students to complete the activity.

SB Act. 7 p. 97

1-50

Listen again and complete the clocks.

- Ask students if they can remember the times before they listen again.
- Play track 1-50.

SB Act. 8 p. 97

COMMUNICATION

Work with a friend. Ask and answer about your routines on a school day.

- Ask students about their day.
- Put students into pairs to complete the activity. They can use the phrases in Activity 6 or their own ideas.

Extra activity

COMMUNICATION

Put students into small groups. Ask them to say what times they do the following things during the week and on weekends: *get up*, *have breakfast/lunch/dinner*, *take a shower/bath*, *go to bed*.

Objective review

Ask students if they can now tell the time and use it to talk about their day. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 3, Unit 6.

6 Writing • Now I Know

OBJECTIVES

Reading: Can scan a simple text to find specific information.

Speaking: Can talk about when or how often people do things.

Writing: Can signal the sequence of actions or events using a limited range of linking words, given prompts or a model.

Passive vocabulary: handwriting

Revised vocabulary: recess

MATERIALS

SB pp. 98–99
WB pp. 85–87
WB key p. 216
Pearson English Platform
Test Book 3, Unit 6

Warm-up

Review the Unit 5 writing strategy with students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a website about a typical day, while applying the writing strategy.

SB Act. 1 p. 98

COMMUNICATION

Imagine you need to choose a new school. Which of these questions should a school website answer? Discuss your answers.

- Ask students to give reasons for their answers.

SB Act. 2 p. 98

Read the website and find answers to the questions in Activity 1.

- Students complete the activity individually and then compare answers with a partner. (**Answers: 1** The school starts at eight o'clock and finishes at a quarter till three. **2** They learn P.E., science, art, and music. **3** They have recess at 11 o'clock. They have lunch after recess. **4** Yes, they do.)

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 98

Read the website again. Circle the time words.

- Students find and circle the time words in pairs.

WB Act. 1 p. 85

Read and complete. Use the words from the box.

SB Act. 4 p. 98

WB 85

Find or draw pictures about your typical school day. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks.

WB Act. 2 p. 85

Read and make notes about your typical school day.

Remember!

WB p. 85

Focus students' attention on the Remember! box.

WB Act. 3 p. 85

Write about a typical day for your school website. Use your ideas from Activity 2 to help you.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to read their work aloud. Praise their effort.

Now I Know

Warm-up

Ask students to look back at the unit and choose their favorite lesson. On the board, write *What did you learn in the lesson? What did you find interesting in the lesson?*

Objective

Explain the lesson objective: To review everything they've learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers.
- Ask students to reflect on what they wrote for WB Activity 1 at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 99

CRITICAL THINKING

Why do we use numbers every day? Look back through Unit 6 and write sentences with the words in the box.

- Students use their consolidated knowledge of the Big Question to answer.

Writing

1 **Imagine you need to choose a new school. Which of these questions should a school website answer? Discuss your answers.**

1 What time does the school day start and finish?
2 What subjects do the children learn?
3 When do they have recess and lunch?
4 Do the children enjoy school?

2 **Read the website and find answers to the questions in Activity 1.**

HAPGOOD ELEMENTARY SCHOOL

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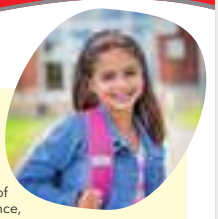


A typical day at Hapgood Elementary School

by Tilly Gomez

The school day starts at eight o'clock. We do two hours of English in the morning and other subjects like P.E., science, art, and music. Art is my favorite!

We have recess at eleven o'clock and after that we eat our lunch. I usually have a pack of sandwiches, a box of carrot sticks, and some pieces of fruit. Yum!

At one o'clock we go back to our classroom for an hour of math and 30 minutes of handwriting. Then we can choose our favorite activity. I usually draw pictures.

At a quarter till three, we go home. Our days at school are awesome!

3 **Read the website again. Circle the time words.**

4 WB 85 **Find or draw pictures about your typical school day. Then go to the Workbook to do the writing activity.**

Writing strategy

Use time words *then*, *after that*, *at ten o'clock*, *in the morning* to show the sequence of events. *In the morning*, *I have breakfast and then I go to school.*

Now I Know

1 **Why do we use numbers every day? Look back through Unit 6 and write sentences with the words in the box.**

cook | music | read | shop | sports | tell the time | travel

We use numbers to remember who is winning in sports.

2 **Choose a project.**

Write a website about the school day in another country.
1 Find out about the school day in different countries.
2 Choose a country with an interesting school day.
3 Write a website and present it to your class.

or

Make a poster about a number.
1 Work with some friends.
2 Think of interesting facts about a number.
3 Design a poster about your number.
4 Present the poster to the class.

Read and circle for yourself.

I can identify times and prices in short dialogs.

I can ask questions about daily routines.

I can extract factual details from a text.

I can write about a typical day at school using time words.

WB Act. 1 p. 86

Look and complete the crossword.

WB Act. 2 p. 86

Read, choose, and write. Use the words from the box.

WB Act. 3 p. 87

Look, read, and complete.

WB Act. 4 p. 87

Look and write what the children did. What time did they do it?

Project

SB Act. 2 p. 99

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other to learn.

Things I learn

WB Act. 1 p. 87

What are your three favorite words in this unit?

- Have a class vote on favorite words.

WB Act. 2 p. 87

Write something you think is interesting about how we use numbers and clocks.

- Ask students to share their answers with the class.

WB Act. 3 p. 87

When is it useful for you to know the date and time?

- Students use their consolidated knowledge of the Big Question to answer.

Self-assessment

SB p. 99

Read and circle for yourself.

- Students decide how to rate each statement.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 3, Unit 6.

7 What do we do for entertainment?

SKILLS

Listening: Can identify key information such as prices, times, and dates in a short description.

Reading: Can recognize the use of "because" to signal the relationship between an action and a reason or explanation.

Speaking: Can give a short, basic description of a special event.

Writing: Can make simple comparisons between people, places, or things.

GRAMMAR

Grammar 1: Can use phrases with prepositions + adjectives + nouns.

Grammar 2: Can use "more" with longer adjectives to make simple comparisons.

VOCABULARY

Key vocabulary 1: chess, band, musician, magazine, headphones, hang out, afraid, famous, traditional, modern

Key vocabulary 2: orchestra, cello, drum, clarinet, saxophone, trombone, trumpet, string, dream, exciting

Video vocabulary: brass, woodwind, strings, percussion instrument, recorder, tambourine, violin, CD player, CD

Reading vocabulary 1: queue (AmE stand in line), get bored, star (v), actor, puzzle, familiar, realise, shyly, move (n), pavement (AmE sidewalk), pile, bump into, wobble, crash into, at least, consequences, result

Reading vocabulary 2: conductor, audience, take a deep breath, youth, perform, creative, prize, confident, proud, critical thinking, bond, take turns, skills, give up

Passive vocabulary: entertaining, musical

Revised vocabulary: carefully, player

PROJECTS

Find out about entertainment in the past

Make a poster about a famous musician from your country

VIDEOS

Brain Crunch: Musical Instruments (7-1)

Doctor Who: Lost in Vienna Parts 1–3 (7-2, 7-3)

VALUE

Socialize in person

Unit opener

OBJECTIVES

Listening: Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics.

Speaking: Can answer simple questions about their life and experiences.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 100–101

WB p. 88

WB key p. 216

Video 7-1

Video script pp. 245–246

Pearson English Platform

Big Question

- Ask students what they enjoy doing in their free time to check what words they already know.
- Read the Big Question *What do we do for entertainment?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about what they do for entertainment.

SB Act. 1 p. 101

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

SB Act. 2 p. 101

COMMUNICATION

Think and match. Discuss with a friend.

- Check students have matched correctly.
- Put students into pairs to discuss the questions.

WB Act. 1 p. 88

Why is entertainment important in our lives? Write two things you and your family do for entertainment.

- Ask students to think of the Big Question and write two things they can do for entertainment.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 2 p. 88

Circle the words we use to talk about good entertainment. Then think about and write one thing you learn in this unit.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 101

7-1

Watch the video and complete the chart.

- Ask students to look at the picture of the musical instruments. Focus students' attention on the chart and the instrument family names.
- Play the video for students to complete the activity.

Extra activity

CRITICAL THINKING

Mime playing an instrument, e.g., the violin. Students guess, e.g., *You're playing the violin.* Then ask *What family?* Students say *strings*. Continue for all instruments. Then students play in pairs.

WB Act. 3 p. 88

7-1

Watch the video. Then look and write.

WB Act. 4 p. 88

7-1

Read and write. Watch the video again to check.

Objective review

Ask students what they've learned about entertainment in this lesson. Praise their effort.

7 Vocabulary 1 • Pre-reading 1

OBJECTIVES

Reading: Can recognize the use of "because" to signal the relationship between an action and a reason or explanation.

Speaking: Can answer simple questions about their life and experiences.

SB vocabulary: chess, band, musician, magazine, headphones, hang out, afraid, famous, traditional, modern

WB vocabulary: hang around, hang on, hang onto, hang together

MATERIALS

SB pp. 102–103
WB p. 89–90
WB key p. 217
SB audio tracks 1-51 and 1-52
Picture cards 119–128
Pearson English Platform

Warm-up

Ask students to stand up. Name a free-time activity. Students sit down if they did it the previous evening, e.g., say *Sit down if you played a musical instrument yesterday evening*. Any students who played an instrument sit and the rest of the class remains standing. Repeat with different activities (make them fairly unusual, e.g., *rode a skateboard*, *cooked a meal*, *wrote a letter*, *played basketball*), until only one or two students are left standing. They are the winners. Ask *What did you do yesterday evening?*

Lesson objective

Explain the lesson objective: To talk about different forms of entertainment.

SB Act. 1 p. 102

1-51

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-51 twice, pausing after each word. Students point at the pictures and repeat the words. Check they're using the correct pronunciation.

Extra activity

COLLABORATION

Ask students to look at the first line of the words carefully. Put students into pairs. Student 1 closes their book and says the words as quickly as they can to Student 2. Then students swap roles. Then they play again using the second line of words.

SB Act. 2 p. 102

1-52

Listen and number.

- Play track 1-52 twice, pausing after each sentence. Students number the pictures.

Picture card activity 1

Bring ten students to the front and hand them each a picture card. Make a sentence about one of the cards, e.g., *You wear these when you listen to music*. The student with the correct picture card says the word, gives the card to you, and then sits down. When there are three students left, bring seven more students to the front, shuffle the picture cards, and continue the game.

SB Act. 3 p. 102

Write words from Activity 1. Then add more words.

- Students work in pairs to complete the activity.

Differentiation

Stretch: Students work in pairs. Student 1 says a column heading from the chart in SB Activity 3. Student 2 says a matching word, e.g., Student 1: *Read*, Student 2: *a book*.

Picture card activity 2

Write the first two or three letters of each new word on the board. Students stand in line in front of the board. Hand the first student a picture card. They match the card to the correct letters on the board as quickly as possible and say the word. Continue until all students have played.

WB Act. 1 p. 89

Look and label the pictures.

WB Act. 2 p. 89

Read and choose.

WB Act. 3 p. 89

Write the letters in order. Then complete the sentences.

SB Act. 4 p. 102

COMMUNICATION

Discuss with a friend.

- Students complete the activity in pairs.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

WB Act. 4 p. 90

CRITICAL THINKING

What do you usually do when you hang out with friends? Draw and write two sentences.

Vocabulary 1

1 1-51 **Listen and repeat.**

2 1-52 **Listen and number.**

3 **Write words from Activity 1. Then add more words.**

Watch	Read	Listen to	Play
band	magazine	band	chess
musician		musician	

4 **Discuss with a friend.**

1 Do you know anyone famous?
2 Do you like modern music or traditional music?
3 What magazines do you read?
4 Who do you like to hang out with?

Pre-reading 1

Reading strategy
Identify cause and effect in a story.

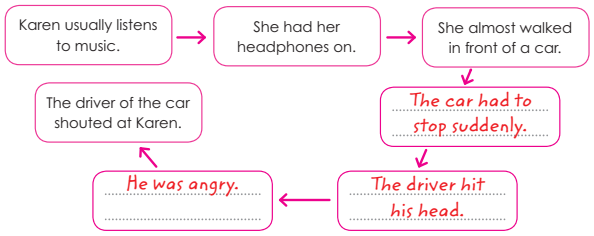
1 **Read the story. What was the problem?**

A DANGEROUS MORNING

Karen usually listens to music on her way to school. Yesterday, she had her headphones on, as usual. She didn't look, and she almost walked into the road, in front of a car. The driver stopped suddenly, and he hit his head. He shouted at Karen and waved his arms.

2 **Think and complete the chart.**

The car had to stop suddenly. He was angry. The driver hit his head.



3 **Complete the sentences.**

The driver was angry because he had to stop suddenly / he hit his head / he had an accident.
The girl almost walked in front of the car because she didn't look / she was distracted by the music.

Word study: phrases with *hang*

WB Act. 5 p. 90

Read the definitions. Then look and complete.

WB Act. 6 p. 90

CRITICAL THINKING

Think and write.

Objective review

Ask students to say two new words they like the best. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Identify cause and effect in a story.

SB Act. 1 p. 103

Read the story. What was the problem?

- Focus students' attention on the picture and the heading and ask what they think the story will be about.
- Students read to find the answer to the question. (**Answer:** Karen almost walked into the road, in front of a car.)

SB Act. 2 p. 103

CRITICAL THINKING

Think and complete the chart.

- Ask *Why did Karen almost walk into the road?* (Because she didn't look.) *Why did the driver hit his head?* (Because he stopped suddenly.) *Why did he stop suddenly?* (Because Karen walked in front of his car.)

SB Act. 3 p. 103

Complete the sentences.

- Ask students to read their sentences to the class.

Extra activity

CREATIVITY

- Put students into pairs. On the board, write *Joe played video games all night. Mary forgot her house keys.* Tell students to choose one sentence and think about as many possible effects as they can.
- Then they choose a chain of effects and write them. They could write their sentences connected by arrows, like the ones in the SB chart. Students read their work to the class.

7 Reading 1

OBJECTIVES

Reading:	Can recognize the use of "because" to signal the relationship between an action and a reason or explanation.
Speaking:	Can answer simple questions about their life and experiences.
SB vocabulary:	queue (AmE stand in line), get bored, star (v), actor, puzzle, familiar, realise, shyly, move (n)
WB vocabulary:	pavement (AmE sidewalk), pile, bump into, wobble, crash into, at least, consequences, result
Passive vocabulary:	entertaining
Revised vocabulary:	carefully

MATERIALS

SB pp. 104–105
WB p. 91
WB key p. 217
SB audio track 1-53
Pearson English Platform

Warm-up

On the board, write *An Entertaining Afternoon*. Ask students what they think the story will be about. Then focus students' attention on the pictures on SB pp. 104 and 105. Ask students what they think will happen in the story.

Lesson objective

Explain the lesson objective: To apply the reading strategy by identifying cause and effect in a story.

Reading text in British English

This is one of the texts in Level 3 that is in British English. If you have a stronger group, you may want to work on some of the differences with them. Ask *Can you hear a difference between previous readings and this one? Are any words different?* Highlight *cinema/movie theater*; *film/movie*; *queue/stand in line*.

SB Act. 4 p. 104

1-53

Read *An Entertaining Afternoon*. Why does Mom take the children to the movies?

- Read the rubric and the question. Students read and listen to the first paragraph to answer the question. (**Answer:** because she wants to get them out of the house)
- Ask students to read and listen to the rest of the story.
- Ask students to say as much as they can about the story.
- Ask students to find the words in bold. Check that they remember their meanings.

SB Act. 5 p. 104

COMMUNICATION

What forms of entertainment are in the story? How often do you do them?

- Students work in pairs or small groups. (**Answer:** going to the cinema/movies, reading a magazine, listening to music, playing board games/chess, doing puzzles, playing on the computer)
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Differentiation

Stretch: Say sentences for students to complete, e.g., *The children went to the movies because it* … (was raining). *Francisco and his little sister Ana were standing inline* … (to go to the movies). *The children were getting* … (bored). *They couldn't buy tickets because* … (there were no more tickets). *The family went into the café because* … (it looked like fun). *Billy Banes was bored and so he wanted to* … (hang out with real people). *In the end, Francisco learned* … (some brilliant new chess moves).

Stretch activity

CREATIVITY

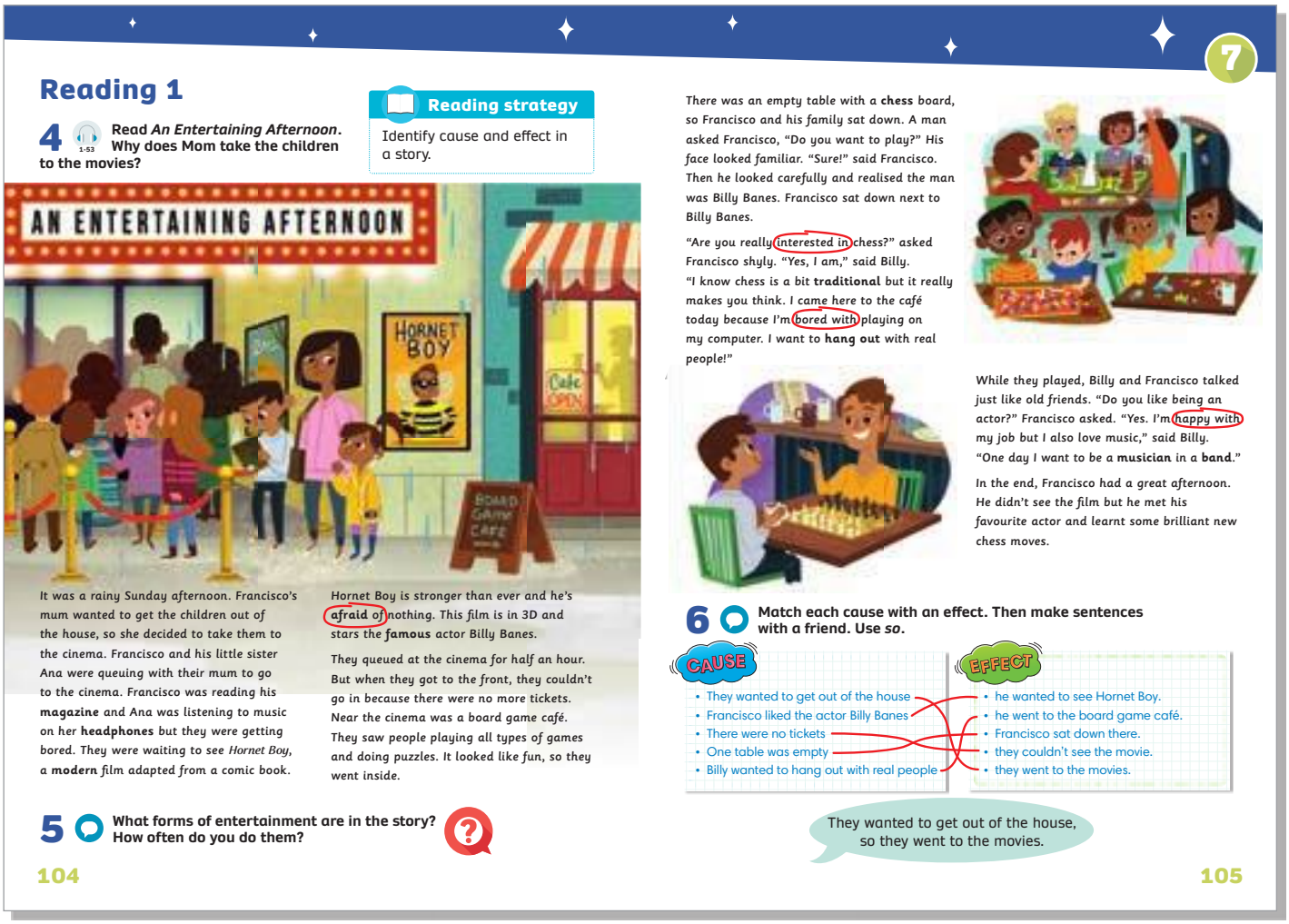
Ask students to find the name of a traditional game in the SB story (chess) and to name other board games. Put students in small groups to make their own board game using words from this and other units. Groups swap games and play.

SB Act. 6 p. 105

COMMUNICATION

Match each cause with an effect. Then make sentences with a friend. Use *so*.

- Remind students of the reading strategy. Students work in pairs.



Reading 1

4 1-53 **Read *An Entertaining Afternoon*. Why does Mom take the children to the movies?**

Reading strategy
Identify cause and effect in a story.

It was a rainy Sunday afternoon. Francisco's mum wanted to get the children out of the house, so she decided to take them to the cinema. Francisco and his little sister Ana were queuing with their mum to go to the cinema. Francisco was reading his **magazine** and Ana was listening to music on her **headphones** but they were getting bored. They were waiting to see *Hornet Boy*, a **modern** film adapted from a comic book.

Hornet Boy is stronger than ever and he's **afraid** of nothing. This film is in 3D and stars the **famous** actor Billy Banes.

They queued at the cinema for half an hour. But when they got to the front, they couldn't go in because there were no more tickets. Near the cinema was a board game café. They saw people playing all types of games and doing puzzles. It looked like fun, so they went inside.

5 **What forms of entertainment are in the story? How often do you do them?**

There was an empty table with a **chess** board, so Francisco and his family sat down. A man asked Francisco, "Do you want to play?" His face looked familiar. "Sure!" said Francisco. Then he looked carefully and realised the man was Billy Banes. Francisco sat down next to Billy Banes.

"Are you really interested in chess?" asked Francisco shyly. "Yes, I am," said Billy. "I know chess is a bit **traditional** but it really makes you think. I came here to the café today because I'm bored with playing on my computer. I want to **hang out** with real people!"

While they played, Billy and Francisco talked just like old friends. "Do you like being an actor?" Francisco asked. "Yes. I'm happy with my job but I also love music," said Billy. "One day I want to be a **musician** in a **band**."

In the end, Francisco had a great afternoon. He didn't see the film but he met his favourite actor and learnt some brilliant new chess moves.

6 **Match each cause with an effect. Then make sentences with a friend. Use *so*.**

CAUSE	EFFECT
• They wanted to get out of the house	• he wanted to see Hornet Boy.
• Francisco liked the actor Billy Banes	• he went to the board game café.
• There were no tickets	• Francisco sat down there.
• One table was empty	• they couldn't see the movie.
• Billy wanted to hang out with real people	• they went to the movies.

They wanted to get out of the house, so they went to the movies.

Extra activity
CREATIVITY

Tell students to think of a different effect for the SB story, e.g., the children don't go to the board game café, but to another place. In pairs, students discuss where the children go and what happens. Then they share their ideas with the class.

Extra activity

SB Vocabulary work

- Write the new words on the board: *queue*, *get bored*, *star*, *actor*, *puzzle*, *familiar*, *realize*, *shyly*, *move*. Ask students to find the words in the story. Check they understand the words and practice.
- In pairs, students take turns saying a word for their partner to define.

WB Act. 1 p. 91

Read the story. What dangerous things happened because of Karen?

- Remind students of their answers to Activities 1 and 2 on p. 103 in the SB.

WB Act. 2 p. 91

Read the story again. Then complete.

WB Act. 3 p. 91
CRITICAL THINKING

Think about the things you did this week. Write about one action that had good consequences and one action that had bad consequences.

Extra activity

WB Vocabulary work

Write the new words on the board: *pavement*, *pile*, *bump into*, *wobble*, *crash into*, *at least*, *consequences*, *result*. Students find the words in the WB story and read the sentences. Put students into pairs. Pairs write their own sentences with two of the new words.

Value

Socialize in person

- Ask students to think about the people Francisco socializes with in the story and what he does (*he goes to the movies with his sister, he meets an actor, talks to him, and plays chess*).
- Then discuss why it's important to go out with friends and meet new people in person, rather than online.

Objective review

Ask students how the reading strategy helped them understand the story better. Did they understand the way the causes and effects were connected? Praise their effort.

7 Grammar 1 • Listening • Speaking

OBJECTIVES	
Grammar:	Can use phrases with prepositions + adjectives + nouns.
Listening:	Can recognize simple phrases related to familiar topics in slow, clear speech.
Speaking:	Can talk about their hobbies and interests, using simple language.
Revised vocabulary:	player

MATERIALS

SB pp. 106–107
WB pp. 92–93
WB key p. 217
SB audio track 1-54
Video 7-2
Video script p. 246
Pearson English Platform
Grammar Book 3, Unit 14
Speaking and Vocabulary Book 3, Unit 7

Warm-up

Ask students to say what *An Entertaining Afternoon* is about. Say sentences for students to complete, e.g., *Francisco and his sister go …* (to the movies). *Hornet Boy is now …* (a modern film). *Billy Banes is a …* (famous actor). *The family go to a …* (board game café). *Francisco plays chess with …* (Billy Banes). *Chess is a …* (traditional game). *Billy loves acting, but also wants to be …* (a musician). *Francisco didn't see the movie, but …* (met his favorite actor).

Lesson objective

Explain the lesson objective: To learn how to use different adjectives and their prepositions.

SB Act. 1 p. 106

Watch Part 1 of the story video. Where's Jack? Why does the girl scream? Then read and complete.

- Students watch Part 1 of the video to answer the questions. (**Answers:** Jack's in Vienna. The girl screams because she's afraid of Jack.)
- Students complete the sentences.
- Put students into pairs and ask them to role-play the scene.

SB Act. 2 p. 106

Look at the grammar box and read.

- Focus students' attention on the grammar box.
- Say an adjective for students to say the preposition, e.g., say *tired*. Students say *of*.
- Explain that we usually use the *-ing* form of a verb after a preposition. Say *I'm interested in reading about space. I'm afraid of sleeping in the dark.*
- Ask students to say a sentence each using an adjective from the grammar box.

SB Act. 3 p. 106

Read *An Entertaining Afternoon* again and circle some of the expressions from the grammar box.

- Refer students back to the text on SB pp. 104 and 105.
- Ask students to say the sentences containing the expressions to the class.

SB Act. 4 p. 106

Read and circle.

- Students read their answers aloud to check them with the class.

WB Act. 1 p. 92

Read and match.

- Focus students' attention on the grammar box and ask them to complete the activity.

WB Act. 2 p. 92

Read and complete. Then match.

Differentiation

Struggling learners: Say different sentences using the words from the grammar box. If a sentence is correct, students nod and smile. If it's incorrect, students clap their hands and say *Stop*. For example, say *I'm afraid of spiders.* (Students nod and smile). Say *He's worried on his pet cat*. (Students clap and say *Stop.*) Ask a student to correct the sentence (e.g., *He's worried about his pet cat.*).

Stretch: Put students into pairs. Student 1 starts a sentence for Student 2 to complete, e.g., Student 1: *I'm happy with …* Student 2: *… my new computer*. Students swap roles after Student 1 has started three sentences.

WB Act. 3 p. 93

Complete the sentences with the correct form of the words from the box.

SB Act. 5 p. 107

COMMUNICATION

Discuss with a friend.

- Students work in pairs. Ask students to make notes about their partner's answers.

Grammar 1

1 7-2 **Watch Part 1 of the story video. Where's Jack? Why does the girl scream? Then read and complete.**

2 **Look at the grammar box and read.**

Grammar

interested in · surprised at · happy with · bored with · afraid of · tired of · worried about

She's **interested in** comic books.

I'm **interested in** learning to play chess.

I'm **bored with** playing video games.

3 **Read *An Entertaining Afternoon* again and circle some of the expressions from the grammar box.**

4 **Read and circle.**

1 Are you afraid **of** / **at** me?
2 I'm interested **with** / **in** traditional comic books.
3 She's worried **in** / **about** losing the tickets.
4 He's happy **with** / **of** his new board game.

5 **Discuss with a friend.**

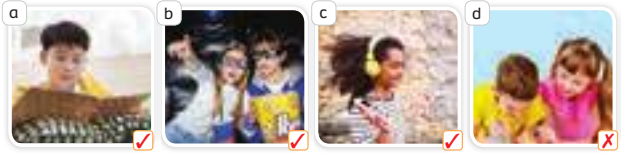
1 What sports are you interested in?
2 What are you worried about?
3 What are you happy with?
4 What are you bored with?
5 What are you afraid of?
6 Were you surprised at any news last week?

Listening and Speaking 1

Speaking strategy

Show agreement.

6 1-54 **Listen and check (✓) the activities.**



7 **Discuss your free time with a friend. Use the words in the box or your own ideas.**

comic books · computer games · movies · music · sports

What do you like doing in your free time?
I like listening to music.
I like music too. What music are you interested in?
I'm interested in pop music.
What's your favorite band?
I like ... .

Extra activity — COMMUNICATION

Students tell the class about their partner, using their notes from Activity 5, e.g., *Harry is interested in karate.*

WB Act. 4 p. 93

Write the questions in order. Then answer for you.

Extra activity — COLLABORATION

Put students into pairs. Student A says three sentences about themselves with the expressions from the grammar box, one of which isn't true. Student B guesses which sentence is false. Then they swap roles.

For more grammar practice, go to Grammar Book 3, Unit 14.

Listening and Speaking 1

Speaking strategy

Explain the speaking strategy: Show agreement. Explain that when we talk with someone, we can show agreement to let the speaker know that we share common ideas and interests.

SB Act. 6 p. 107

1-54

Listen and check (✓) the activities.

- Ask students to say what they think the children in the pictures are doing.
- Play track 1-54.
- Ask students to make sentences about the pictures using expressions from the grammar box, e.g., *He's interested in reading.*

SB Act. 7 p. 107 — COMMUNICATION

Discuss your free time with a friend. Use the words in the box or your own ideas.

- Ask a pair of students to model the activity.
- Students continue in pairs. Encourage them to apply the speaking strategy by using phrases such as *Me, too.* or *I agree.*

Objective review

Ask students if they can now use expressions with the correct prepositions. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 3, Unit 7.

7 Vocabulary 2 • Pre-reading 2

OBJECTIVES

Listening: Can recognize simple phrases related to familiar topics in slow, clear speech.

Reading: Can make basic inferences from simple information in a short text.

Speaking: Can talk about their hobbies and interests, using simple language.

SB vocabulary: orchestra, cello, drum, clarinet, saxophone, trombone, trumpet, string, dream, exciting

WB vocabulary: classical, country, hip hop, jazz, pop, rock

MATERIALS

SB pp. 108–109
WB pp. 94–95
WB key p. 217
SB audio tracks 2-01 and 2-02
Picture cards 119–138
Pearson English Platform

Warm-up

Review Vocabulary 1 words with the picture cards. Students stand up and walk around the classroom. Say a word and define it. If your definition is correct, students continue walking. If it's incorrect, they stop and raise their hands if they know the correct meaning. Say, e.g., *Famous. A famous person is someone everyone knows.* (Students walk.) Say, e.g., *Hang out. To hang out is to play music.* (Students stop. Choose a student whose hand is raised to give a correct definition.)

Lesson objective

Explain the lesson objective: To talk about different musical instruments.

SB Act. 1 p. 108

2-01

Listen and repeat.

- Ask students if they know any of the words.
- Play track 2-01 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.
- Mouth a word for students to guess. Continue for all the new words. Students can then repeat the game in pairs.

SB Act. 2 p. 108

2-02

Listen and number.

- Play 2-02 twice, pausing after each sentence. Students number the pictures.

Extra activity

COLLABORATION

Students work in pairs. Student 1 says a number for Student 2 to say the word. Then they swap roles.

Picture card activity

- Put the picture cards on the board. Say the first sound of one of the words, e.g., *I'm thinking of a word beginning with the sound "o."* Students say the word, e.g., *orchestra.*
- Continue for all words. Then take down the picture cards and play again. Then students play in pairs.

WB Act. 1 p. 94

Look at the pictures and complete the sentences.

SB Act. 3 p. 108

Write words from Activity 1 in the chart. Then add more instruments.

- Students complete the activity individually.
- Ask students if they remember the names of the musical instrument families from the Unit opener lesson (*brass*, *strings*, *woodwind*, *percussion*). Write them on the board.
- Ask students to classify the instruments in the chart.

SB Act. 4 p. 108

Read and cross out the wrong word.

- Ask students why they crossed out the word in each group, e.g., *clarinet – it isn't a string instrument.*

WB Act. 2 p. 94

Complete the words. Then read and match.

SB Act. 5 p. 109

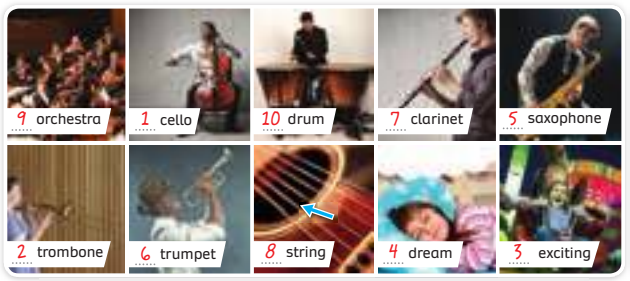
COMMUNICATION

Discuss with a friend.

- Put students into pairs to discuss the questions.
- Monitor to make sure they give reasons for their answers.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Vocabulary 2

1 Listen and repeat. 2-01



2 Listen and number. 2-02

3 Write words from Activity 1 in the chart. Then add more instruments.

Instruments you blow	Instruments you hit	Instruments with strings
trumpet	drum	cello
saxophone		
trombone		
clarinet		

4 Read and cross out the wrong word.

1 violin, cello, ~~clarinet~~
2 ~~violin~~, saxophone, clarinet
3 sleep, ~~look~~, dream
4 amazing, exciting, ~~boring~~
5 trombone, ~~drum~~, trumpet
6 ~~orchestra~~, cello, saxophone

5 Discuss with a friend.

1 Do you play a musical instrument? If you do, which instrument? When and where do you practice?
2 Do you think playing a musical instrument is difficult?
3 Is it a good form of entertainment?

Pre-reading 2

Reading strategy
Ignore unnecessary information when reading.

1 Read the article. What's the main point?

a Young people spend too much time playing video games.
b Interactive games are the best.
c Young people play video games a lot, but older people don't.

2 Underline the sentence in the article that is NOT about video games.

How many hours do you spend playing video games in a normal week?

A study says that many nine-year-olds play them for more than four hours a week. There are a lot of different games, including games that let you build your own world or play online with friends.

Young people play video games a lot, but older people don't. Older people spend their time on the computer watching videos or looking for information on the internet.

WB Act. 3 p. 95 — CRITICAL THINKING

Think and write.

- Students work individually and then share their answers with the class.

Vocabulary challenge: kinds of music

WB Act. 4 p. 95

Look and complete the crossword.

WB Act. 5 p. 95

Complete for you.

Extra activity — CREATIVITY

Put students into small groups. Tell them to imagine they're inventing a new kind of music. Ask them to write what instruments and sounds their music has and to give it a name. To describe the sounds, students can use different vowels or letters, e.g., *ch*, *ch*, *ch*, *b*, *b*, *b*. For beats, they can use number combinations, such as *1, 2, 1, 2, pause*. Then groups present their music to the class.

Objective review

Ask students to name their two favorite musical instruments from the new vocabulary. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Ignore unnecessary information when reading. Explain *unnecessary information* (information in a text that isn't essential). Ask students to think about what happens when there's unnecessary information in something they read (*it can make it difficult to understand and it takes longer to read*).

SB Act. 1 p. 109

Read the article. What's the main point?

- Students work individually.
- Ask students to explain why they chose their answer.

SB Act. 2 p. 109 — CRITICAL THINKING

Underline the sentence in the article that is NOT about video games.

- Students complete the activity individually.

7 Reading 2

OBJECTIVES

Reading:	Can make basic inferences from simple information in a short text.
Speaking:	Can talk about their hobbies and interests, using simple language.
SB vocabulary:	conductor, audience, take a deep breath, youth, perform, creative, prize
WB vocabulary:	confident, proud, critical thinking, bond, take turns, skills, give up
Passive vocabulary:	musical

MATERIALS

SB pp. 110–111
WB p. 96
WB key p. 217
SB audio track 2-03
Pearson English Platform

Warm-up

Students stand up. Say a sentence using vocabulary from the previous lesson, e.g., *I'm blowing a trumpet.* Students mime along with you. Start slowly and speed up as you go along. Example sentences: *I'm hitting a drum. I'm dreaming. I'm playing the saxophone. I'm listening to some exciting news.*

Lesson objective

Explain the lesson objective: To apply the reading strategy by ignoring unnecessary information when reading.

SB Act. 3 p. 110

2-03

Read *Youth Music News*. Which information is NOT important? Check (✓).

- Ask students to look at the title and the pictures. Ask what they think the young musicians in the picture will do (*have a concert*). Then ask *What kind of things can go wrong in a concert?* (Musicians can get nervous and they don't play well, a musician might get ill and not go to the concert.)
- Focus students' attention on the new vocabulary in the labels and make sure they understand it (*conductor*, *audience*). Then ask students what musical instruments they can see in the pictures.
- Students read and listen to the text, while applying the reading strategy.
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Ask students questions about the article. Students have books open as they answer. Ask, e.g., *What's the name of the orchestra?* (San Martin Youth Orchestra) *What instrument does Elena play?* (the trumpet) *What dream do these young people have?* (to win the Music Festival prize)

Stretch: Put students into pairs. Ask students to think about why it's good to be part of an orchestra. They read the text again and make a list of the advantages, adding their own ideas. Then students share their ideas with the class (e.g., being in an orchestra makes you less shy, it helps you meet people, it's creative, you can express yourself).

Extra activity

COMMUNICATION

Put students into pairs. Students write two sentences about the article, one of which is false. They read them to another pair, who have to correct the false sentence.

SB Act. 4 p. 110

COMMUNICATION

Ask and answer with a friend.

- Put students into pairs to discuss the questions. Invite pairs to share their ideas with the class.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

SB Act. 5 p. 111

Read and choose the sentence that is not important.

- Students work individually and then check answers with a partner.
- Ask students to justify their answers.

Extra activity

CRITICAL THINKING

Tell students to imagine they're young musicians in an orchestra. Put students into pairs. Student 1 plays the role of a young musician. Student 2 asks questions about what instrument they play, what they like about the orchestra, what is difficult, and why they joined the orchestra. Write key words or example questions on the board if necessary. Then students swap roles.

Reading 2

3 2-03 **Read *Youth Music News*. Which information is NOT important? Check (✓)**

- [ ] Elena is in a youth orchestra.
- [x] The conductor gives the audience a message.
- [ ] The youth orchestra is playing in an important concert.

Reading strategy

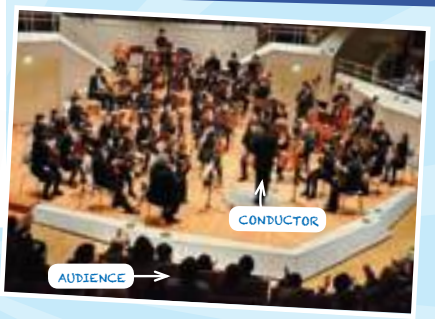
Ignore unnecessary information when reading.

YOUTH MUSIC NEWS

The most important night of their lives!

It's almost six o'clock at the National Theater. The musicians of the San Martin Youth **Orchestra** are waiting to take their places. Five orchestras played before them. All these young people **dream** of winning the Music Festival prize.

Nine-year-old Elena is holding her **trumpet**. She feels nervous but happy that it's time to perform at last. Elena is next to her best friend, Karla, who plays the **clarinet**. They smile at each other as the conductor tells the audience to turn off their phones. They both take a deep breath and walk onto the stage.



Earlier Elena introduced me to the newest member of the orchestra, Luis. He plays the **trombone**. He said he thought it was the most difficult instrument. "Why did you decide to learn the trombone, Luis?" I asked. "I wanted a musical hobby, and I think the trombone has the most interesting sound. I play the **cello**, too. I like sports, but music is more creative."

"And why did you join the orchestra, Elena?" I asked.
"I was shy and I didn't have many friends," Elena replied. "My mom told me to find a hobby and Karla suggested the orchestra. The first instrument I played was the **drum**, but the trumpet is more **exciting**. I want to learn to play the **saxophone** next! Now I have a lot of new friends, and we travel together to perform in different places.
I love it!"

Elena and the San Martin Youth Orchestra won the prize. And now they are busy rehearsing for their next music festival in London, England.

4 **Ask and answer with a friend.**

1 Do you sometimes play or sing in concerts?
2 Do you like to be on stage?
3 Do you like going to concerts?
4 Which musician or band would you like to see in concert?

5 **Read and choose the sentence that is not important.**

1 a Elena wants to win a prize.
  b Elena plays the trumpet.
  c The concert starts at six o'clock.
2 a Elena joined the orchestra to make friends.
  b Elena's first instrument was the drum.
  c She enjoys playing in different festivals and has a lot of new friends.

Extra activity

SB Vocabulary work

- Write new words on the board: *conductor*, *audience*, *take a deep breath*, *youth*, *perform*, *creative*, *prize*, and explain what they mean. Erase all words.
- Ask students to say a word for you to write on the board. As you write the word, ask students to help you with the spelling. Choose a student to explain what the word means.

WB Act. 1 p. 96

Read the text. Underline one sentence in each paragraph that is NOT about video games.

- Remind students of their answers to Activity 2 on p. 109 in the SB.

WB Act. 2 p. 96

Read the text again. Write T (true) or F (false).

WB Act. 3 p. 96

CRITICAL THINKING

Why is it important to spend time outside and do exercise?

- Students discuss the question in pairs and write reasons. Compare ideas as a class.

Extra activity

WB Vocabulary work

Write new words on the board: *confident*, *proud*, *critical thinking*, *bond*, *take turns*, *skills*, *give up*, and explain what they mean. Students study the words and then close their eyes. Erase two words. Students have to remember the missing words. Write the missing words on the board and repeat for a few more rounds.

Extra activity

CREATIVITY

Give each student a piece paper (A4 or larger). Tell them to draw an orchestra and to label the different groups of instruments.

Objective review

Ask students how ignoring unnecessary information when reading helps them understand a text better. Praise their effort.

7 Grammar 2 • Listening • Speaking

OBJECTIVES

Grammar: Can use "more" with longer adjectives to make simple comparisons.

Listening: Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.

Speaking: Can give a short, basic description of a special event if guided by questions or prompts.

MATERIALS

SB pp. 112–113
WB pp. 97–98
WB key p. 217
SB audio track 2-04
Video 7-3
Video script p. 246
Pearson English Platform
Grammar Book 3, Units 8 and 9
Speaking and Vocabulary Book 3, Unit 7

Warm-up

Write *quiet*, *big*, *safe*, *ugly*, *happy*, *safe*, and *slow* on the board. Students stand in a line in the middle of the classroom. Say sentences making comparisons with the words on the board. Students jump to the left if you're comparing two things, to the right if you're comparing three or more things. For example, if you say *A monster is uglier than a flower*, students jump to the left. If you say *Walking is the slowest way to travel*, students jump to the right.

Lesson objective

Explain the lesson objective: To compare two or more things or people.

SB Act. 1 p. 112

7-3

Watch Parts 2 and 3 of the story video. Read and circle.

- Ask students what they remember from Part 1 of the video.
- Students watch Parts 2 and 3 of the video. Ask them what happens.
- Play the video again for students to complete the activity.

SB Act. 2 p. 112

Look at the grammar box and read.

- Focus students' attention on the grammar box and read the forms of adjectives aloud.
- Explain that we use *more/the most* when there are two or more syllables in an adjective, except when the adjective ends in *-y*. Explain that we use *more* to compare two people or things and *the most* for three or more people or things.

SB Act. 3 p. 112

Read *Youth Music News* again. Circle the phrases with *more* and *most*.

- Refer students back to the text on SB pp. 110 and 111.
- Ask different students to read the sentences aloud.

SB Act. 4 p. 112

Complete the chart.

- Students complete the activity and compare answers in pairs.

Differentiation

Struggling learners: Write *exciting*, *long*, *interesting*, *beautiful*, *angry*, *amazing*, *wonderful*, and *happy* on the board. Say each word and clap at each syllable. Students clap and say along with you. Ask *How many syllables are there?* Then say the comparative and superlative forms with students (e.g., *more exciting than*, *the most exciting*). Students continue in pairs.

Extra activity

COMMUNICATION

Ask students to say different forms of entertainment. Write them on the board. Say an adjective, e.g., *interesting*. The students use the comparative or superlative form of the adjective to talk about one of the things on the board (e.g., *The theater is more interesting than watching TV. / The theater is the most interesting*.)

WB Act. 1 p. 97

Read and write *more* or *most*.

- Focus students' attention on the grammar box and ask them to complete the activity.

WB Act. 2 p. 97

Read, choose, and write.

- This is an A1 Movers Reading and Writing Part 4 task.

WB Act. 3 p. 98

Look and write. Use the words in parentheses.

WB Act. 4 p. 98

Write the words in order. Use the word in bold in the correct form.

Grammar 2

1 7-3 **Watch Parts 2 and 3 of the story video. Read and circle.**

I think watching DVDs is **more** / **most** interesting than playing an instrument.

2 **Look at the grammar box and read.**

3 **Read *Youth Music News* again. Circle the phrases with *more* and *most*.**

Grammar

bigger than	the biggest
more interesting than	the most interesting

4 **Complete the chart.**

angrier than · louder than · more interesting than · more modern than · the happiest · the longest · the most exciting · the most famous

-er	-est	more	the most
bigger than	the biggest	more exciting than	*the most exciting*
longer than	*the longest*	more traditional than	the most traditional
louder than	the loudest	*more modern than*	the most modern
happier than	*the happiest*	more famous than	*the most famous*
angrier than	the angriest	*more interesting than*	the most interesting

5 **Read the brochure and answer the questions.**

Entertainment for Everyone at
CITY FESTIVAL

A Music for Relaxation
On Sunday, the local Yoga Center has a music meditation workshop. This is the most relaxing activity of the day.
$4.00 per person.
11:00 a.m.–4:30 p.m.

B Music for Creativity
Bring the youngest and the oldest to enjoy painting set to music.
$5.00 for materials.
9:00 a.m.–11:00 a.m.

C Comic Swap
Come and see the funniest characters and some of the world's oldest comic books. Bring your comic books to swap and sell.
$17.00 entry. All day.

D Classics at the Park
This is always a very popular part of the day. See the world famous conductor, Drefus Dudas. Sure to be the most exciting performance under the open sky.
$2.00 per person. 4:00 p.m.

1 Which is the cheapest activity?
2 Which is more expensive: painting or comic swap?
3 Which is the most relaxing activity?
4 Which activity do you think is the most interesting?

Listening and Speaking 2

6 2-04 **Listen and take notes.**

Name of event: Soccer fun day
Day / Place: Saturday Main Stadium
Start time / Finish time: 11 p.m. 6 p.m.
Things to do: watch the charity soccer match, do soccer class, play games, eat hot dogs
Ticket price: $50

7 **Think of an event in your town. Ask and answer with a friend.**

1 What event is it?
2 What day does it take place?
3 What activities are there?
4 How much are the tickets?

SB Act. 5 p. 113

Read the brochure and answer the questions.

- Ask students to look at the brochure and talk about what the headings mean before they read in more detail.
- Students work individually. Ask students where they found their answers. (**Answers: 1** Classics at the Park, **2** Comic Swap, **3** Music for Relaxation)

WB Act. 5 p. 98

Read and circle. Then answer for you.

For more grammar practice, go to Grammar Book 3, Units 8 and 9.

Listening and Speaking 2

SB Act. 6 p. 113

2-04

Listen and take notes.

- Ask students to study the chart and say what kind of information they think will complete the blanks.
- Play track 2-04 for students to complete the activity.

Extra activity

COLLABORATION

In pairs, students ask and answer questions about the event in Activity 6, e.g., *What is the event? When is it? Where is it? What can you do there? How much are the tickets?*

SB Act. 7 p. 113

COMMUNICATION

Think of an event in your town. Ask and answer with a friend.

- Students work in pairs. Explain that the event can be imaginary. Students share ideas with the class.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

COLLABORATION

Put students into small groups. Tell them to imagine they're organizing a festival like the one in SB Activity 5 and to make a similar brochure.

Objective review

Ask students if they can compare two and more things or people. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 3, Unit 7.

7 Writing • Now I Know

OBJECTIVES

Reading: Can scan a simple text to find specific information.

Speaking: Can talk about an event in the past using fixed expressions, given a model.

Writing: Can make simple comparisons between people, places, or things.

MATERIALS

SB pp. 114–115
WB pp. 99–101
WB key pp. 217–218
Pearson English Platform
Test Book 3, Unit 7

Warm-up

Review the Unit 6 writing strategy with students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write an advertisement for an event, while applying the writing strategy.

SB Act. 1 p. 114

Look quickly at the title. What do you think the advert is for?

- Students answer the question without reading the text.

SB Act. 2 p. 114

Read the advert and check your answer to Activity 1.

- Write more questions about the ad on the board, e.g., *Where is the car show?* (at the Downtown Motor Museum) (**Answer:** It's for a car show.)

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 114

Circle *-est*/*the most* in the advert.

- Students circle the superlatives in the ad.

WB Act. 1 p. 99

Read and check (✓) the sentences that get the reader's attention.

SB Act. 4 p. 114

Find or draw a picture of an event you want to advertise. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks.

WB Act. 2 p. 99

Read and make notes about the event you chose.

Remember!

WB p. 99

Focus students' attention on the Remember! box.

WB Act. 3 p. 99

Write an ad for your event. Use your ideas from Activity 2 to help you.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to read their work aloud. Praise their effort.

Now I Know

Warm-up

Ask students to look back at the unit and choose their favorite lesson. On the board, write *What did you learn in the lesson? What did you find interesting in the lesson? What's your favorite part of the lesson? Why?*

Lesson objective

Explain the lesson objective: To review everything they've learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in WB Activity 1 at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 115

CRITICAL THINKING

What do we do for entertainment? Look back through Unit 7 and write your answers.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 1 p. 100

Find and circle the words.

Writing

1 Look quickly at the title. What do you think the advert is for?

2 Read the advert and check your answer to Activity 1.

3 Circle *-est/the most* in the advert.

4 WB 99 Find or draw a picture of event you want to advertise. Then go to the Workbook to do the writing activity.

Writing strategy

Use *the ... -est/the most* to get your reader's attention.
The oldest collection of traditional Model T Fords.
The world's most expensive car.

Now I Know

1 What do we do for entertainment? Look back through Unit 7 and write your answers.

go to the movies

2 Choose a project.

Find out about entertainment in the past.

1 Work in groups.
2 Think about different forms of entertainment in the past.
3 Ask older people questions. For example, did you go to music concerts?
4 Present to the class.

or

Make a poster about a famous musician from your country.

1 Work in pairs.
2 Choose your favorite musician.
3 Create a poster with images and key facts.
4 Present your poster to the class.

Read and circle for yourself.

I can identify times and prices in short dialogs.

I can describe a special event.

I can recognize the use of *because* to signal cause and effect.

I can write an ad using comparisons.

WB Act. 2 p. 100

Read and complete.

WB Act. 3 p. 101

Look and write.

WB Act. 4 p. 101

Choose four phrases and write sentences about your family and friends.

Project

SB Act. 2 p. 115

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other learn.

Things I learn

WB Act. 1 p. 101

What are your three favorite words in this unit?

- Have a class vote on favorite words.

WB Act. 2 p. 101

Write something you think is interesting about musical instruments and different forms of entertainment.

- Ask students to share their answers with the class.

WB Act. 3 p. 101

Which kind of entertainment do you think is the most interesting? Why?

- Students use their consolidated knowledge of the Big Question to answer.

Self-assessment

SB p. 115

Read and circle for yourself.

- Students decide how to rate each statement.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 3, Unit 7.

8 Why is space interesting?

SKILLS

Listening: Can recognize simple examples used to support the speaker's points in short talks on familiar topics, if clearly introduced by linking words/phrases.

Reading: Can make basic inferences from simple information in a short text.

Speaking: Can act out a short dialog or role-play, given prompts.

Writing: Can write short, simple personal emails/ letters about familiar topics, given prompts or a model.

GRAMMAR

Grammar 1: Can distinguish between adjectives ending with "-ed" and "-ing."

Grammar 2: Can ask questions with "How often do/ does … ?"

VOCABULARY

Key vocabulary 1: Moon, bright, worried, cry, stick, owl, (be) in a hurry, frightened, bump, rude

Key vocabulary 2: space station, rocket, scientist, float, laboratory, launch, orbit, telescope, planet, spacesuit

Video vocabulary: solar system, diameter, planet, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

Reading vocabulary 1: shine (shone), appear, enchanting voice, bang, rub, horrible, mind (v), tiring, confident, nonsense, roof, pleased

Reading vocabulary 2: powerful, robotic arm, spacecraft, space walk, stationary bike, running machine, tie, repairs, trainee, gravity, underwater, survival, rescuers, train (v)

Passive vocabulary: star, outer space, regular

Revised vocabulary: cloud, storm, lightning, beyond, experiment

Expressions: On the way to … . Nonsense!

PROJECTS

Research a famous astronaut
Do a presentation on the Moon

VIDEOS

Big World Kids: Space (8-1)
Doctor Who: The Quest Parts 1–3 (8-2, 8-3)

VALUE

Don't be rude

Unit opener

OBJECTIVES

Listening: Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.

Speaking: Can talk about activities that are happening at the time of speaking.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 116–117
WB p. 102
WB key p. 218
Video 8-1
Video script pp. 246–247
Pearson English Platform

Big Question

- Ask *What is there in space?* (the Moon, the Sun, stars) Ask students if they enjoy looking at the night sky.
- Read the Big Question *Why is space interesting?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

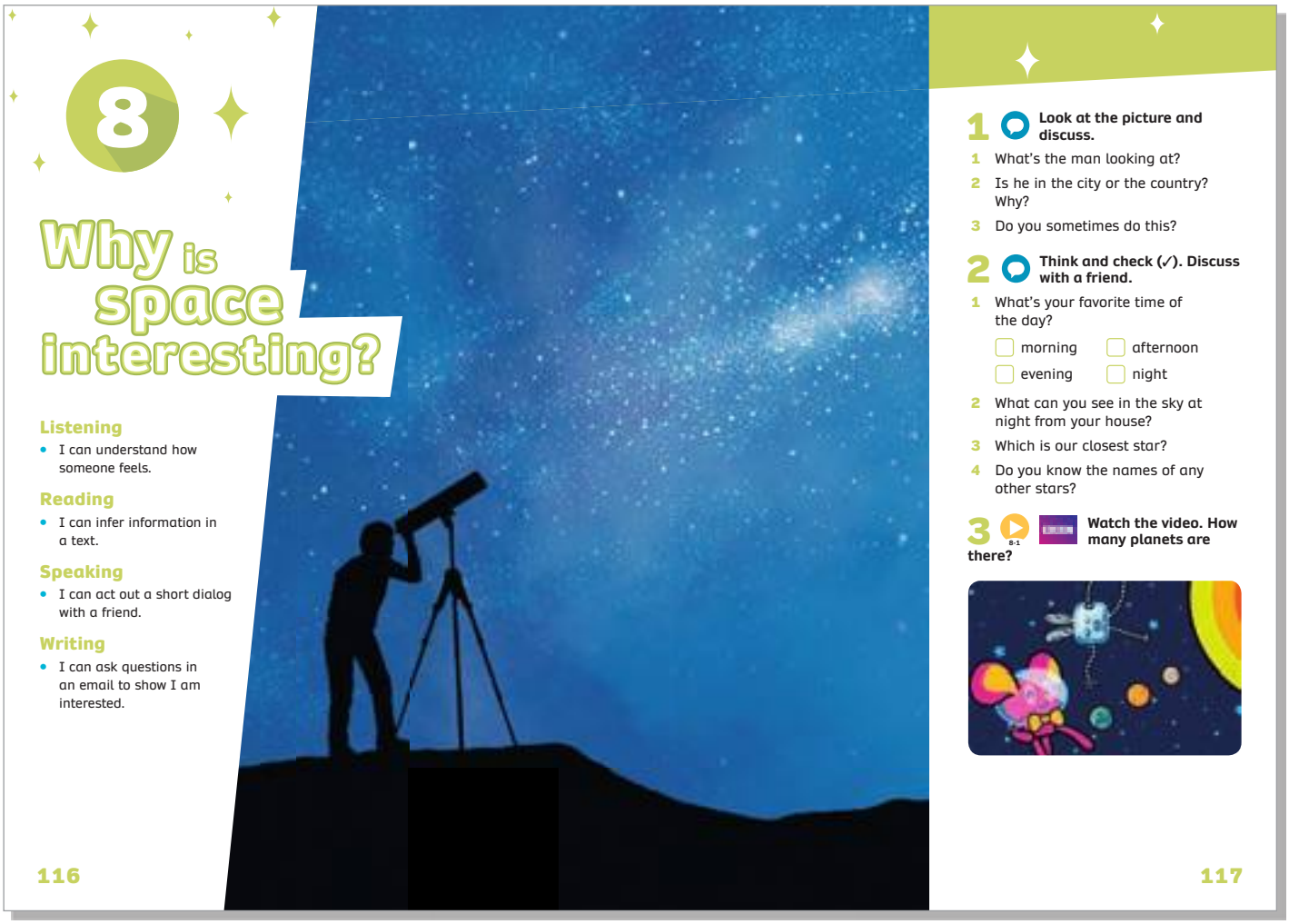
Explain the lesson objective: To talk about what's in space.

SB Act. 1 p. 117

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.



SB Act. 2 p. 117

COMMUNICATION

Think and check (✓). Discuss with a friend.

- Pairs share their answers with the class. (**Answers: 3** the Sun, **4** Sirius, Vega, Betelgeuse, Antares)

WB Act. 1 p. 102

What do you know about space? Write two interesting space facts.

- Ask students to think of the Big Question and write two things they know about space.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 2 p. 102

Circle the words about space. Then think about and write one thing you learn in this unit.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 117

8-1

Watch the video. How many planets are there?

- Play the video. (**Answer:** eight)
- Ask students to say the names of the planets they remember.

Stretch activity

CREATIVITY

- Write *My Very Educated Mother Just Served Us Nachos* on the board.
- Explain that the initial capital letters stand for the planets in our solar system (Mars, Venus, etc.). The sentence helps us remember the order of the planets.
- Put students into small groups to write their own sentences with words starting with the same initials.

WB Act. 3 p. 102

8-1

Watch the video. Then look and write.

WB Act. 4 p. 102

8-1

Read and complete with the names of the planets. Watch the video again to check.

Objective review

Ask students what they've learned about space in this lesson. Praise their effort.

8 Vocabulary 1 • Pre-reading 1

OBJECTIVES

Listening:	Can recognize simple phrases related to familiar topics in slow, clear speech.
Reading:	Can make basic inferences from simple information in a short text.
Speaking:	Can answer simple questions about their life and experiences.
SB vocabulary:	Moon, bright, worried, cry, stick, owl, (be) in a hurry, frightened, bump, rude
WB vocabulary:	scare, please, embarrass, shock, excite, confuse

MATERIALS

SB pp. 118–119
WB pp. 103–104
WB key p. 218
SB audio tracks 2-05 and 2-06
Picture cards 1–138 (units 1–7) and 139–148 (unit 8)
Optional: Three pieces of paper per student, a world map
Pearson English Platform

Warm-up

Have a class vote on the best unit so far. Ask students to say as many words as they can from the winning unit. As students say words, put the corresponding picture cards on the board. Once all the cards from the chosen unit are on the board, ask students to say what they can remember about the unit, using the vocabulary on the board.

Lesson objective

Explain the lesson objective: To talk about nature around us and feelings.

SB Act. 1 p. 118

2-05

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 2-05 twice, pausing after each word. Students point at the pictures and repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 118

2-06

Listen and number.

- Play track 2-06, twice, pausing after each sentence. Students number the pictures.

Stretch activity

COLLABORATION

Give students three small pieces of paper each. Ask them to write a new word on each piece of paper. Students walk around the class and find someone who has the same words as them, by saying their words. When they find someone with the same word, they think of a definition and come and tell you.

Picture card activity 1

Put the picture cards on the board. Ask students to say different words from the board. As they say them, write the words on the board. However, for every second or third word, write another one, e.g., the students say *moon*, but you write *bright*. Choose a student to come to the front and point at the correct picture card for your word or write the correct word.

Picture card activity 2

Give students two small pieces of paper. On each piece of paper, they write a new word. Put the picture cards on the board. Ask students to come to the front and match their words to the picture cards as they say the words. Then students swap papers and repeat the game.

SB Act. 3 p. 118

Read and match.

- Students work in pairs to complete the activity.

Differentiation

Struggling learners: Ask students to underline all new words before they match the sentence halves.

SB Act. 4 p. 118

Read and circle.

- Students circle the words to complete the sentences. (**Answers: 1** moon, **2** a hurry, **3** rude, **4** bump)

WB Act. 1 p. 103

Read and circle.

WB Act. 2 p. 103

Read and write. Use the words from the box. There's one extra word.

WB Act. 3 p. 103

Read, look, and complete.

SB Act. 5 p. 119

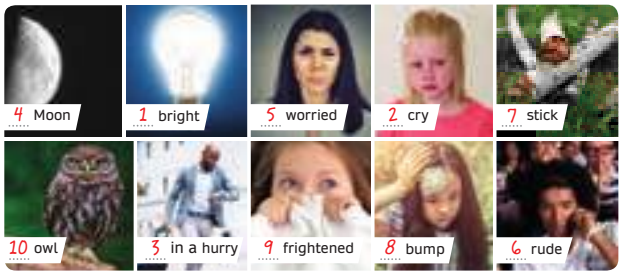
COMMUNICATION

Ask and answer with a friend.

- Students complete the activity individually and then discuss their answers in pairs.

Vocabulary 1

1 Listen and repeat. 2-05



2 Listen and number. 2-06

3 Read and match.

1	Small children often cry when	a	they don't say *thank you*.
2	The moon is very bright when	b	it's full.
3	The man was in a hurry	c	they're making a nest.
4	You see owls with sticks when	d	they're frightened.
5	People can seem rude when	e	to catch a train.

4 Read and circle.

1 It was a winter's night and the **moon** / **sun** was bright.
2 My mom is always in **slow** / **a hurry**.
3 The man on the train was **rude** / **cry**.
4 I had a **bump** / **stick** on the head.

5 Ask and answer with a friend.

1 Are you worried about anything now? What?
2 What are you frightened of?
3 When did you last get a bump on your head?

Pre-reading 1

1 Read the story and circle the three main characters.

Reading strategy
Identify things that have human qualities.

WHY THE SUN AND THE MOON LIVE IN THE SKY

Long, long ago Moon and her husband, Sun, lived on Earth. Sun had a very good friend, Water. Sun often visited Water's house, but Water didn't visit Sun.

Finally, Sun asked Water, "Why don't you visit me?" Water said, "I have a very big family. Your house is too small."

2 What human qualities do Sun, Moon, and Water have?

WB Act. 4 p. 104 — CRITICAL THINKING

Think and write.

Word study: words to describe feelings

WB Act. 5 p. 104

Add *-ed* or *-d* to these words to make words that describe feelings. Then check (✓) how you felt today.

- Check students understand the words in the box before they do the activity.

WB Act. 6 p. 104

Complete the sentences. Use the words from Activity 5.

WB Act. 7 p. 104

Read and complete for you.

Objective review

Ask students to say three new words they like best. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Identify things that have human qualities.

SB Act. 1 p. 119

Read the story and circle the three main characters.

- Tell students that the story is from Nigeria, and show where Nigeria is on a map.
- Explain that in folk tales things in the natural world often have human qualities, e.g., they can talk.
- Students find the three main characters.
- Ask what they think will happen next.

SB Act. 2 p. 119 — CRITICAL THINKING

What human qualities do Sun, Moon, and Water have?

- Focus students' attention on the reading strategy. Ask for examples of human qualities. (**Answers:** They can talk. They have friends and families. They have houses. They visit each other.)

Extra activity — CREATIVITY

Put students into pairs. Write *Tree*, *Sky*, *Flower*, and *Sea* on the board. Ask students to think about what human qualities the sky could have, e.g., *Sky is happy when there are no clouds. Sky smiles when the stars shine at night.* Put students into pairs to think about another element of nature on the board in the same way. Pairs then share their ideas with the class.

8 Reading 1

OBJECTIVES	
Reading:	Can make basic inferences from simple information in a short text.
Speaking:	Can answer simple questions about their life and experiences.
SB vocabulary:	shine (shone), appear, enchanting, voice, bang, rub, horrible
WB vocabulary:	mind (v), promise, tiring, confident, roof, pleased
Passive vocabulary:	star
Expressions:	On the way to … . Nonsense!

MATERIALS

SB pp. 120–121
WB p. 105
WB key p. 218
SB audio track 2-07
Pearson English Platform

Warm-up

Books closed. On the board, write *Blue Jay and the Moon.* Ask students what they think the story will be about and what kind of animal they think Blue Jay is. Then ask students to look at the pictures and say what they think will happen in the story.

Lesson objective

Explain the lesson objective: To apply the reading strategy by identifying things that have human qualities.

SB Act. 3 p. 120

2-07

Read *Blue Jay and the Moon*. What's Blue Jay like?

- Students read and listen to the story. Ask what kind of animal Blue Jay is (*a bird*).
- Students can guess where the story is from (*North America – it's a Native American folk tale*).
- Remind students of the reading strategy and ask what human qualities Blue Jay has. (**Answer:** He doesn't listen and he's rude.)
- Ask students what they think the story is trying to explain (*why the Moon appears at different times and why the Blue jay has a bump on its head*).
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: To help students understand the story, write the following questions on the board and ask students to answer them: *1 How did the people feel when the Moon didn't appear? Why? 2 How did Blue Jay know there was a problem? 3 Why did Blue Jay need a stick? 4 What happened to Blue Jay's voice? Why?*

Stretch: Ask students to read the story again and then close their books. Say different sentences from the story. Students name the speaker, e.g., *What happened?* (the people) *Don't worry. I can go and find Moon.* (Blue Jay) *Remember, take a stick with you.* (the old man)

SB Act. 4 p. 121

Think and write *Moon*, *Blue Jay*, *old man*, *Owl*.

- Students work individually. Elicit answers as a class.

Extra activity

CREATIVITY

Put students into small groups. Ask them to role-play the story. They can make props such as the stick (e.g., with rolled-up paper). Choose different groups to perform for the class.

SB Act. 5 p. 121

CRITICAL THINKING

Discuss with a friend.

- Students work in pairs and then share ideas with the class.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

SB Vocabulary work

- Write new words on the board: *shine* (*shone*), *appear*, *enchanting*, *voice*, *bang*, *rub*, *horrible*.
- Ask students to find the words in the story. In pairs, students say a word for their partner to read the sentence.

WB Act. 1 p. 105

Read the story. Is Sun a good friend? Why?

- Remind students of their answers to Activity 2 on p. 119 in the SB.

WB Act. 2 p. 105

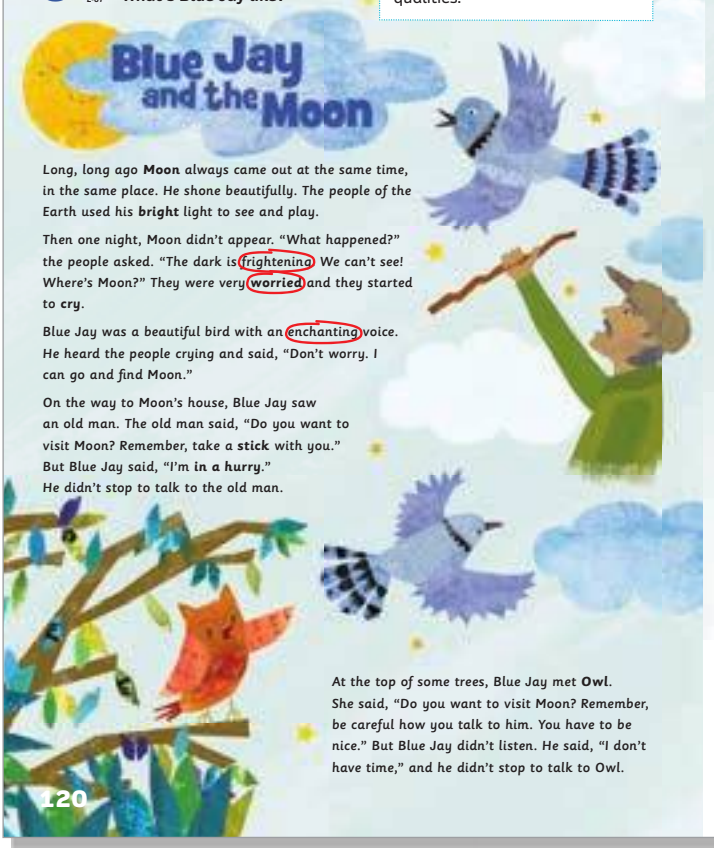
Read the story again. Write *M* (Moon), *S* (Sun), or *W* (Water).

Reading 1

3 2-07 **Read *Blue Jay and the Moon*. What's Blue Jay like?**

Reading strategy

Identify things that have human qualities.



Long, long ago **Moon** always came out at the same time, in the same place. He shone beautifully. The people of the Earth used his **bright** light to see and play.

Then one night, Moon didn't appear. "What happened?" the people asked. "The dark is frightening. We can't see! Where's Moon?" They were very worried and they started to **cry**.

Blue Jay was a beautiful bird with an enchanting voice. He heard the people crying and said, "Don't worry. I can go and find Moon."

On the way to Moon's house, Blue Jay saw an old man. The old man said, "Do you want to visit Moon? Remember, take a **stick** with you." But Blue Jay said, "I'm **in a hurry**." He didn't stop to talk to the old man.

At the top of some trees, Blue Jay met **Owl**. She said, "Do you want to visit Moon? Remember, be careful how you talk to him. You have to be nice." But Blue Jay didn't listen. He said, "I don't have time," and he didn't stop to talk to Owl.

Blue Jay finally arrived at Moon's house, high in the sky. The door of the house banged open in the wind. Blue Jay flew toward the door and it closed suddenly. The door hit Blue Jay on the head.

Moon came to the door and put a stick in it to open it. "Moon! Your stupid door hit me on the head!" shouted Blue Jay, angrily. "I'm here because the people are frightened. Why didn't you appear in the sky tonight?"

Moon was very surprised. He said, "Please don't speak to me like that, Blue Jay." But Blue Jay went on shouting at Moon, rubbing the **bump** on his head.

Then Moon said, "People don't need me in the same place at the same time every night. I want to appear in the sky at different times and in different places. You're a **rude** bird, and you never listen, so I'm teaching you a lesson. You will always have a bump on your head and a horrible voice."

4 **Think and write *Moon, Blue, Jay, old man, Owl*.**

1 He's rude. Blue Jay
2 She gives advice. Owl
3 He wants to help with the door. old man
4 He's angry with Blue Jay. Moon
5 He makes wrong decisions. Blue Jay
6 She lives in a tree. Owl

5 **Discuss with a friend.**

1 Do you know any more stories about the Moon, the Sun, or the stars?
2 Why did people tell these stories?
3 How do we find out about the universe today?

WB Act. 3 p. 105

CRITICAL THINKING

Is it always good to be confident? Why?/Why not?

Extra activity

WB Vocabulary work

- Write new words on the board: *mind* (*v*), *promise*, *tiring*, *confident*, *roof*, *pleased*.
- Ask students to find the words in the story and then to say sentences about themselves using the words, e.g., *I mind when someone talks loudly. I sometimes promise my parents to help them with the chores. I find running tiring.*

Value

Don't be rude

Ask students how Blue Jay is rude in the story and what happens to him because of this. Discuss ways people can be rude and why it's important to be polite.

Objective review

Ask students how the reading strategy helped them understand the story better. Ask if they understand how to identify things with human qualities. Praise their effort.

8 Grammar 1 • Listening • Speaking

OBJECTIVES

Grammar: Can distinguish between adjectives ending with "-ed" and "-ing."

Listening: Can recognize simple examples used to support the speaker's points in short talks on familiar topics, if clearly introduced by linking words/phrases.

Speaking: Can act out a short dialog or role-play, given prompts.

MATERIALS

SB pp. 122–123
WB pp. 106–107
WB key p. 218
SB audio tracks 2-08 and 2-09
Video 8-2
Video script p. 247
Pearson English Platform
Speaking and Vocabulary Book 3, Unit 8

Warm-up

Write *Moon*, *Owl*, and *Blue Jay* on the board. Ask students to say as many human qualities as they can for each character from the story in the previous lesson.

Lesson objective

Explain the lesson objective: To use *-ing* and *-ed* adjectives to describe feelings, people, and things.

SB Act. 1 p. 122

8-2

Watch Part 1 of the story video. Why are people frightened? Then read and complete.

- Students watch Part 1 of the video and answer the question. (**Answer:** because everything is dark green / there are green clouds in the sky)
- Students complete the sentence. (**Answer:** frightened)

SB Act. 2 p. 122

Look at the grammar box and read.

- Focus students' attention on the grammar box and read the sentences together.
- Explain that *-ing* adjectives tell us what a person or thing is like, but adjectives ending *-ed* tell us how a person is feeling.

SB Act. 3 p. 122

Read *Blue Jay and the Moon* again and circle the *-ing* and *-ed* adjectives.

- Refer students back to the text on SB pp. 120 and 121.
- Write the adjectives from the story on the board. Then ask students to change the words from *-ed* to *-ing* and vice versa, e.g., *worried – worrying*.

Stretch activity

COLLABORATION

On the board, write *excite*, *shock*, *tire*, *embarrass*, *surprise*, *worry.* Put students into pairs. Student 1 says a word from the board. Student 2 makes a sentence with the word, adding *-ing* or *-ed*, e.g., Student 1: *Excite.* Student 2: *Space is exciting*. Students swap roles after Student 2 has said three sentences.

SB Act. 4 p. 122

Read and circle.

- Students complete the sentences on their own and compare their answers in pairs. (**Answers: 1** interesting, **2** boring, **3** frightened, **4** amazing)

Differentiation

Struggling learners: Ask students to underline the words in each sentence that the adjective describes, e.g., *the movie* in the first sentence. Ask students to decide whether the sentences tell us what a person or thing is like or how a person is feeling.

SB Act. 5 p. 123

COMMUNICATION

Point to the children and say how they feel and why. Make two sentences.

- Students complete the activity in pairs. Ask different pairs to say sentences about each picture. (**Possible answers: 1** The boy is frightened. The sharks are frightening., **2** The children are bored. It's a boring afternoon., **3** The boy is interested. The book is interesting.)

Differentiation

Struggling learners: Before doing Activity 5, say key words and sentence prompts for students to complete, e.g., *Fright. I saw a monster. I was …* (frightened). *The monster was …* (frightening). *Interest. The movie is …* (interesting). *I'm …* (interested in the movie).

WB Act. 1 p. 106

Look, read, and complete with *-ed* or *-ing*.

- Focus students' attention on the grammar box.

WB Act. 2 p. 106

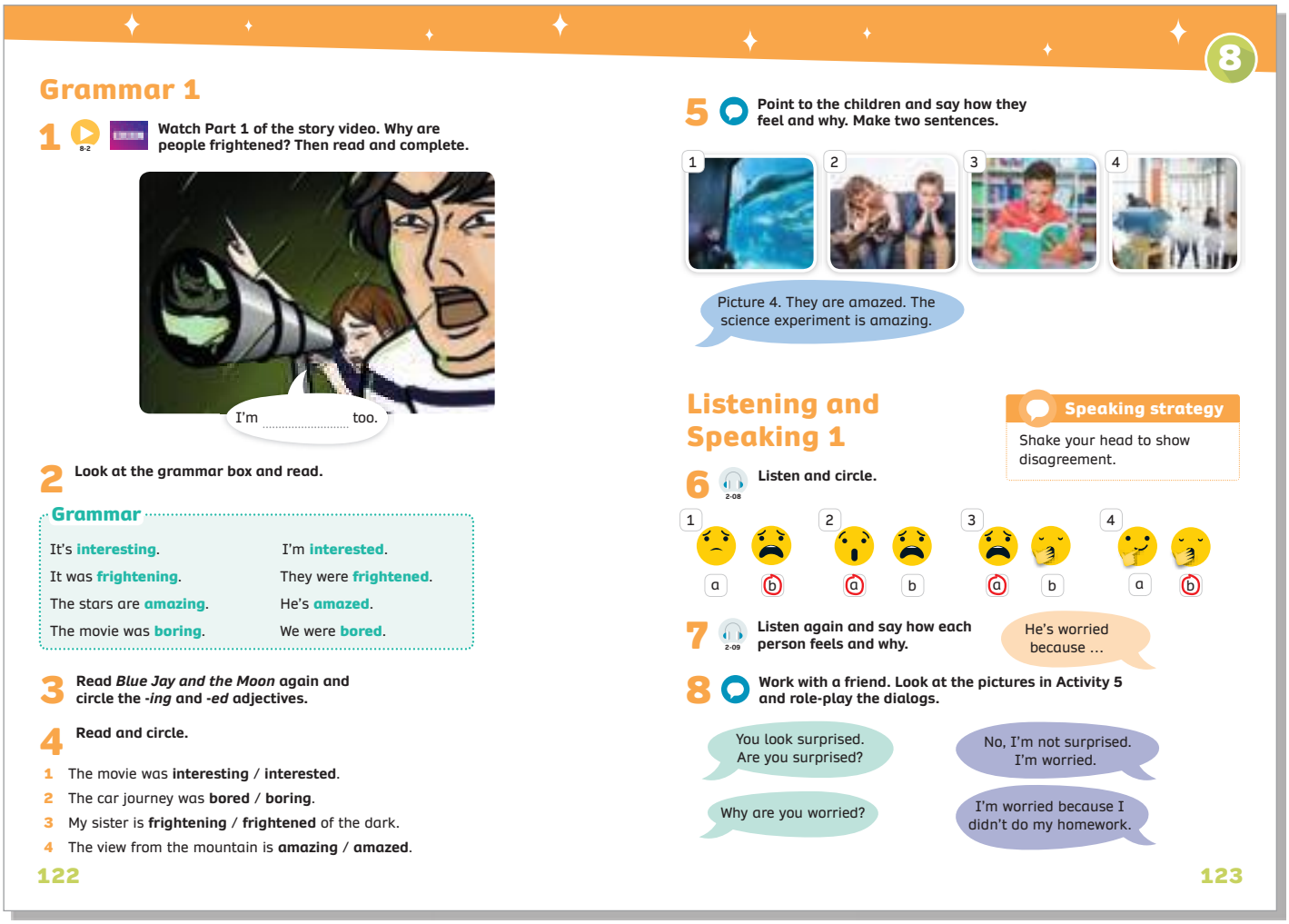
Read and complete.

WB Act. 3 p. 107

Read and complete using the correct form of each word.

WB Act. 4 p. 107

Read and complete. Use the correct form of the words from the box.



Grammar 1

1 8-2 **Watch Part 1 of the story video. Why are people frightened? Then read and complete.**

I'm ..... too.

2 **Look at the grammar box and read.**

Grammar

It's **interesting**.	I'm **interested**.
It was **frightening**.	They were **frightened**.
The stars are **amazing**.	He's **amazed**.
The movie was **boring**.	We were **bored**.

3 **Read *Blue Jay and the Moon* again and circle the *-ing* and *-ed* adjectives.**

4 **Read and circle.**

1 The movie was **interesting** / **interested**.
2 The car journey was **bored** / **boring**.
3 My sister is **frightening** / **frightened** of the dark.
4 The view from the mountain is **amazing** / **amazed**.

122

5 **Point to the children and say how they feel and why. Make two sentences.**

Picture 4. They are amazed. The science experiment is amazing.

Listening and Speaking 1

Speaking strategy
Shake your head to show disagreement.

6 2-08 **Listen and circle.**

7 2-09 **Listen again and say how each person feels and why.**

He's worried because ...

8 **Work with a friend. Look at the pictures in Activity 5 and role-play the dialogs.**

You look surprised. Are you surprised?
No, I'm not surprised. I'm worried.
Why are you worried?
I'm worried because I didn't do my homework.

123

WB Act. 5 p. 107

Write five true sentences about you. Use the words from the box.

- Students share their sentences with the class.

Listening and Speaking 1

Speaking strategy

Explain the speaking strategy: Shake your head to show disagreement.

SB Act. 6 p. 123

2-08

Listen and circle.

- Ask students to look at the emoticons and say what they think each one means.
- Play track 2-08.

Extra activity

COLLABORATION

Put students into pairs. Both students draw three emoticons. Student 1 points to an emoticon for Student 2 to guess how they feel. Student 2 makes a sentence, e.g., *You're worried*. Then they swap roles.

SB Act. 7 p. 123

2-09

Listen again and say how each person feels and why.

- Play track 2-09, pausing after each item. Elicit answers as a class. (**Answers: 1** He's worried because he didn't do his homework., **2** She's surprised because she won a math competition., **3** He's frightened because he just saw a scary movie., **4** She's bored because the bus ride is so long.)

SB Act. 8 p. 123

COMMUNICATION

Work with a friend. Look at the pictures in Activity 5 and role-play the dialogs.

- Ask pairs to do the role-plays in front of the class.

Objective review

Ask students if they can now use *-ing* and *-ed* adjectives to describe people, things, and feelings. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 3, Unit 8.

8 Vocabulary 2 • Pre-reading 2

OBJECTIVES

Listening: Can recognize simple phrases related to familiar topics in slow, clear speech.

Reading: Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts.

Speaking: Can ask simple questions about people or things in their immediate surroundings or in pictures.

SB vocabulary: space station, rocket, scientist, float, laboratory, launch, orbit, telescope, planet, spacesuit

WB vocabulary: satellite, galaxy, black hole, constellation, comet

MATERIALS

SB pp. 124–125
WB pp. 108–109
WB key p. 218
SB audio tracks 2-10 and 2-11
Picture cards 139–158
Pearson English Platform

Warm-up

Review Vocabulary 1 words with picture cards. Place them on the board spaced apart randomly. Ask students to form two lines near the board. Define one of the words. The students at the front of each line race to the board and point at the correct card. The student who reaches the card first and says the word gets a point for their team.

Lesson objective

Explain the lesson objective: To talk about space travel and studying to be an astronaut.

SB Act. 1 p. 124

2-10

Listen and repeat.

- Ask students to say any of the words they know in the pictures.
- Play track 2-10 twice, pausing after each word. Students point at the pictures and repeat the words. Check they're using the correct pronunciation.

Picture card activity

Take out picture cards from Vocabulary 1 or another unit and mix them with the picture cards for the new vocabulary. Put students into pairs. Pairs line up in front of the class. Ask students to close their eyes. Put six picture cards on the board: four new words from this lesson and two from another vocabulary set. The pair at the front of the line go to the board and quickly take down the words from another lesson/unit and then say the words that are from this lesson to get a point. Replace the cards for a different pair to play.

SB Act. 2 p. 124

2-11

Listen and number.

- Play track 2-11 twice, pausing after each sentence. Students number the pictures.

WB Act. 1 p. 108

Look and circle.

WB Act. 2 p. 108

Read and complete the words.

SB Act. 3 p. 124

Read and write a word from Activity 1.

- Students complete the activity individually.

SB Act. 4 p. 124

Look at the words in Activity 1. Circle the space words.

- After checking answers as a class, say two words from the vocabulary, one a space word, e.g., *float*, *planet*. Students say which word isn't a space word (e.g., *float*). Repeat for two more items. Students continue in pairs.

WB Act. 3 p. 108

Read and complete. Use the words from the box.

WB Act. 4 p. 109

CRITICAL THINKING

What do you need to go into space? Draw and write.

SB Act. 5 p. 124

CRITICAL THINKING

Discuss with a friend.

- Put students into pairs to discuss the questions. Alternatively, organize a class quiz with students competing in pairs or teams to answer the questions. You can set a time limit (e.g., three minutes) or provide research materials/access to the internet.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Vocabulary 2

1 2-10 **Listen and repeat.**

2 2-11 **Listen and number.**

3 **Read and write a word from Activity 1.**

1 Sticks do this in water. *float*
2 Astronauts wear this in space. *spacesuit*
3 This is a place where astronauts live. It orbits the Earth. *space station*
4 This is a room where scientists work. *laboratory*
5 We use this to look at the night sky. *telescope*
6 People do this to send rockets up into space. *launch*

4 **Look at the words in Activity 1. Circle the space words.**

5 **Discuss with a friend.**

1 Can you name the planets in our solar system?
2 Can you name something that orbits the Earth?
3 Can you name something that floats?
4 Can you name a famous scientist? What did he/she study?

Pre-reading 2

Reading strategy
Use a KWL technique to help you understand a text.

1 **What do you know about training to be an astronaut? What do you want to know? Complete the first two columns of the KWL chart. Then read the article.**

Learning to be an ASTRONAUT		
K = What I **know**	W = What I **want** to know	L = What I **learned**
You have to study for a long time before you go into space.	*What subjects do you have to study to be an astronaut?*	

Learning to be an ASTRONAUT

Did you know that astronauts sometimes have other jobs first? They can be engineers, science teachers or scientists. Then they have to train to be an astronaut for two years.

The US space programme is in Houston, Texas. There the trainee astronauts study science, Maths, medicine and languages. One important language for working on the International Space Station is Russian because the Control Centre is in Russia. The trainees also practise living without gravity in special machines.

2 **Read the article again and complete the third column of the KWL chart.**

Vocabulary challenge: space words

WB Act. 5 p. 109

Look, read, and match.

WB Act. 6 p. 109

Read and complete. Use the words from Activity 5.

Differentiation

Struggling learners: Draw one of the new vocabulary items slowly on the board, e.g., start by drawing the helmet of a spacesuit and then stop. Students guess the word. Repeat with two or three more words, and then bring students to the front to draw for their classmates to guess.

Stretch: Review the new words. Put students in groups of three or four and have them stand in front of the class, one group behind the other. Put five picture cards on the board. Each group has 30 seconds to say the words to get a point. Change cards for each group.

Objective review

Ask students to say two of their favorite words from the new vocabulary. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Use a KWL technique to help you understand a text.

SB Act. 1 p. 125

CRITICAL THINKING

What do you know about training to be an astronaut? What do you want to know? Complete the first two columns of the KWL chart. Then read the article.

- Ask a student to read the reading strategy and rubric.
- Focus students' attention on the KWL chart. Write on the board *K = What I know*, *W = What I want to know*, *L = What I learned*. Read through the example notes and make sure students know how they relate to the column headings.
- Students work individually.

SB Act. 2 p. 125

Read the article again and complete the third column of the KWL chart.

- Students complete the activity individually. Ask students where they got their answers from.

8 Reading 2

OBJECTIVES

Reading:	Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts.
SB vocabulary:	powerful, robotic arm, spacecraft, space walk, stationary bike, running machine, tie, repairs
WB vocabulary:	train (v), trainee, gravity, underwater, survival, rescuers
Passive vocabulary:	outer space, regular
Revised vocabulary:	cloud, storm, lightning, beyond, experiment

MATERIALS

SB pp. 126–127
WB p. 110
WB key p. 218
SB audio track 2-12
Pearson English Platform

Warm-up

Ask students to stand up, listen to you, and mime your instructions. Say *You're an astronaut. Put on your spacesuit. Climb the steps of the rocket. Sit down and get ready to launch,* etc.

Lesson objective

Explain the lesson objective: To apply the reading strategy by using a KWL technique to help them understand a text.

Reading text in British English

This is one of the texts in Level 3 that is in British English. If you have a stronger group, you may want to work on some of the differences with them. Ask *Can you hear a difference between previous readings and this one?*

SB Act. 3 p. 126

What do you know about life on the International Space Station? What do you want to know? Make a KWL chart in your notebooks.

- Ask students to look at the heading and the pictures. Ask what they think the text is about.
- Explain that students only complete the first two columns of the KWL chart before they read.

Differentiation

Struggling learners: On the board, draw a KWL chart and complete the first two columns with contributions from students. Help them make notes about what they already know in the first (*What I know*) column and to form questions for the second (*What I want to know*) column.

Stretch: Students draw the KWL chart in their notebooks and complete the first two columns individually. They compare the notes and questions they've written in pairs. Ask students to share some of the things they want to know with the class.

SB Act. 4 p. 126

2-12

Read *Life on the International Space Station*. Did you find what you wanted to know?

- Focus students' attention on the new vocabulary in the labels and make sure they understand it.
- Students read and listen to the text as they apply the reading strategy to complete the third column of the KWL chart.
- Ask students if they found out what they wanted to know and if any of the things they already knew were in the article.
- Ask students to find the words in bold. Check they remember their meanings.

Extra activity

COMMUNICATION

Put students into pairs. They ask each other questions about the article, e.g., *Where do the astronauts work?* (high above the sky) *Where are the astronauts from?* (all over the world) *What do they see 15 times a day?* (the sunrise)

SB Act. 5 p. 127

Work with a friend. Look at the pictures of these things. Then find and read the sentences with these phrases.

- Students work in pairs.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

SB Act. 6 p. 127

Read the article again. Circle T (true) or F (false).

- Students work individually.
- Ask students to say where they found their answers. They can correct the false sentences.

Reading 2

3 **What do you know about life on the International Space Station? What do you want to know? Make a KWL chart in your notebooks.**

Reading strategy
Use a KWL technique to help you understand a text.

4 2-12 **Read *Life on the International Space Station*. Did you find what you wanted to know?**

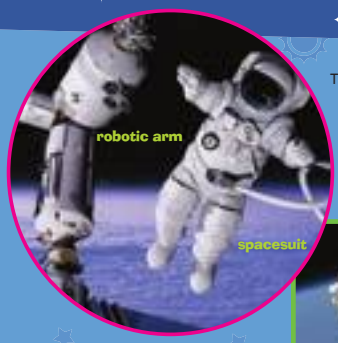
Life on the INTERNATIONAL SPACE STATION

High above the Earth a group of people live and work in a moving **laboratory**. Their home travels very fast and from the window the Earth looks incredibly beautiful.

Astronauts from many countries work at the International **Space Station**. It **orbits** Earth every 90 minutes. They haven't got day and night like we have. They see sunrise and sunset 15 times a day. They also watch the weather on Earth – they can see clouds, storms and even lightning.

Astronauts began constructing the International Space Station in 1998 and they finished 13 years later. It is now big enough for seven people to work, play and sleep in. They usually live on the space station for six months.

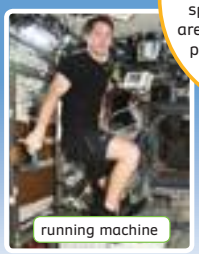
The **scientists** on the International Space Station are very busy. They use powerful **telescopes** to study the Earth, **planets**, stars and outer space. They work on computers and check their experiments three times a day.



The astronauts also have to look after the space station. They do space walks once a week to fix things on the outside of the spacecraft. They use a robotic arm to do the repairs. To work outside, the astronauts wear **spacesuits**. This means they can breathe in space, beyond Earth's atmosphere.

In the past, astronauts ate strange food but these days they eat regular food, like pasta and vegetables. The food arrives in a **rocket**, which **launches** from Earth once a month. Sleeping is difficult. Some astronauts go to sleep in the air. Others tie themselves into bed so they don't **float** around.

Staying healthy in space is important, so the astronauts exercise every day. They use special stationary bikes or running machines.



Did you know?
One experiment on the space station tests if salad plants can grow in space. Some countries are getting ready to send people to Mars, where plants can't grow.

5 **Work with a friend. Look at the pictures of these things. Then find and read the sentences with these phrases.**

spacesuit · robotic arm · salad plants · space walk · running machine

6 **Read the article again. Circle T (true) or F (false).**

1 The International Space Station orbits Earth every 20 minutes. T (F)
2 They see the sunrise 15 times a day. (T) F
3 They never exercise. T (F)
4 The astronauts use big telescopes to study space. (T) F

Extra activity
CREATIVITY

- Put students into pairs and ask them to imagine they're astronauts on the space station. Ask them to discuss how they feel, what they like and don't like about their job, who they miss, and one dangerous thing that happened to them.
- Pairs make a poster about their day, using drawings and simple sentences, then present their work.

Extra activity

SB Vocabulary work

- Write the new vocabulary on the board: *powerful*, *robotic arm*, *spacecraft*, *space walk*, *stationary bike*, *running machine*, *tie*, *repairs*. Teach any new words.
- Read sentences from the text that contain the words, but miss out the new vocabulary item and say "blip," e.g., *Astronauts use blip and blip to exercise.* (Students say *stationary bikes* and *running machines*.) Continue for all the new words.

WB Act. 1 p. 110

Read the text. Add more information to column 3 of the KWL chart. Look again at column 2 of the KWL chart in your Student's Book. Did the text answer all your questions?

- Remind students of their answers to Activity 2 on SB p. 125.

WB Act. 2 p. 110

Read the text again and match.

WB Act. 3 p. 110
CRITICAL THINKING

For what other jobs do people train for a long time?

Extra activity

WB Vocabulary work

- Write the new words on the board: *trainee*, *gravity*, *underwater*, *survival*, *rescuers, train*. Students study the words.
- Erase all the words. Ask students to say as many words as they can remember.
- Write them on the board. If they remember all the words, they win the game. If they don't, repeat the procedure.

Objective review

Ask students how using a KWL technique helps them understand when they read. Praise their effort.

8 Grammar 2 • Listening • Speaking

OBJECTIVES

Grammar: Can ask questions with "How often do/ does … ?"

Listening: Can identify key information such as prices, times, and dates in a short description, if supported by prompts or questions.

Speaking: Can say how often they and others do common everyday activities, using basic frequency expressions.

MATERIALS

SB pp. 128–129
WB pp. 111–112
WB key p. 219
SB audio track 2-13
WB audio track 04
Video 8-3
Video script p. 248
Optional: Pieces of papers with time phrases
Pearson English Platform
Speaking and Vocabulary Book 3, Unit 8

Warm-up

Ask students what they remember about *Life on the International Space Station*. Write on the board: *90 minutes*, *15 times a day*, *1998*, *13 years later*, *six months*, *once a month*. Ask students what the phrases refer to in the article. Students look back to check.

Lesson objective

Explain the lesson objective: To talk about frequency with different time references.

SB Act. 1 p. 128

8-3

Watch Parts 2 and 3 of the story video. What can the clues help them do? Then read and complete.

- Ask students what they remember from Part 1 of the video.
- Students watch Parts 2 and 3 of the video. Ask students what the clues can help them do. (**Answer:** The clues can help them take Jack back to his family.)
- Play the video again for students to complete the sentence. (**Answer:** often)

SB Act. 2 p. 128

Read the grammar box and circle. Then compare answers with a friend.

- Focus students' attention on the grammar box.
- Remind them that we use *How often* to ask how frequently people do things.
- Students complete the activity individually before comparing their answers in pairs.

Extra activity

COMMUNICATION

Stick pieces of paper with time phrases on around the classroom (*once a week*, *twice a day*, *once a month*, *every year*, etc.). Ask students questions about their habits. To answer, they move and stand near the piece of paper with the appropriate time phrase. Example questions: *How often do you listen to music? How often to do brush your teeth? How often do you visit your grandparents? How often do you have a party? How often do you go swimming?*

SB Act. 3 p. 128

Read *Life on the International Space Station* again. Circle the phrases that tell you how often something happens.

- Refer students back to the text on SB pp. 126 and 127.
- Ask different students to read the sentences aloud.

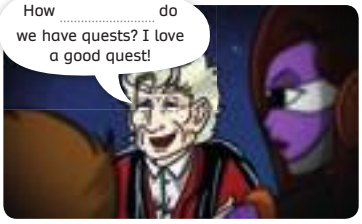
Differentiation

Struggling learners: On the board, write *George*, *Mary*, *the children*, *you*, *they*, *Sarah*. Point at one of the names/ words on the board and ask students to choose *How often do* or *How often does*. Put students into pairs and ask them to make questions and answers with *How often* and the names/words on the board, e.g., *How often does George watch TV? Twice a day.*

Stretch: Put students into pairs. Write *go to the movies*, *visit my grandparents*, *go to the library*, *play video games*, *chat with my friends* on the board. Students tell each other how often they do three different things from the board, e.g., *I go to the movies twice a month. I go to the library once a week. I play video games every Saturday.* Then ask different students to tell the class what their partner does, e.g., *Elena goes to the movies twice a month*.

Grammar 2

1 8-3 **Watch Parts 2 and 3 of the story video. What can the clues help them do? Then read and complete.**



2 **Read the grammar box and circle. Then compare answers with a friend.**

Grammar

Once means one time and **twice** means two times.

1 **How often does** the Moon orbit the Earth?
The Moon orbits the Earth **once a month** / **twice a day**.

2 **How often does** the Earth orbit the Sun?
The Earth orbits the Sun **three times a year** / **once a year**.

3 **How often do** the astronauts see the sunrise?
They see the sunrise **every 20 minutes** / **every 90 minutes**.

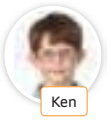
3 **Read *Life on the International Space Station* again. Circle the phrases that tell you how often something happens.**

4 **Read and complete.**

1 twice an hour = every 30 minutes
2 once an hour = every 60 minutes
3 twice a day = every 12 hours
4 every Friday = once a week
5 four times a month = every week
6 twice a month = every two weeks
7 once a month = every four weeks
8 three times a year = every four months
9 twice a year = every six months

Listening and Speaking 2

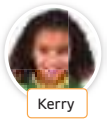
5 2-13 **Listen and check (✓).**


Ken

1 ☐ sometimes ☑ every day

2 ☐ once a week ☑ once a month

3 ☐ twice a month ☑ twice a week


Kerry

1 ☐ three times a year ☑ once a year

2 ☑ once a week ☐ twice a month

3 ☐ every Friday ☑ every day

6 **Ask and answer with a friend.**

How often do you go camping?

Once a year.

WB Act. 1 p. 111

Read and circle.

- Focus students' attention on the grammar box and ask them to complete the activity.

SB Act. 4 p. 129

Read and complete.

- Students complete the activity and compare answers in pairs.

Extra activity

COMMUNICATION

Put students into pairs. They quiz each other on the phrases in SB Activity 4, e.g., Student 1: *every 60 minutes*. Student 2: *once an hour*.

WB Act. 2 p. 111

Read and circle six time phrases. Then write.

WB Act. 3 p. 112

04

Listen and check (✓).

- This is an A1 Movers Listening Part 4 task.

WB Act. 4 p. 112

Write the questions in order. Then answer for you.

Listening and Speaking 2

SB Act. 5 p. 129

2-13

Listen and check (✓).

- Ask students to say what the pictures show.
- Play track 2-13 for students to complete the activity.

Stretch activity

CRITICAL THINKING

Ask students questions about the people in SB Activity 5, e.g., *How often does Kerry go shopping?* (Once a year.) Then put students into pairs to continue.

SB Act. 6 p. 129

COMMUNICATION

Ask and answer with a friend.

- Students work in pairs. They ask about the activities in the pictures in Activity 5 or use their own ideas. Ask students to share ideas with the class.

Objective review

Ask students if they can talk about frequency using different time references. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 3, Unit 8.

8 Writing • Now I Know

OBJECTIVES

Reading: Can get the gist of short, simple texts on familiar topics, if supported by pictures.

Speaking: Can give basic biographical information in a short talk about another person.

Writing: Can write correctly structured questions with question marks.

MATERIALS

SB pp. 130–131
WB pp. 113–115
WB key p. 219
Pearson English Platform
Test Book 3, Unit 8

Warm-up

Review the Unit 7 writing strategy with students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write an email, while applying the writing strategy.

SB Act. 1 p. 130

Read Dan's email to an astronaut. Where did Sophie send an email to Dan's class from?

- Ask students where they found the answer. (**Answer:** from the International Space Station)

SB Act. 2 p. 130

Ask and answer.

- Students complete the activity in pairs. (**Answers: 1** Dan, **2** Sophie (an astronaut), **3** in space)

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 130

Read the email again. Find and circle the questions Dan asks.

WB Act. 1 p. 113

Read these two email extracts. Which one shows that the writer is interested in the astronaut's life?

SB Act. 4 p. 130

Think of questions you want to ask an astronaut. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks.

WB Act. 2 p. 113

Circle the things you would like to ask an astronaut. Then write two more.

Differentiation

Struggling learners: Ask students for examples of different ways to start questions, e.g., *Do you need to … ? How often do you … ?* Write them on the board.

Remember!

WB p. 113

Focus students' attention on the Remember! box.

WB Act. 3 p. 113

Write an email to an astronaut. Use your ideas from Activity 2 to help you.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to read their work aloud. Praise their effort.

Now I Know

Warm-up

Ask students to look back at the unit and choose their favorite lesson. On the board, write *What did you learn in the lesson? What did you find interesting in the lesson? What's your favorite part of the lesson? Why?*

Lesson objective

Explain the lesson objective: To review everything they've learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in WB Activity 1 at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 131

CRITICAL THINKING

Why is space interesting? Look back through Unit 8 and write more answers.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 1 p. 114

Read and circle.

Writing

1 **Read Dan's email to an astronaut. Where did Sophie send an email to Dan's class from?**

2 **Ask and answer.**

1 Who's writing the email?
2 Who's he writing to?
3 Where's she?

To: Sophie Astronaut

Subject: How do you sleep in space?

Dear Sophie,

Thank you for emailing my class from the International Space Station. I think space is really interesting.

I read that you have day and night 15 times a day. The sky is always light and then dark. Do you need to wear sunglasses? It's amazing that you can see the Earth from space, and you can see storms and lightning from above. Can you see the stars, too? Can you see the Big Dipper and Little Dipper? What does the Moon look like from space?

I am interested in life in space, and I have some questions: How do you sleep when there is no gravity? Are you bored with eating the same food all the time? What do you miss most about Earth? Also, how often do you talk to your family?

Looking forward to hearing from you.

Dan
3B
Southside Elementary

3 **Read the email again. Find and circle the questions Dan asks.**

4 **Think of questions you want to ask an astronaut. Then go to the Workbook to do the writing activity.** WB 113

Writing strategy

Ask questions in an email to show that you're interested. *What does the Moon look like from space?*

Now I Know

1 **Why is space interesting? Look back through Unit 8 and write more answers.**

Because life in space is different from life on Earth.

2 **Choose a project.**

Research a famous astronaut.

1 Work in groups of three. Choose an astronaut.
2 Think of the things you want to know before you start your research. Do a KWL chart.
3 Do the research using the library or the internet.
4 Make a poster and prepare to present your astronaut.
5 Give a presentation to the class.

or

Do a presentation on the Moon.

1 Work in groups. Think about how the Moon looks.
2 Research the phases of the Moon.
3 Make a model or models of the Moon, or make a poster about the Moon with images and key words.
4 Display the model or poster in the classroom.

Read and circle for yourself.

I can understand how someone feels.

I can act out a short dialog with a friend.

I can infer information in a text.

I can ask questions in an email to show I am interested.

WB Act. 2 p. 114

Read and circle T (true) or F (false).

WB Act. 3 p. 114

Read and write the letters in order.

WB Act. 4 p. 115

Read the answers. Then write the questions.

WB Act. 5 p. 115

Write true sentences about you. Use the time phrases from the box.

Project

SB Act. 2 p. 131

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other learn.

Things I learn

WB Act. 1 p. 115

What are your three favorite words in this unit?

- Have a class vote on favorite words.

WB Act. 2 p. 115

Write something you think is interesting about space stations and astronaut training.

- Ask students to share their answers with the class.

WB Act. 3 p. 115

Why is it important to study space?

- Students use their consolidated knowledge of the Big Question to answer.

Self-assessment

SB p. 131

Read and circle for yourself.

- Students decide how to rate each statement.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 3, Unit 8.

9 How are homes different?

SKILLS

Listening: Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly.

Reading: Can understand the main ideas in short, simple stories on familiar topics.

Speaking: Can act out a short dialog or role-play, given prompts.

Writing: Can write short, simple texts on familiar topics in linked sentences.

GRAMMAR

Grammar 1: Can make requests and offers with "would like to" + verbs in the infinitive.

Grammar 2: Can use ordinal numbers up to "31st."

VOCABULARY

Key vocabulary 1: roof, balcony, attic, view, wood, stone, sweep, build, steep, flat (adj)

Key vocabulary 2: narrow, wide, concrete, bricks, metal, plastic, move, stairs, elevator, basement

Video vocabulary: treehouse, desert, cloth, mud, straw

Reading vocabulary 1: ugly, neighbour (AmE neighbor), neighbourhood (AmE neighborhood), fall off, ruin, front, plastic bag, cardboard box

Reading vocabulary 2: canal, houseboat, swans, land, skyscraper, floating house, underground, natural, dung, straw, mainly, blocks, igloo

Passive vocabulary: land, break down, comfortable

Revised vocabulary: upstairs, floor, building

Academic vocabulary: design

Expressions: It's perfect!

PROJECTS

Role-play a dialog about your perfect home

Make a poster about a home in another country

VIDEOS

Little Human Planet: Where Children Live (9-1)

Doctor Who: Basement Escape Parts 1–3 (9-2, 9-3, 9-4)

VALUE

Think about the environment

Unit opener

OBJECTIVES

Listening: Can understand the main idea of a simple news story, with visual support.

Speaking: Can talk about activities that are happening at the time of speaking.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 132–133

WB p. 116

WB key p. 219

Video 9-1

Video script p. 248

Optional: A world map

Pearson English Platform

Big Question

- Write *homes* on the board. Say *My home is warm, big, and safe.* Ask students to say three things about their homes to check what words they already know.
- Read the Big Question *How are homes different?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

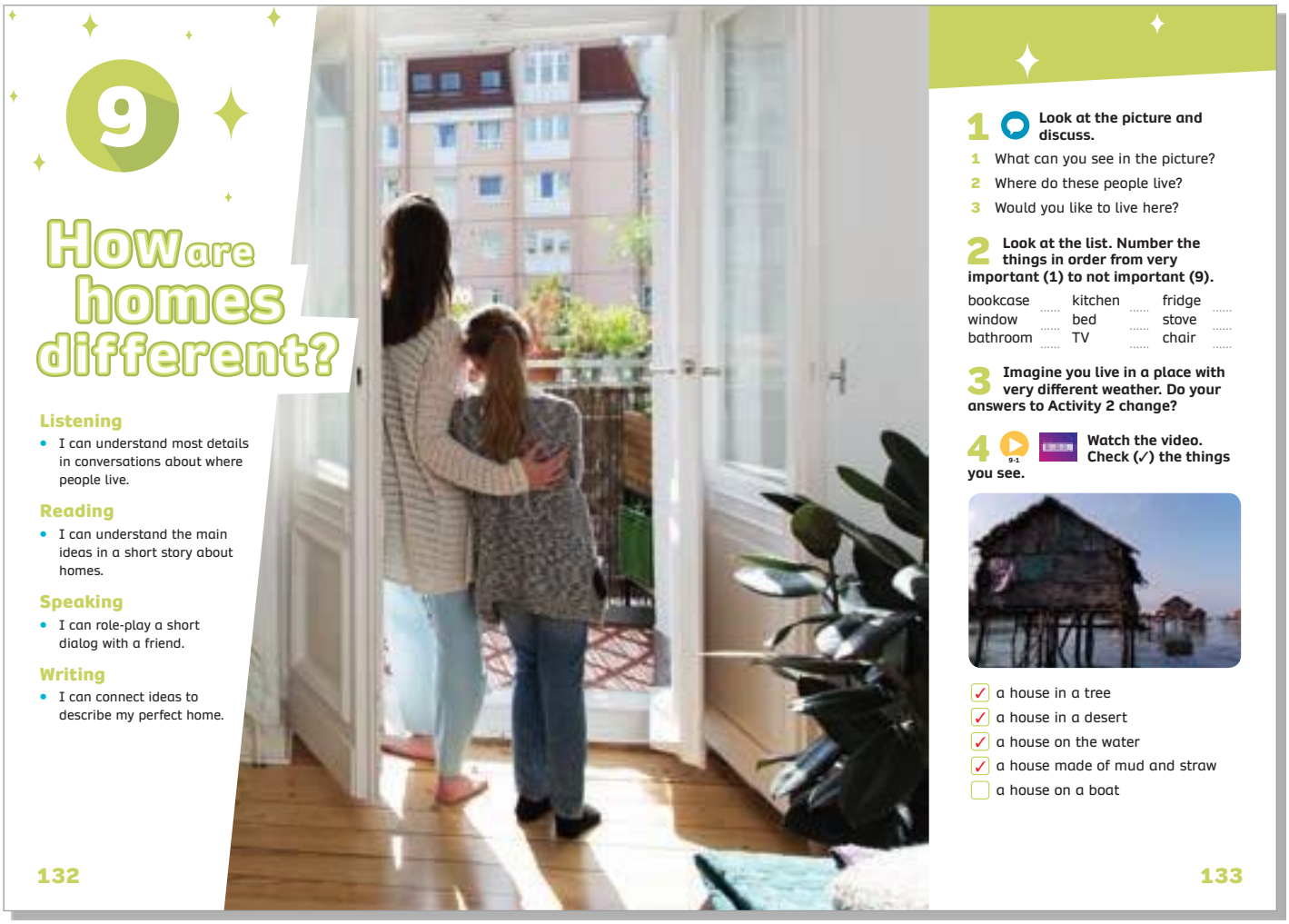
Explain the lesson objective: To talk about homes and how they're different.

SB Act. 1 p. 133

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.



SB Act. 2 p. 133

Look at the list. Number the things in order from very important (1) to not important (9).

- Put students into pairs to compare their order, and then have a class discussion.

SB Act. 3 p. 133

Imagine you live in a place with very different weather. Do your answers to Activity 2 change?

- Ask students to describe the weather in their country and how the climate in other countries is different.

WB Act. 1 p. 116

What makes your home special? What's the most important thing in your home? Why?

- Ask students to think about the Big Question and write about their home.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 2 p. 116

Circle the words that describe your home. Then think about and write one thing you learn in this unit.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

Extra activity

CRITICAL THINKING

Ask students to look at the pictures of homes on SB pp. 132 and 133 and imagine living there. Ask *How are the homes different? What's the same?* Encourage students to make comparisons using adjectives from the lesson.

SB Act. 4 p. 133

Watch the video. Check (✓) the things you see.

- Before playing the video, teach *cloth*, *stilts*, *desert*, *mud*, and *straw*.
- Ask students to say how the homes in the video are different from theirs.

WB Act. 3 p. 116

Watch the video. Then look and write.

WB Act. 4 p. 116

Complete the sentences using words from Activity 3. Watch the video again to check.

Objective review

Ask students what they've learned about homes around the world in this lesson. Praise their effort.

9 Vocabulary 1 • Pre-reading 1

OBJECTIVES

Listening:	Can recognize simple phrases related to familiar topics in slow, clear speech.
Reading:	Can understand the main ideas in short, simple stories on familiar topics.
Speaking:	Can answer simple questions about their life and experiences.
SB vocabulary:	roof, balcony, attic, view, wood, stone, sweep, build, steep, flat
WB vocabulary:	hut, igloo, motor home, stilt house

MATERIALS

SB pp. 134–135
WB pp. 117–118
WB key p. 219
SB audio tracks 2-14 and 2-15
Picture cards 159–168
Optional: Pieces of paper
Pearson English Platform

Warm-up

Start drawing the outline of a house on the board. Ask *What do I need to draw?* Students tell you what to add, e.g., *windows*, *doors*, *a garden*. Ask questions about the picture and add more details, e.g., *What's the door made of? What are the walls made of?* Students could come to the front and label the parts of the finished picture.

Lesson objective

Explain the lesson objective: To describe homes.

SB Act. 1 p. 134

2-14

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 2-14 twice, pausing after each word. Students point at the pictures and repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 134

2-15

Listen and number.

- Play track 2-15 twice, pausing after each sentence. Students number the pictures.

Picture card activity 1

Students line up in the middle of the class. Put two picture cards on the board, one on the left side and one on the right. Say one of the words. The students jump to the left or right, to match the picture card on the board (e.g., if the picture card for roof is on the left and you say *roof*, students jump to the left). Students who jump to the wrong side lose a turn.

Picture card activity 2

Put five picture cards on the board. Ask students to look at them closely for around 20 seconds. Then tell them to close their eyes. Take down all the picture cards. Ask students to say the words that were on the board. As they do so, put the picture cards back on the board. Repeat the game with the next five words.

SB Act. 3 p. 134

Read and cross out the wrong word.

- Students work in pairs to complete the activity.

Stretch activity

COMMUNICATION

Put students into pairs. Ask students to say sentences with four words that weren't the answer in SB Activity 3. Choose pairs to share their answers with the class.

WB Act. 1 p. 117

Find and write the words. Then look and match.

Stretch activity

CREATIVITY

Ask students to make a puzzle like the one in WB Activity 1 with the remaining words from the new vocabulary. Pairs swap puzzles.

WB Act. 2 p. 117

Read and complete. Then match.

WB Act. 3 p. 118

CRITICAL THINKING

Draw and write about your home. Use words from Activities 1 and 2.

- Students share their work with the class.

SB Act. 4 p. 134

COMMUNICATION

Discuss with a friend.

- Students think about their own answers to the questions and then discuss in pairs.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Differentiation

Stretch: Ask students to make notes as they do SB Activity 4 or draw a picture of their partner's home according to their discussion. Choose students to tell the class about their partner's home, e.g., *Ana lives in an apartment. The walls are made of stone. It has a flat roof and a balcony.*

Vocabulary 1

1 2-14 **Listen and repeat.**

2 2-15 **Listen and number.**

3 **Read and cross out the wrong word.**

1 The walls of my house are made of **stone** / ~~**flat**~~ / **wood**.
2 The street outside my house is very ~~**sweep**~~ / **flat** / **steep**.
3 There's a beautiful view from the **balcony** / **window** / ~~**build**~~.
4 Let's go on the ~~**view**~~ / **balcony** / **roof** and sit in the sun.
5 I should sweep the **balcony** / **floor** / ~~**steep**~~ today.
6 You'll find these at the top of the house in the **roof** / ~~**stone**~~ / **attic**.

4 **Discuss with a friend.**

1 Is your home an apartment or a house?
2 Are the walls made of stone or wood?
3 Does it have a flat or steep roof?
4 Does your home have an attic/a yard/a balcony?
5 What's the view from your bedroom window?

Pre-reading 1

Reading strategy
Write a summary to help you remember what you read.

1 **Read the first part of a story. Choose the best summary.**

A good summary is short. It includes the most important things in the story.

1 Mrs Mouse and her children lived in a nice house.
2 Mrs Mouse lived with her children in a pretty stone house with a roof made of wood and a lot of yellow and blue flowers in the garden.
3 The house was very pretty.

Mrs Mouse lived with her children in a little house in the country. It was made of stone, with a roof made of wood, and there were a lot of flowers in the front garden. It was very pretty.

2 **Read the next part of the story and write a summary.**

But the children grew and grew. When the family had dinner, two of the children had to sit on the cupboards because there wasn't space at the table. When they went to sleep, one little mouse had to sleep under the bed on the floor. "Mum, we need a bigger house," they said.

Vocabulary challenge: kinds of homes

WB Act. 4 p. 118

Look and write.

- Check students understand the words in the box before they do the activity.

WB Act. 5 p. 118

Read and complete. Use the words from Activity 4.

Objective review

Ask students to say three new words they like the best. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Write a summary to help you remember what you read.

SB Act. 1 p. 135

CRITICAL THINKING

Read the first part of a story. Choose the best summary.

- Focus students' attention on the reading strategy and the "Think" icon.
- Students read the first part of the story and the three summaries. Elicit the best answer.
- Ask what the problem is with summary 2. (*It has too much information.*) Then ask why summary 3 isn't the best. (*It doesn't give any useful information.*)
- Ask students what they think the next part of the story will be about.

SB Act. 2 p. 135

Read the next part of the story and write a summary.

- Remind students of the reading strategy. Ask students to say what they think is important in this part of the story.
- Students work in pairs and share their ideas with the class.

Extra activity

CREATIVITY

Put students into pairs. Ask them to discuss other problems they think the mice have in their small house. Students draw pictures to represent their ideas. Pairs present their ideas to the class.

9 Reading 1

OBJECTIVES

Reading:	Can understand the main ideas in short, simple stories on familiar topics.
Speaking:	Can answer simple questions about their life and experiences.
SB vocabulary:	ugly, neighbour (AmE neighbor), neighbourhood (AmE neighborhood), fall off, ruin
WB vocabulary:	front, plastic bag, cardboard box

MATERIALS

SB pp. 136–137
WB p. 119
WB key p. 219
SB audio track 2-16
Optional: One red and green marker/pencil per student
Pearson English Platform

Warm-up

Books closed. On the board, write *The Perfect Home.* Ask students what they think the story will be about. Then ask students to look at the pictures on SB pp. 136 and 137 and say what they think happens.

Lesson objective

Explain the lesson objective: To apply the reading strategy by writing a summary to help them remember what they read.

Reading text in British English

This is one of the texts in Level 3 that is in British English. If you have a stronger group, you may want to work on some of the differences with them. Ask *Can you hear a difference between previous readings and this one? Are any words different?* Highlight *neighbour/neighbor*; *neighbourhood/neighborhood*.

SB Act. 3 p. 136

2-16

Read *The Perfect Home*. Match the summaries to the parts 1–3.

- Remind students of the reading strategy.
- Students read and listen to the story.
- Play the first three paragraphs again, pausing after each to ask what happened.
- Ask students to match the summaries to the paragraphs.

Differentiation

Struggling learners: Make sure all students have a red and green marker. Tell them to listen and raise the green marker if you say an important piece of information and the red marker if you say an unimportant piece of information. Example sentences: *Brad looked at the city view.* (red marker) *Brad wants a pretty view of the countryside because cities are ugly.* (green marker) *Brad builds a house in the mountains because it's beautiful there. The house has a flat roof.* (green marker) *Brad's house in the mountains is nice.* (red marker) *It's cold and Brad sits inside.* (red marker) *The snow doesn't slide off the roof because the roof is flat and it cracks.* (green marker) *Brad builds another nice house, but it catches fire.* (red marker) *Brad builds a house in the forest made of wood, not stone. It catches fire in the hot dry summer.* (green marker) *Brad's neighbor invites him in his stone house.* (red marker) *Brad doesn't go to his neighbor's home. He goes back to the city because he feels safe there.* (green marker)

Stretch: Ask students to read the story and then close their books. Retell the story, but with some events in the wrong order. When students hear something out of place, they clap their hands and correct you.

SB Act. 4 p. 137

Write summaries for parts 4–6 of the story.

- Students work in pairs. Elicit answers as a class. (**Possible answers: 4** Brad didn't want to live in a snowy place so he built a house in a forest., **5** There was a forest fire and his house burned down., **6** He decides to go back to his old house.
- Ask students to find the words in bold. Check that they remember their meanings.

SB Act. 5 p. 137

Answer the questions. Use the summaries from Activities 3 and 4 to help you find the correct place in the story.

- Students work in pairs. Elicit answers as a class. (**Answers: 1** They were made of stone., **2** They had a bedroom in the attic., **3** in the spring)

SB Act. 6 p. 137

COMMUNICATION

Discuss with a friend.

- Students work in pairs and then share ideas with the class.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

CRITICAL THINKING

Help students make connections between the video in the Unit opener and this story. Ask *What kinds of houses were in the video? What kinds of houses are in the story? How does the weather change the way people build houses in different areas?*

Reading 1

Reading strategy
Write a summary to help you remember what you read.

3 2-16 **Read *The Perfect Home*. Match the summaries to the parts 1–3.**

a He builds a house with a flat roof in the mountains. 2
b Brad the Rabbit lives in the city, but he wants a view of the countryside. 1
c In winter, he doesn't sweep the snow off his roof. The snow breaks his roof. 3

1 Brad the Rabbit sat on his **flat roof** and looked at the **view** of the city. "I love my house," he thought. "But cities are ugly. I'd like to have a view of the countryside!"

2 He went to the mountains. "It's so pretty!" he thought. "I'd like to live here." He **built** a house. All the other houses in the neighbourhood had a **steep** roof, a **balcony** and a bedroom in the **attic**. But his had a flat roof, like his house in the city. "It's perfect!" he said.

3 In autumn, Brad enjoyed the view of the mountains. But in winter it started to snow. It snowed for two weeks. The snow fell off the steep roofs of the other houses but there was lots of snow on Brad's roof. "You should **sweep** the snow off your roof," said his neighbour. But it was cold outside. Brad stayed inside, in front of the fire. One day, Brad heard a noise. "Crack!" It was the roof! "Help!" he said as he ran out of his house. Behind him, the snow and the roof fell into the rooms below.

4 After that, Brad didn't want to live in a snowy place. He went to a forest. "The trees are very beautiful," he thought. "I'd like to live here." He built a house. All the other houses in the neighbourhood were made of **stone**. But his house was made of **wood**, like his house in the city. "It's perfect!" he thought. In spring, Brad enjoyed the view of the forest. But in summer, the weather was hotter and the forest was drier.

5 One day, Brad heard a noise. "Roar!" It was a forest fire! "Help!" said Brad as he ran out of his house. Behind him, the fire burnt everything made of wood. His beautiful forest home was a ruin.

6 Brad's neighbour saw him. "Would you like to come to my house?" she asked. "It didn't burn because it's made of stone." "Sorry, I can't," said Brad. "I have to go back to my old house. It's safe and it's got a wonderful view of the city. It's perfect!"

4 **Write summaries for parts 4–6 of the story.**

5 **Answer the questions. Use the summaries from Activities 3 and 4 to help you find the correct place in the story.**

1 What were the other houses in the forest made of?
2 What did the other houses in the mountains have in their attics?
3 In which season did Brad enjoy the view of the forest?

6 **Discuss with a friend.**

1 Is there snow in your country in winter? What problems are there when there's a lot of snow?
2 Are there sometimes forest fires in your country? Do they ever burn people's homes?

Extra activity
CREATIVITY

Put students into pairs. They make a poster showing different environments and the kinds of houses people build there, e.g., mountains with snow and houses with steep roofs, a forest with dry weather and stone houses.

Extra activity

SB Vocabulary work

- Write the new words on the board: *ugly*, *neighbor*, *neighborhood*, *fall off*, and *ruin.*
- Ask students to find the words in the story and read the sentences.
- In pairs, students make their own sentences with these words.

WB Act. 1 p. 119

Read the story and underline the most important information.

- Remind students of the their answers to Activities 1 and 2 on p. 135 in the SB.

WB Act. 2 p. 119

Use the information you underlined in Activity 1 to write a summary in your notebook.

WB Act. 3 p. 119
CRITICAL THINKING

Think and write.

Extra activity

WB Vocabulary work

- Write new words on the board: *front*, *plastic bag*, *cardboard box*.
- Ask students to find the words, explain the meaning and practice pronunciation.

Value

Think about the environment

Ask students why Brad makes mistakes when he builds his houses. Discuss how different environments can be and why we should pay attention to how they work. Ask students to think about what happens when we work against the environment.

Objective review

Ask students how the reading strategy helped them understand the story better. Did making summaries help them remember what they read? Praise their effort.

9 Grammar 1 • Speaking

OBJECTIVES

Grammar: Can make requests and offers with "would like to" + verbs in the infinitive.

Speaking: Can express general preferences using basic fixed expressions.

MATERIALS

SB pp. 138–139
WB pp. 120–121
WB key p. 219
Video 9-2
Video script p. 248
Pearson English Platform
Grammar Book 3, Unit 16
Speaking and Vocabulary Book 3, Unit 9

Warm-up

Write *city*, *mountains*, and *forest* on the board. Ask students to describe the home Brad had in each place in the story in the previous lesson, and what happened.

Lesson objective

Explain the lesson objective: To say what you would or wouldn't like to do in the future.

SB Act. 1 p. 138

Watch Part 1 of the story video. What has happened to the streets?

- Students watch Part 1 of the video and answer the question. (**Answer:** There's a big mess in the streets.)

SB Act. 2 p. 138

Look at the grammar box and read.

- Focus students' attention on the grammar box. Read the questions and sentences together.
- Explain that we express what we wish to do using *would like*. Tell students that *'d like* is the short form of *would like*. Explain that short answers, e.g., *Yes, I would. / No, I wouldn't.* can also be used.
- Ask students to say their own sentences with *I'd like*.

SB Act. 3 p. 138

Read *The Perfect Home* again and circle sentences with *I'd like* or *would you like*.

- Refer students back to the text on SB pp. 136 and 137.
- Students read their answers aloud.

SB Act. 4 p. 138

Look at the pictures and then write the answers.

- Students complete the activity and share answers in pairs.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Stretch activity

COMMUNICATION

- On the board, write *have pizza*, *have cake*, *visit China*, *visit Britain*, *watch TV*, *read a book*.
- In pairs, students ask and answer using the prompts on the board with *Would you like to … ?* Tell students to give reasons for their choices, if possible, e.g., *Would you like to watch TV? No, I wouldn't because I'd like to go outside.*
- Ask different pairs to act out their exchanges in front of the class.

WB Act. 1 p. 120

Read and match.

- Focus students' attention on the grammar box and ask them to complete the activity.

WB Act. 2 p. 120

Write the questions in order. Then look and write the answers.

SB Act. 5 p. 139

Read and complete. Write *People* or *Things*.

- Focus students' attention on the grammar box. Explain that we use *'s* when we refer to people's possessions, but we use *of the* when we refer to things that are part of other things.
- Students read the examples in the chart and complete it with headings.

Differentiation

Struggling learners: Ask students to give you a personal item such as a pen, pencil, eraser, etc. Place all items on your front desk. Pick up an item and ask the person who owns it to raise their hand. Say *It's (Pedro's) book.* Then pick up other items and ask students to guess whose they are. The student who owns the object raises their hand after all the students have finished guessing. Then go around the classroom and point at objects such as the leg of a chair, the handle of a door, the hands of a clock, a page of a book. Make example phrases, e.g., *the leg of the chair* and ask students to do the same.

Grammar 1

1 9-2 **Watch Part 1 of the story video. What has happened to the streets?**

I'd like to live on a tidier street!

2 **Look at the grammar box and read.**

Grammar

Would you like to visit Hong Kong?	Would he like to meet an alien?
Yes, I **would like to visit** Hong Kong.	Yes, he'**d like to meet** an alien.
No, I **wouldn't like to visit** Hong Kong.	No, he **wouldn't like to meet** an alien.

3 **Read *The Perfect Home* again and circle sentences with *I'd like* or *would you like*.**

4 **Look at the pictures and then write the answers.**

Where would you like to sleep? Why? .....

Where wouldn't you like to sleep? Why? .....

5 **Read and complete. Write *People* or *Things*.**

People	Things
Dua's roof	the roof **of the house**
the doctor's name	the name **of the spaceship**

There was a lot of snow on **Brad's** roof.
The floor **of the attic** is dirty!

6 **Choose pairs of words from the box and make phrases with *'s* or *of*.**

car Dad friend floor Grandma
house roof tent walls wheels

the floor of the tent

Dad's car

Speaking

7 **Imagine your perfect life when you're older. Think about these things. Then ask and answer with a friend.**

- your home
- your children
- your friends
- your job
- your hobbies
- your vacations
- your pets
- your neighborhood

Would you like to have children?

Yes, I would. I'd like to have two children. How about you?

No, I wouldn't. I would like to have a lot of pets.

Speaking strategy

Respect the opinions of others.

Stretch: Put students into small groups and ask them to sit in a circle. Each student brings two personal items and places them in the middle. Students take turns picking up an item and say who it belongs to, e.g., *It's (Anna's) pen*. They can also refer to parts of the item with *of the* with your help, e.g., *It's the lid of the pen*.

SB Act. 6 p. 139

Choose pairs of words from the box and make phrases with *'s* or *of*.

- Ask students to work in pairs. Then ask pairs to say their phrases to the class.

WB Act. 3 p. 121

Read and circle.

- Focus students' attention on the grammar box and ask them to complete the activity.

WB Act. 4 p. 121

Look and write sentences.

For more grammar practice, go to Grammar Book 3, Unit 16.

Speaking

Speaking strategy

Explain the speaking strategy: Respect the opinions of others. Explain that when we talk with someone, we should listen to what they say and respect their opinions, even if we disagree.

SB Act. 7 p. 139

CRITICAL THINKING

Imagine your perfect life when you're older. Think about these things. Then ask and answer with a friend.

- Students work in pairs. Monitor students for proper use of language as they work.
- Invite students to the front to role-play their dialogs.

Objective review

Ask students if they can now say what they would or wouldn't like to do in the future. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 3, Unit 9.

9 Vocabulary 2 • Pre-reading 2

OBJECTIVES

Listening: Can recognize simple phrases related to familiar topics in slow, clear speech.

Reading: Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions.

Speaking: Can answer simple questions about their life and experiences.

Vocabulary: narrow, wide, concrete, bricks, metal, plastic, move, stairs, elevator, basement

MATERIALS

SB pp. 140–141
WB pp. 122–123
WB key p. 220
SB audio tracks 2-17 and 2-18
Picture cards 159–178
Optional: One red marker per student, pieces of paper
Pearson English Platform

Warm-up

Review Vocabulary 1 with picture cards. Put four cards on the board. Students form a line at the board. Say a word. If the correct picture card is on the board, the student at the front goes and points at it on the board and gets a point. If the card isn't on the board, they must stand still. If the student moves at the wrong time, you get a point and they have to sit down. Replace cards every three turns.

Lesson objective

Explain the lesson objective: To describe homes and talk about different building materials.

SB Act. 1 p. 140

2-17

Listen and repeat.

- Ask students to say any of the words they know in the pictures.
- Play track 2-17 twice, pausing after each word. Students point at the pictures and repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 140

2-18

Listen and number.

- Play track 2-18 twice, pausing after each sentence. Students number the pictures.

Picture card activity

Put the picture cards on the board. Say a word. If it's a correct word from the board, the students repeat after you. If it's an incorrect word, the students stay silent and raise a red pencil or marker. Point at a picture card and choose a student to correct you. Play the game slowly at first and then speed up.

SB Act. 3 p. 140

Write words from Activity 1 in the chart.

- Students complete the activity individually. Give more examples for the "Things you do" column as prompts, e.g., *build*, *paint*, *buy*.
- Ask students to share the other words they added in each column.

Stretch activity

COLLABORATION

Students write three new words that fit the headings in the chart in SB Activity 3 on pieces of paper. Say a word group from the chart. Students have to raise their piece of paper if they have a word from that group. They get a point if it's a correct word. If students show an incorrect word, you get a point.

SB Act. 4 p. 140

COMMUNICATION

Discuss with a friend.

- Put students into pairs to discuss the questions.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

WB Act. 1 p. 122

Write the letters in order. Then label the pictures with five of the words.

WB Act. 2 p. 122

Read and match.

WB Act. 3 p. 122

Read and cross out the wrong word.

Vocabulary 2

1 2-17 **Listen and repeat.**

2 2-18 **Listen and number.**

3 **Write words from Activity 1 in the chart.**

Materials	Things in a building	Things you do
bricks, concrete, metal, plastic	basement, stairs, elevator	move

4 **Discuss with a friend.**

1 Are the streets in old neighborhoods wide or narrow? What about modern neighborhoods? Why?
2 Which material is usually better for a home in a hot, sunny place: bricks or metal? Why?
3 When you can choose, do you usually take the stairs or the elevator? Why?

Pre-reading 2

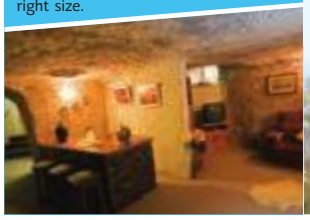
Reading strategy
Compare the things or people in a text.

1 **Look, read, and compare.**

1 What's the same about the two places?
2 Which place has more underground homes?
3 Which homes are easier to build?

COOBER PEDY
AUSTRALIA

This Australian town is famous for its underground homes. More than 1,500 families live underground, and some of the homes are 60 years old or more. When people want a bigger bedroom, they just dig out the rock. They stop when the room is the right size.



DIETIKON
SWITZERLAND

There are nine underground homes around a small lake in this town in Switzerland. The homes have an interesting, modern design, but they aren't easy to build. First, you have to make the shape of the rooms with metal. Next, you put concrete on the metal. Then you put earth and grass on the top.

2 **Look at the pictures on the next page and guess. Which of the homes are …**

1 modern?
2 old?
3 on water?
4 narrow?
5 tall?
6 in Amsterdam?

3 **Which home on the next page do you prefer?**

Differentiation

Struggling learners: Ask two students to come to the front and stand with their backs to the board. Review the new words. Put picture cards from this and a random previous lesson on the board. Explain that students have to turn around when you count to three and remove any cards from a previous lesson. Then they say the words on the board to get a point for the class. The class can help them. Repeat with as many students as possible.

WB Act. 4 p. 123

Read and complete. Then write sentences with the words you didn't use.

- Students read their own sentences to their partners.

Word study: words with *st*, *br*, *pl*

WB Act. 5 p. 123

Read and circle the words with *st*, *br*, and *pl*.

WB Act. 6 p. 123

Match to make as many words as you can. Then write the words.

Objective review

Ask students to say two of their favorite words from the new vocabulary. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Compare the things or people in a text.

SB Act. 1 p. 141

CRITICAL THINKING

Look, read, and compare.

- Ask a student to read the reading strategy and instruction.
- Students work individually. (**Answers: 1** They both have underground homes., **2** Coober Pedy, **3** the homes in Coober Pedy)

SB Act. 2 p. 141

Look at the pictures on the next page and guess. Which of the homes are …

- Students complete the activity individually. Compare guesses as a class. Ask students to say which words in the activity (1–5) describe their home.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

SB Act. 3 p. 141

Which home on the next page do you prefer?

- Students look at the buildings on SB pp. 142 and 143 again and discuss in pairs.

9 Reading 2

OBJECTIVES

Reading:	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions.
Speaking:	Can answer simple questions about their life and experiences.
SB vocabulary:	canal, houseboat, swans, land, skyscraper, floating house
WB vocabulary:	underground, natural, dung, straw, mainly, blocks, igloo
Passive vocabulary:	land, break down, comfortable
Revised vocabulary:	upstairs, floor, building
Academic vocabulary:	design
Expressions:	It's perfect!

MATERIALS

SB pp. 142–143
WB p. 124
WB key p. 220
SB audio track 2-19
Optional: A map of Europe
Pearson English Platform

Warm-up

Ask students if they know anything about Amsterdam. Show them the map of Europe and point at Amsterdam. Explain it's the capital city of the Netherlands. Tell students that there are a lot of canals in the city and that tulips are grown in that country.

Lesson objective

Explain the lesson objective: To apply the reading strategy by comparing the things or people in a text.

SB Act. 4 p. 142

2-19

Read *Where We Live: Amsterdam*. Check your answers from Activity 2.

- Focus students' attention on the new vocabulary in the labels and make sure they understand it (*skyscraper*, *floating house*, etc.).
- Students read and listen to the text, applying the reading strategy and checking their answers to Activity 2 on SB p. 141. (**Answers: 1** The apartment in the skyscraper and the floating home are modern., **2** The downtown house and the houseboat are old., **3** The floating home and the houseboat are on water., **4** The downtown house and the houseboat are narrow., **5** The skyscraper and the downtown house are tall., **6** All the homes are in Amsterdam.)
- Ask students to find the words in bold. Check that they remember their meanings.

SB Act. 5 p. 142

Read the article again and answer the questions.

- Students work individually to answer the questions. (**Answers: 1** concrete, metal, plastic, bricks, wood, **2** taking the stairs when the elevator breaks down, **3** 350 years old, **4** 165)

Differentiation

Struggling learners: Ask students to read the first paragraph, and say sentences for them to complete, e.g., *Merel lives in a* … (skyscraper). *The skyscraper is made of* … (concrete and metal). *The skyscraper looks very* … (modern). *The best thing is the* … (view). Repeat for paragraphs 2–4.

Stretch: Put students into small groups and ask them to think of the best and worst thing about each home in the article. They present their ideas to the class, e.g., *Taking the stairs is the worst thing about skyscrapers. The views are the best thing. The disadvantage of living in a floating house is that you can't keep a car near your home.* Make sure students take turns speaking.

SB Act. 6 p. 142

COMMUNICATION

Discuss with a friend.

- Students work in pairs. Invite students to share their ideas with the class.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Reading 2

4 2-19 **Read *Where We Live: Amsterdam*. Check your answers from Activity 2.**

Reading strategy

Compare the things or people in a text.

Where We Live: Amsterdam

A lot of people want to live and work in Amsterdam, but there isn't much land for homes. Where do people live?

1

I live in an apartment on the twenty-first floor of a skyscraper. Skyscrapers are really useful in cities because you can have a lot of homes on a small piece of land. My building is made of **concrete** and **metal**, and it looks very modern. The best thing about it is the view. The worst thing is taking the **stairs** when the **elevator** breaks down!

Merel

5 Read the article again and answer the questions.

1. Name four materials used to construct the different homes.
2. What is the worst thing about living in a skyscraper?
3. How old is the house made of bricks?
4. How many canals are there in Amsterdam?

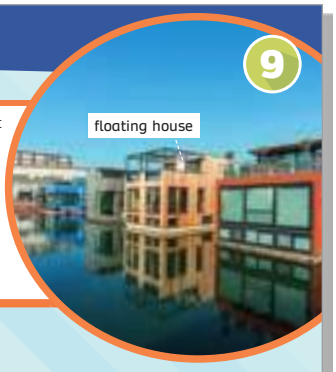
6 Discuss with a friend.

1. Think about each home in the text. Why is it useful in a place like Amsterdam?
2. Are there homes like these in your city or neighborhood?
3. Would you like to live in these homes? Why? / Why not?

2

My home is on a lake. It floats on the water, but it isn't a boat. It's a new kind of house, made of metal and **plastic**. It's perfect for Amsterdam because there's a lot of water here, but not much land. There's a kitchen in the **basement**, a living room on the first floor, and bedrooms on the second floor. We can't keep our car next to the house, but we mostly use our boat. Shopping by boat is fun!

Max



3

I live downtown, in a house made of **bricks**. It's about 350 years old, and it's very, very **narrow**. We can't carry big furniture upstairs because the stairs are too small. When we **moved** here, we had to bring things in through the windows! But our house is **wider** at the back than at the front, and it's on four floors, so it's really very comfortable. Living downtown is great!

Isabel

4

My home is a houseboat on a canal. There are 165 canals in Amsterdam, so there's a lot of space for houseboats. We usually keep ours in the same place, but because it's made of wood, it sometimes has to go to the shipyard for repairs. It has all the same things as a traditional home: a shower, a toilet, a TV. But it's better than a house because I have swans as neighbors!

Lars

Extra activity — COMMUNICATION

Ask students to read the article again and close their books. Say a sentence about one of the homes. Students say which one it is, e.g., *It's made of concrete and metal.* (The skyscraper.) *It's on a lake.* (The floating house.) *It's very narrow.* (The house downtown.) *Swans are your neighbors if you live here.* (The houseboat.)

Extra activity

SB Vocabulary work

- Write the new vocabulary on the board: *canal*, *houseboat*, *swans*, *land*, *skyscraper*, *floating house*.
- Define one of the words. Students say the word, find it in the text, and read the sentence aloud.

WB Act. 1 p. 124

Read the text. Then complete the sentences.

- Remind students of their answers to Activity 1 on p. 141 in the SB.

WB Act. 2 p. 124 — CRITICAL THINKING

Do you think it's important for people to build homes that respect their environment?

- Students work in pairs to discuss the question. Ask pairs to share their ideas with the class.

Extra activity

WB Vocabulary work

- Write the new words on the board in random order and spaced apart: *underground*, *natural*, *dung*, *straw*, *mainly*, *blocks*, *igloo*. Students study the words and then close their eyes. Write three other words on the board.
- Ask students to open their eyes and find the words that don't belong. They get a point if they find all three words.
- Erase all words, write the new words again in a different order, and repeat the game.

Extra activity — CREATIVITY

Put students into small groups. Tell them they have to design a big town or city. They can draw different kinds of buildings and houses in different parts of the city (e.g., next to a river, downtown, on water). They can label the materials the buildings are made of and write about the advantages and disadvantages of living in each kind of building. Groups present their work to the class.

Objective review

Ask students how comparing the things or people in a text helps them with understanding. Praise their effort.

9 Grammar 2 • Listening

OBJECTIVES

Grammar: Can use ordinal numbers up to "31st."

Listening: Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.

Speaking: Can answer simple questions about their life and experiences.

MATERIALS

SB pp. 144–145
WB pp. 125–126
WB key p. 220
SB audio track 2-20
Videos 9-3 and 9-4
Video scripts pp. 248–249
Pearson English Platform
Speaking and Vocabulary Book 3, Unit 9

Warm-up

Ask students to quickly read *Where We Live: Amsterdam* and then close their books. Say a name, e.g., *Max*. Students say as much as they can about their home, e.g., *Max's home is on a lake. It's a floating house.*

Lesson objective

Explain the lesson objective: To use numbers to talk about the number of floors in a building.

SB Act. 1 p. 144

9-3

Watch Part 2 of the story video. Which floor does the Smogator go to at the end?

- Ask students what they remember from Part 1 of the video.
- Students watch Part 2 of the video and answer the question. (**Answer:** The Smogator goes to the basement.)

SB Act. 2 p. 144

Read the grammar box and complete the chart.

- Focus students' attention on the grammar box. Read the numbers aloud and explain we use them to talk about the order of floors, days in a month, etc.
- Point out that *first*, *second*, *third* are unusual. The other ordinal numbers usually end with *-th* (e.g., *sixth*). Sometimes there are spelling changes (e.g., *fifth*, *ninth*).
- Students complete the activity individually.

Differentiation

Struggling learners: On the board, write eight numbers from 1 to 30. Students stand in line at the board. Say a number from the board in the ordinal form, e.g., *second*. The student at the front points at the corresponding number on the board and says, e.g., *Second. Two*. Once you've used all the numbers, erase them and repeat with a different set.

Stretch: Put students into pairs. Student 1 says a number. Student 2 says the ordinal. Then they swap roles.

SB Act. 3 p. 144

Read *Where We Live: Amsterdam* again and complete.

- Refer students back to the text on SB pp. 142 and 143.

Stretch activity

CRITICAL THINKING

Ask students who live in a tall building which floor they live on. Ask students who live in homes with more than one story which floor different rooms are on. If the school has two or more floors, ask students where things are, e.g., *Where's the music room?* (*On the (third) floor.*)

SB Act. 4 p. 144

Write three more numbers in each list.

- Students complete the activity individually and compare answers in pairs.

Stretch activity

COLLABORATION

Ask students to stand in a circle. Start a number chain, e.g., *Tenth, eleventh, twelfth*. Point at a student. This student says the next number (e.g., *thirteenth*). The student on their left continues (*fourteenth*), and so on around the circle. Start different number chains. Say the numbers backwards to make the game more fun.

WB Act. 1 p. 125

Read and match.

- Focus students' attention on the grammar box and ask them to complete the activity.

WB Act. 2 p. 125

Read and write the day of the week.

WB Act. 3 p. 125

Look and complete.

SB Act. 5 p. 145

COMMUNICATION

Imagine you live in a very tall apartment block. Choose a floor and discuss with a friend.

- Model the activity. Ask a confident student to think of the floor of a building and ask questions to guess it, e.g., *Do you live on the second floor?* Encourage the student to reply *I live above/below the second floor*. Continue until you've guessed the floor. Then students do the activity in pairs.

Grammar 2

1 9-3 **Watch Part 2 of the story video. Which floor does the Smogator go to at the end?**

2 **Read the grammar box and complete the chart.**

Grammar

1st	first	8th	eighth	20th	twentieth
2nd	second	9th	ninth	21st	twenty-first
3rd	third	10th	tenth	22nd	twenty-second
4th	fourth	11th	eleventh	23rd	twenty-third
5th	fifth	12th	twelfth	24th	twenty-fourth
6th	sixth	13th	thirteenth	30th	thirtieth
7th	seventh	14th	fourteenth		

3 **Read *Where We Live: Amsterdam* again and complete.**

1 Merel lives on the twenty-first floor.
2 Max's bedroom is on the second floor.

4 **Write three more numbers in each list.**

1 ninth, tenth, eleventh, twelfth, thirteenth
2 twenty-fourth, twenty-fifth, twenty-sixth, twenty-seventh, twenty-eighth
3 twenty-third, twenty-second, twenty-first, twentieth, nineteenth

5 **Imagine you live in a very tall apartment block. Choose a floor and discuss with a friend.**

Do you live on the fourth floor?
No, I don't. I live above the fourth floor. I live on the tenth floor.

Listening

6 2-20 **Listen to a radio program: *Homes Around the World*. Number the questions and complete the answers.**

4 Why are the buildings so tall? Because they were safer when there were attacks.
3 What's your building made of? It's made of mud bricks.
5 Who do you live with? My mom, my dad, and my sister.
1 Where do you live? In a city in the desert.
6 When did your family move here? A very long time ago.
2 Which floor do you live on? On the sixth floor.

7 **Look at the questions in Activity 6. Read and match.**

***Wh-* questions**

1 when	a a place			What are the walls made of?
2 where	b a time			Who do you live with?
3 who	c a reason			Which subjects do you do at school?
4 what	d a thing			Where does your uncle live?
5 why	e a choice			Why were tall buildings safer?
6 which	f a person			When did Ahmed move to Shibam?

8 9-4 **Watch Part 3 of the story video. Where's the swimming pool?**

Listening

SB Act. 6 p. 145

2-20

Listen to a radio program: *Homes Around the World*. Number the questions and complete the answers.

- Play track 2-20 and ask students to number the questions.
- Play the track again for students to complete the questions.

Stretch activity

COMMUNICATION

Write on the board: *1 Why are thick walls useful in a desert city? 2 Is it better to have big windows or small windows in the desert? Why? 3 The streets of Shibam are narrow and the buildings are tall. Why is this useful?* Put students into pairs to discuss the questions. (Possible answers: 1 They keep the buildings cool inside., 2 Small windows are better. Less sun gets inside so it's cooler., 3 The tall buildings make long shadows. This means it isn't too hot in the streets.)

SB Act. 7 p. 145

Look at the questions in Activity 6. Read and match.

- Students work in pairs to do the matching.

SB Act. 8 p. 145

9-4

Watch Part 3 of the story video. Where's the swimming pool?

- Students watch Part 3 of the video and answer the question. (**Answer:** It's on the roof.)

WB Act. 4 p. 126

Read and choose.

- Focus students' attention on the grammar box before they complete the activity.
- This is an A1 Movers Reading and Writing Part 2 task.

WB Act. 5 p. 126

Read and complete.

Objective review

Ask students if they can use numbers to talk about the number of floors in a building. Praise their effort.

For more speaking and vocabulary practice, go to Speaking and Vocabulary Book 3, Unit 9.

9 Writing • Now I Know

OBJECTIVES

Reading: Can scan a simple text to find specific information.

Speaking: Can act out a short dialog or role-play, given prompts.

Writing: Can write short, simple texts on familiar topics in linked sentences.

MATERIALS

SB pp. 146–147
WB pp. 127–129
WB key p. 220
Pearson English Platform
Test Book 3, Unit 9

Warm-up

Review the Unit 8 writing strategy with students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a blog, while applying the writing strategy.

SB Act. 1 p. 146

Javi is writing about his perfect home. Look at the picture and guess the answers to questions 1–7.

- Students discuss the questions in pairs.

SB Act. 2 p. 146

Read the blog and check your answers.

- Students read the blog. (**Answers: 1** his hometown, **2** It's a house., **3** It's big and modern., **4** wood and stone, **5** It has a basement, a balcony, and an attic., **6** in the dining room in the winter and on the balcony in the summer, **7** It's big and it has a view of the ocean.)

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 146

Read the blog again. Find and circle *too* and *also*.

WB Act. 1 p. 127

Read these paragraphs from two different blogs. Which one is better? Why?

SB Act. 4 p. 146

Find or draw pictures of your perfect home. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks.

WB Act. 2 p. 127

Read and make notes about your perfect home.

Remember!

WB p. 127

Focus students' attention on the Remember! box.

WB Act. 3 p. 127

Write a blog post about your perfect home. Use your ideas from Activity 2 to help you.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to read their work aloud. Praise their effort.

Now I Know

Warm-up

Ask students to look back at the unit and choose their favorite lesson. On the board, write *What did you learn in the lesson? What did you find interesting in the lesson? What's your favorite part of the lesson? Why?*

Lesson objective

Explain the lesson objective: To review everything they've learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in WB Activity 1 at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 147

CRITICAL THINKING

How are homes different? Look back through Unit 9 and complete the sentences.

- Students use their consolidated knowledge of the Big Question to answer.

Writing

1 **Javi is writing about his perfect home. Look at the picture and guess the answers to questions 1–7.**

1 Where is it?
2 What kind of home is it? Is it a house? An apartment? A skyscraper?
3 What's it like? Is it big or small? Is it modern or traditional?
4 What's it made of?
5 Does it have a basement, balcony, or attic?
6 Where does Javi eat?
7 What's his bedroom like?

2 **Read the blog and check your answers.**

MY PERFECT HOME
BY JAVI KANO

My perfect home is my hometown. I don't want to move to a different place, because all my friends live here. I'd like to have a big, modern house made of wood and stone. It should have ten rooms or more, and a swimming pool in the basement, too. I'd like to go swimming every afternoon after school!

I'd like to eat in a beautiful dining room on the first floor in winter, and on the balcony on the second floor in the summer. I'd like to sleep in a big bedroom in the attic, with a dinosaur blanket on the bed. I'd also like to have a view of the ocean from my bedroom window.

WHAT ABOUT YOU? WHAT'S YOUR PERFECT HOME?

3 **Read the blog again. Find and circle *too* and *also*.**

4 **Find or draw pictures of your perfect home. Then go to the Workbook to do the writing activity.** WB 127

Writing strategy

Use *too* and *also* to connect ideas in your writing.
I'd also like to have a view.

Now I Know

1 **How are homes different? Look back through Unit 9 and complete the sentences.**

1 Homes can be made from …
2 Skyscrapers have …
3 People live on water because …
4 Homes can be modern or …

2 **Choose a project.**

Role-play a dialog about your perfect home.
1 Compare your perfect homes from Writing Activity 4 with a friend.
2 Discuss the different homes.
3 Prepare and perform a dialog in class.

or

Make a poster about a home in another country.
1 Find out about interesting homes in different countries.
2 Choose or draw pictures of the most interesting home. Then write.
3 Show your poster to the class.

Read and circle for yourself.

I can understand most details in conversations about where people live.

I can role-play a short dialog with a friend.

I can understand the main ideas in a short story about homes.

I can connect ideas to describe my perfect home.

WB Act. 1 p. 128
Complete the crossword. What's the hidden word?

WB Act. 2 p. 128
Read and circle.

WB Act. 3 p. 128
CRITICAL THINKING

Read, think, and write.

WB Act. 4 p. 129
Look and write *st*, *rd*, *nd*, or *th*. Then write the number.

WB Act. 5 p. 129
Complete the questions. Use *would like* and the words from the box. Then answer for you.

Project

SB Act. 2 p. 147
Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other learn.

Things I learn

WB Act. 1 p. 129
What are your three favorite words in this unit?

- Have a class vote on favorite words.

WB Act. 2 p. 129
Write something you think is interesting about homes around the world and parts of homes.

- Ask students to share their answers with the class.

WB Act. 3 p. 129
Why do people in different countries build different kinds of homes? Why do they use different materials?

- Students use their consolidated knowledge of the Big Question to answer.

Self-assessment

SB p. 147
Read and circle for yourself.

- Students decide how to rate each statement.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 3, Unit 9.

10 How do we take care of our body?

SKILLS

Listening: Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly.

Reading: Can scan a simple text to find specific information.

Speaking: Can act out a short dialog or role-play, given prompts.

Writing: Can use appropriate standard greetings and closings in simple informal personal messages.

GRAMMAR

Grammar 1: Can use "has/have to" in statements with common verbs for obligation and necessity.

Grammar 2: Can use "should(n't)" to offer or ask for advice or suggestions.

VOCABULARY

Key vocabulary 1: stomach, back, neck, shoulder, fever, bandage, take medicine, rest, pale, sick

Key vocabulary 2: muscle, skin, brain, heart, cold, cough, sneeze, vaccination, spread, save your life

Video vocabulary: surgeon, GP, patient, tip, pressure, treat, handle, blood pressure, stethoscope, heart

Reading vocabulary 1: kingfisher, blood, ambulance, broken leg, audience, crutch, hospital, beat, focus, shocked, silly, sigh

Reading vocabulary 2: germs, disease, alive, cover (v), handkerchief, reason, kill, sociable, produce, serotonin, depressed, develop, flexible, improve, aerobic

Passive vocabulary: headache, bone, hurt, exercise

Revised vocabulary: doctor, protect

Expressions: What's wrong?

PROJECTS

Give a presentation about health

Make a poster about a disease

VIDEOS

All Over the Workplace: Doctors (10-1)

Doctor Who: The Green Spots Parts 1–3 (10-2, 10-3, 10-4)

VALUE

Learn first aid

Unit opener

OBJECTIVES

Listening: Can follow the sequence of events in a simple story or narrative, if told slowly and clearly.

Speaking: Can answer simple questions about their life and experiences.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 148–149

WB p. 130

WB key p. 220

Video 10-1

Video script pp. 249–250

Pearson English Platform

Big Question

- Ask students why they think their bodies are important to check what words they already know.
- Read the Big Question *How do we take care of our body?* Students think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

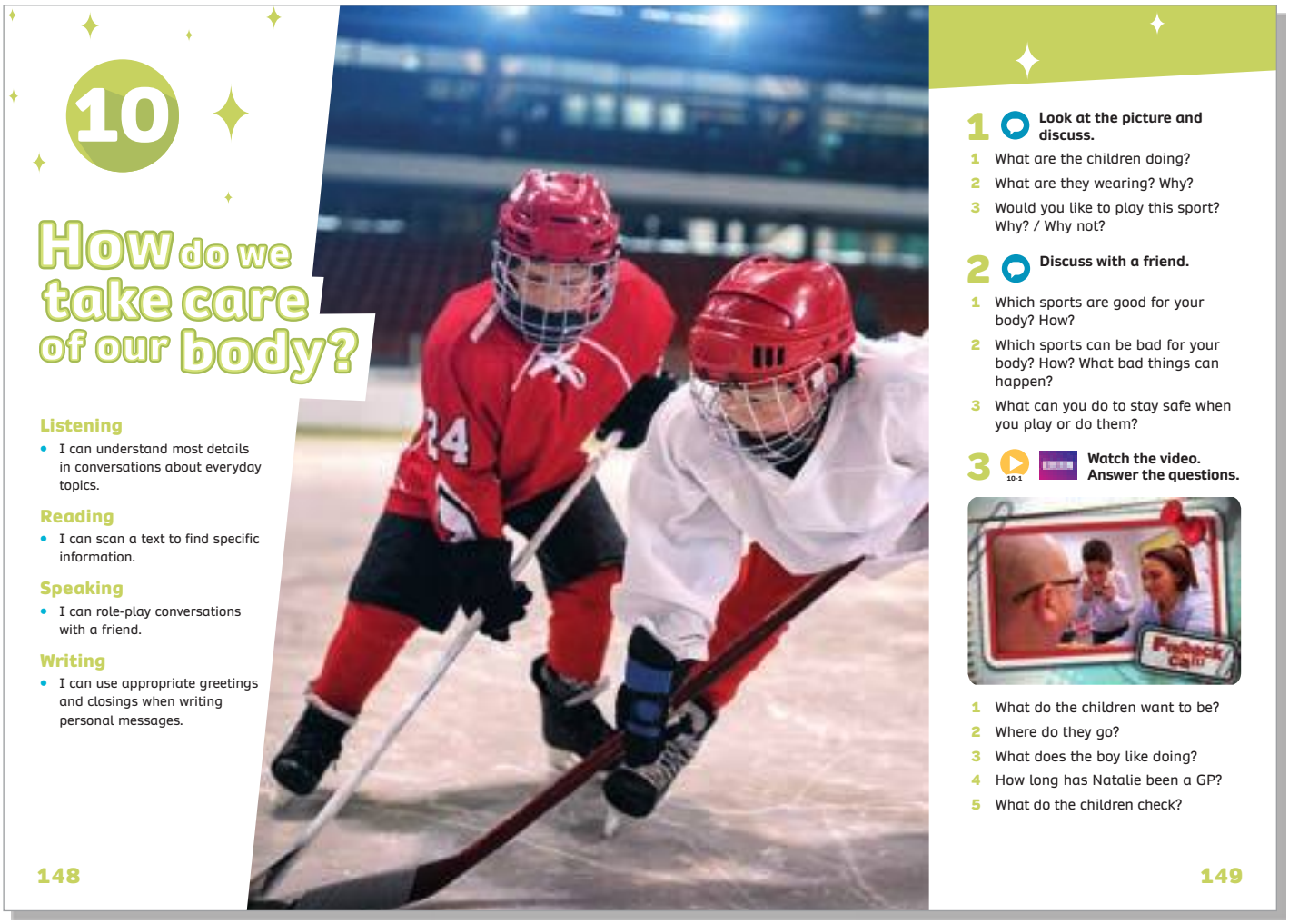
Explain the lesson objective: To talk about exercise and how to take care of our bodies.

SB Act. 1 p. 149

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.



SB Act. 2 p. 149

COMMUNICATION

Discuss with a friend.

- Write *horseback riding*, *riding a bike*, *basketball*, *soccer*, *skiing*, *badminton*, *swimming*, *running* on the board. Ask students to suggest more sports and add them to the list. Put students into pairs to discuss the questions, referring to the sports on the board.
- Ask pairs to share their ideas with the class.

WB Act. 1 p. 130

Why is it important to take care of our bodies? Write the names of two body parts and say why we need them.

- Ask students to think about the Big Question and write their answers.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 2 p. 130

Circle things that are good for our bodies. Then think about and write one thing you learn in this unit.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 149

10-1

Watch the video. Answer the questions.

- Pre-teach *patient* and *GP* (*General Practitioner*, the name for a family doctor in Britain).
- Play the video. (**Answers: 1** doctors (The boy wants to be a surgeon.), **2** to see a GP, **3** painting, **4** 20 years, **5** They check the patient's blood pressure.)
- Ask students if they would like to be doctors or nurses. Why?/Why not?

WB Act. 3 p. 130

10-1

Watch the video. Then look and write.

WB Act. 4 p. 130

10-1

Read the tips and circle T (true) or F (false). Watch the video again to check.

Stretch activity

CRITICAL THINKING

- Ask students what tips the doctor in the video gives about being a good GP.
- Ask students to add their own ideas.

Objective review

Ask students what they've learned about exercise and taking care of their bodies in this lesson. Praise their effort.

10 Vocabulary 1 • Pre-reading 1

OBJECTIVES

Listening:	Can recognize simple phrases related to familiar topics in slow, clear speech.
Reading:	Can make basic inferences from simple information in a short text.
Speaking:	Can answer simple questions about their life and experiences.
SB vocabulary:	stomach, back, neck, shoulder, fever, bandage, take medicine, rest, pale, sick
WB vocabulary:	break, bruise, burn, cut, sprain
Passive vocabulary:	exercise
Revised vocabulary:	doctor

MATERIALS

SB pp. 150–151
WB pp. 131–132
WB key p. 220
SB audio tracks 2-21 and 2-22
Picture cards 179–188
Pearson English Platform

Warm-up

Draw an outline of a body on the board. Ask students to label parts they know in English. Leave the picture on the board for students to add more labels during the lesson.

Lesson objective

Explain the lesson objective: To talk about parts of our bodies and what happens when we aren't feeling well.

SB Act. 1 p. 150

2-21

Listen and repeat.

- Ask students if they know any of the words.
- Play track 2-21 twice, pausing after each word. Students point at the pictures and repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 150

2-22

Listen and number.

- Play track 2-22 twice, pausing after each sentence. Students number the pictures.

Picture card activity 1

Put five picture cards on the board. Ask students to look at them for 20 seconds and then close their eyes. Move the picture cards around, and put the rest of them on the board. Ask students to open their eyes and say the five picture cards that were on the board at the beginning.

Picture card activity 2

Put the picture cards on the board. Point at each picture card and ask students to say the word. Students form a line at the board. Point at a picture card and say the correct or incorrect word. If the word you say is correct, the student at the front stands still. If the word you say is incorrect, the student has 10 seconds to point at the correct picture card. The student then sits down.

SB Act. 3 p. 150

Read and cross out the wrong word.

- Students work in pairs to complete the activity.

Differentiation

Struggling learners: Check that students remember the meaning of *bee* and *sleep.*

WB Act. 1 p. 131

Find 10 words and label the pictures.

WB Act. 2 p. 131

Read and match.

WB Act. 3 p. 131

Read and complete. Use the words from the box.

SB Act. 4 p. 150

Look at the words in Activity 1 and sort.

- Students sort the words into two groups. (**Answers: Parts of the body:** stomach, back, neck, shoulder; **Sickness:** fever, bandage, take medicine, rest, pale, sick)

Differentiation

Stretch: Ask students to write more words for body parts in the chart.

Extra activity

COLLABORATION

Write these words on the board: *hair*, *shoulder*, *back*, *nose*, *foot*, *neck*, *fingers*, *stomach*, *ear.* Put students into pairs. Student 1 calls out two body parts. Student 2 has to try to touch one body part with the other (e.g., if Student 1 says *foot* and *ear*, Student 2 tries to touch their ear with their foot). Then they swap roles.

10

Vocabulary 1

1 **Listen and repeat.**

2 **Listen and number.**

3 **Read and cross out the wrong word.**

1 Be careful! There's a bee on your **shoulder** / ~~**pale**~~ / **neck**.
2 When you're sick, you should **rest** / **take some medicine** / ~~**back**~~.
3 At night, I usually sleep on my **back** / **stomach** / ~~**fever**~~.
4 She's very **pale** / ~~**stomach**~~ / **sick** today.
5 Put a bandage on your **back** / **shoulder** / ~~**rest**~~.

4 **Look at the words in Activity 1 and sort.**

Parts of the body	Sickness

5 **Discuss with a friend.**

1 What do you usually do when you are sick with a fever?
2 Do you sometimes have to take medicine? What color is it? Does it taste nice?
3 Did you ever have to wear a bandage? On which part of your body?

Pre-reading 1

Reading strategy
When you read, imagine how the characters in the story feel.

1 **Read the first part of a story. Imagine how the people felt. Read and match.**

1 When Fran won the game, she felt
2 When Fran made a mistake in the game, she felt
3 When Fran said, "Not now, Dad. Maybe later." her father felt

a angry.
b happy.
c surprised.

"Yes!" said Fran. "I won again!"
Alien Attack was her favorite video game, and she played it for hours every day. She was very good at it.
She started the game again. But before it finished, her father came into her bedroom, and she made a silly mistake. She sighed.
"Your dinner is ready," he said. "Come downstairs and eat."
Fran didn't feel hungry, and she didn't want to stop her game.
"Not now, Dad. Maybe later."

2 **Now look at the pictures in the story on the next page. How do you think the people feel?**

SB Act. 5 p. 151 — COMMUNICATION

Discuss with a friend.

- Students discuss the questions in pairs. Encourage stronger students to ask additional questions, e.g., *How long did you wear a bandage for?*
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

WB Act. 4 p. 132 — CRITICAL THINKING

When was the last time you were sick? What happened?

Vocabulary challenge: injuries

WB Act. 5 p. 132

Look and write. Use the words from the box.

- Check students understand the words after they have labeled the pictures.

WB Act. 6 p. 132

Read and circle.

Objective review

Ask students to name three new parts of the body and say three ways to help if you're sick. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: When you read, imagine how the characters in the story feel.

SB Act. 1 p. 151

Read the first part of a story. Imagine how the people felt. Read and match.

- Focus students' attention on the reading strategy.
- Ask students to listen and answer. Say *You stayed up late last night and got up at seven o'clock this morning. How do you feel? You're playing a video game and have only two levels left, but can't finish them. How do you feel? You forgot to do your homework. How do you feel? You hear a strange noise late at night. How do you feel?* Write feelings students suggest on the board (e.g., *tired*, *angry*, *worried*, *scared*).
- Students read the first part of the story and match. Elicit answers.

SB Act. 2 p. 151 — CRITICAL THINKING

Now look at the pictures in the story on the next page. How do you think the people feel?

- Students work in pairs and then share their ideas with the class.

10 Reading 1

OBJECTIVES	
Reading:	Can make basic inferences from simple information in a short text.
Speaking:	Can answer simple questions about their life and experiences.
SB vocabulary:	kingfisher, blood, ambulance, broken leg, audience, crutch, hospital
WB vocabulary:	beat, focus, shocked, silly, sigh
Passive vocabulary:	headache, hurt
Expressions:	What's wrong?

MATERIALS

SB pp. 152–153
WB p. 133
WB key p. 221
SB audio track 2-23
Pearson English Platform

Warm-up

Ask students if they, or anyone in their family, has broken a bone and, if so, how it happened and what happened afterward. Present useful vocabulary during the class discussion, e.g., *broken*, *ambulance*, *plaster*.

Lesson objective

Explain the lesson objective: To apply the reading strategy by imagining how the characters in the story feel when you read.

SB Act. 3 p. 152

2-23

Read *Doctor Martina*. Check your answers from Activity 2.

- Remind students of the reading strategy. Use the pictures to pre-teach *kingfisher*, *blood,* and *crutch*.
- Students read and listen to the story.
- Ask if they found the answers to the question from Activity 2. Ask students to compare their ideas about how the people feel at different points of the story.
- Ask students to find the words in bold. Check that they remember their meanings.

Extra activity

COMMUNICATION

- Ask students to say different feelings and write them on the board. Put students into pairs.
- Ask them choose three feelings from the board and say when and why they last felt them. Invite students to share their ideas with the class.

SB Act. 4 p. 153

Circle T (true) or F (false). Correct the false sentences.

- Students work in pairs. Elicit answers as a class. (**Answers: 2** Grandpa falls and Martina sees blood on his leg., **3** Martina uses Grandpa's scarf to stop the blood., **5** Martina feels sad in the school play.)

Differentiation

Struggling learners: Tell students to read the first paragraph of the story. Say three sentences about the paragraph: two correct and one incorrect. Students identify the incorrect sentence and correct it, e.g., say *Martina is in a school play. Martina is with her grandfather. Grandpa is in plays, too.* Students correct the last statement. Continue for the remaining paragraphs.

Stretch: Ask students to read the story and then close their books. Ask students to listen and say how the characters feel. Say *Martina's Grandpa loves her plays. Martina feels …* . Students suggest feelings. Accept all reasonable answers (*happy*, *proud*, etc.). Continue with *Grandpa sees a kingfisher. He feels …* (excited). *Grandpa falls and hits his leg. He feels …* (bad, afraid). *When Martina sees her grandpa on the ground, she feels …* (sad, unhappy, afraid). *When Martina's parents hear about what Martina did, they feel …* (proud, happy). *When Martina sees the crutch in the audience, she feels …* (happy, excited, pleased).

Extra activity

CRITICAL THINKING

Ask *How does Martina take care of Grandpa? What does Grandpa use to help his body move again?* Ask students if they think Martina would be a good doctor. Encourage them to explain why or why not.

SB Act. 5 p. 153

COMMUNICATION

Answer the questions with a friend.

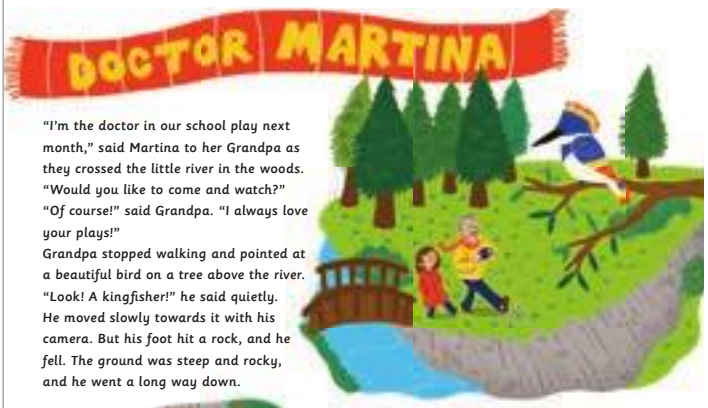
- Students work in pairs and share ideas with the class. (**Possible answers: 1** She felt excited about being in the play and happy when she saw the kingfisher. She was worried after Grandpa's accident. She felt sad at the beginning of the play, then surprised when she saw her grandfather., **2** She put the scarf around his leg to stop the blood. She put her coat on him to keep him warm.)
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Reading 1

3 2-23 **Read *Doctor Martina*. Check your answers from Activity 2.**

Reading strategy

When you read, imagine how the characters in the story feel.



"I'm the doctor in our school play next month," said Martina to her Grandpa as they crossed the little river in the woods.
"Would you like to come and watch?"
"Of course!" said Grandpa. "I always love your plays!"
Grandpa stopped walking and pointed at a beautiful bird on a tree above the river.
"Look! A kingfisher!" he said quietly.
He moved slowly towards it with his camera. But his foot hit a rock, and he fell. The ground was steep and rocky, and he went a long way down.

Martina ran to help him. "Aaaarrgghhh!" he said quietly, again and again.
"What's wrong, Grandpa?" Martina asked.
"My leg hurts … and my **shoulder**. And my **back**, and my head, and my **stomach** … Aaarrghh!"
There was blood on his leg, and his face was very **pale**.
"Oh, no, Grandpa! You need an ambulance," said Martina. She called 911 on Grandpa's phone. She called her parents, too.
She looked again at Grandpa's leg. She needed to stop the blood. In the play, she used **bandages**, but she didn't have any. "I know!" she thought.
"I can use Grandpa's scarf." She took it from his **neck** and put it around his leg. Then she took off her coat and put it on top of Grandpa.

Her parents and the ambulance arrived at the same time, and soon Grandpa was on the way to the hospital.
Later, Martina and her parents talked to Grandpa's doctor.
"He didn't lose too much blood," the doctor said. "The scarf around his leg helped a lot. Good job! But he's very **sick**. He has a broken leg, a **fever**, and a bad headache. He needs to **rest** here and **take** the right **medicine**."

In the school play the next month, Martina felt sad because Grandpa wasn't with her parents in the audience. "I hope he can leave the hospital soon," she thought.
When the play finished, the audience clapped, and someone waved a crutch in the air. Martina looked at the person's face.
It was Grandpa!
"Were you surprised?" he laughed later. "I was bored with seeing the hospital doctors. I wanted to see Doctor Martina – the best doctor ever!"

4 **Circle T (true) or F (false). Correct the false sentences.**

1 Grandpa wants to watch Martina's play. (T) F
2 Grandpa falls and Martina sees blood on his face. T (F)
3 Martina uses a bandage to stop the blood. T (F)
4 Grandpa is sick with a fever. (T) F
5 Martina feels happy in the school play. T (F)

5 **Answer the questions with a friend.**

1 How did Martina feel in different parts of the story?
2 Why did Martina put a scarf around Grandpa's leg? And why did she put her coat on him?
3 What useful things can people do before an ambulance comes?
4 Did you ever go to the hospital?

Extra activity

SB Vocabulary work

- Write the new words on the board: *kingfisher*, *blood*, *ambulance*, *broken leg, audience, crutch*, *hospital.* Ask students to find the words in the story and read the sentences.
- Students work in pairs. Student 1 chooses a word from the list to define. Student 2 says the word. Then they swap roles.

WB Act. 1 p. 133

Read the story. Why did Fran feel tired?

- Remind students of their answers to Activity 1 on p. 151 in the SB.

WB Act. 2 p. 133

Read the story again. Then read and check (✓) the correct sentences.

WB Act. 3 p. 133 CRITICAL THINKING

Why is it important to be honest with your parents?

- Students work individually. Ask students to share their answers with the class.

Extra activity

WB Vocabulary work

- Write the new words on the board: *beat*, *focus*, *shocked*, *silly*, *sigh*. Check comprehension and practice pronunciation.
- Ask students to find the words in the story and make their own sentences.

Value

Learn first aid

Ask students how Martina helps her Grandpa. Write *first aid* on the board and make sure students know what it means. Discuss how first aid can help saves people's lives and why we should learn basic first aid techniques.

Extra activity CREATIVITY

Put students into small groups. Ask what first-aid techniques they know. Tell students to make a poster showing three different first-aid techniques. Students can use the internet if available or do some research at home and complete the poster in the next lesson.

Objective review

Ask students how the reading strategy helped them understand the story better. Did they understand how the characters in the story felt? Praise their effort.

10 Grammar 1 • Listening • Speaking

OBJECTIVES

Grammar: Can use "has/have to" in statements with common verbs for obligation and necessity.

Listening: Can follow the sequence of events in a simple story or narrative, if told slowly and clearly.

Speaking: Can act out a short dialog or role-play, given prompts.

MATERIALS

SB pp. 154–155
WB pp. 134–135
WB key p. 221
SB audio track 2-24
WB audio track 05
Video 10-2
Video script p. 250
Pearson English Platform
Grammar Book 3, Unit 18
Speaking and Vocabulary Book 3, Unit 10

Warm-up

Write *afraid*, *happy*, *sad*, *proud* on the board. For each adjective, ask students to say which character felt like this in *Doctor Martina* and why.

Lesson objective

Explain the lesson objective: To talk about health problems.

SB Act. 1 p. 154

10-2

Watch Part 1 of the story video. Why are the people sick? Then read and complete.

- Students watch Part 1 of the video and answer the question. (**Answer:** because of the pollution)
- Ask students how the people in the video felt.
- Students complete the question in the speech bubble.

SB Act. 2 p. 154

Look at the grammar box and read.

- Focus students' attention on the grammar box.
- Explain that we use *What's the matter?* and *What's wrong?* to ask how people feel if they don't look well. Point out the way we use *hurt* in English.

SB Act. 3 p. 154

Read *Doctor Martina* again and answer.

- Refer students back to the text on SB pp. 152 and 153.
- Students work in pairs. (**Answers: 1** What's wrong?, **2** his leg, his shoulder, his back, his head, and his stomach)

SB Act. 4 p. 154

COMMUNICATION

Ask and answer with a friend. Find the picture.

- Students complete the activity in pairs.
- Ask different pairs to act out each exchange.

Stretch activity

COMMUNICATION

Put students into pairs. Student 1 thinks of a situation in which a part of their body hurts. They say, e.g., *My hand hurts,* but they don't give a reason. Student 2 guesses what happened, e.g., *You did a lot of writing for homework.* When Student 2 guesses, they swap roles.

WB Act. 1 p. 134

Read and circle. Then match.

- Focus students' attention on the grammar box and ask them to complete the activity.

WB Act. 2 p. 134

Write the words in order.

SB Act. 5 p. 155

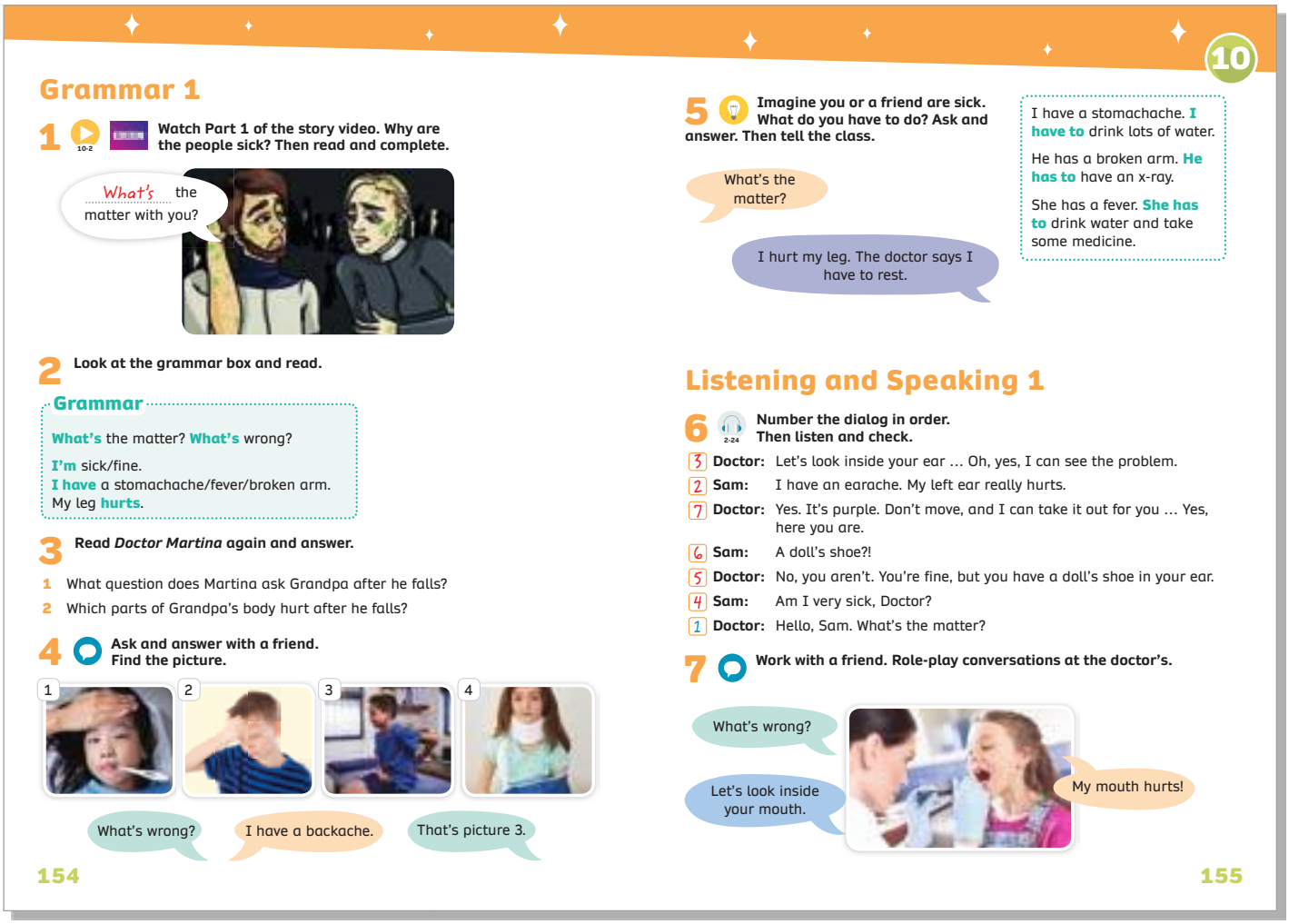
CRITICAL THINKING

Imagine you or a friend are sick. What do you have to do? Ask and answer. Then tell the class.

- Focus students' attention on the grammar box.
- Explain that we use *have to/has to* to give advice or say what advice someone gave us.
- Ask students to say different situations when people are sick. Write them on the board.
- Students complete the activity in pairs. They can use the situations from the board or their own ideas. Invite pairs to act out their exchanges for the class.

Differentiation

Struggling learners: Write *I'm sick. I have a headache. I have a fever. I have an earache. I have the flu. My stomach hurts. My shoulder hurts.* on the board. Point out the difference between the sentences with *be*, *have*, and *hurt*. Say different sentences about health problems. If the sentence is correct, students repeat after you. If it isn't, they remain silent. For example, say *I have a headache* (students repeat). *I have sick.* (students stay silent). Students play the same game in pairs.



Grammar 1

1 10-2 **Watch Part 1 of the story video. Why are the people sick? Then read and complete.**

What's the matter with you?

2 **Look at the grammar box and read.**

Grammar

What's the matter? **What's** wrong?

I'm sick/fine.
I have a stomachache/fever/broken arm.
My leg **hurts**.

3 **Read *Doctor Martina* again and answer.**

1 What question does Martina ask Grandpa after he falls?
2 Which parts of Grandpa's body hurt after he falls?

4 **Ask and answer with a friend. Find the picture.**

1 2 3 4

What's wrong? I have a backache. That's picture 3.

5 **Imagine you or a friend are sick. What do you have to do? Ask and answer. Then tell the class.**

What's the matter?

I hurt my leg. The doctor says I have to rest.

I have a stomachache. **I have to** drink lots of water.

He has a broken arm. **He has to** have an x-ray.

She has a fever. **She has to** drink water and take some medicine.

Listening and Speaking 1

6 2-24 **Number the dialog in order. Then listen and check.**

3 **Doctor:** Let's look inside your ear … Oh, yes, I can see the problem.
2 **Sam:** I have an earache. My left ear really hurts.
7 **Doctor:** Yes. It's purple. Don't move, and I can take it out for you … Yes, here you are.
6 **Sam:** A doll's shoe?!
5 **Doctor:** No, you aren't. You're fine, but you have a doll's shoe in your ear.
4 **Sam:** Am I very sick, Doctor?
1 **Doctor:** Hello, Sam. What's the matter?

7 **Work with a friend. Role-play conversations at the doctor's.**

What's wrong?

Let's look inside your mouth.

My mouth hurts!

Stretch: Put students into two teams, the *I have* team and the *have to* team. Say a health problem or an action to deal with a health problem. If students think the word or phrase belongs to their team, all the team members have to make a full sentence with it. For example, say *earache*. The *I have* team say *I have an earache*. Say *go to the doctor*. The *have to* team *says I have to go to the doctor.* Continue with as many words and phrases as possible.

WB Act. 3 p. 135

05

What's the matter with each person? Listen and match.

- Focus students' attention on the grammar box before they complete the activity.
- This is an A1 Movers Listening Part 3 task.

WB Act. 4 p. 135

Read and write.

WB Act. 5 p. 135

What do they have to do do? Write.

For more grammar practice, go to Grammar Book 3, Unit 18.

Listening and Speaking 1

SB Act. 6 p. 155

2-24

Number the dialog in order. Then listen and check.

- Students work individually. Play track 2-24.
- Invite students to the front to role-play the dialog.

SB Act. 7 p. 155

COMMUNICATION

Work with a friend. Role-play conversations at the doctor's.

- Ask students to say different reasons why people go to the doctor's. Write ideas on the board. Then ask students what advice a doctor usually gives.
- Refer students to the dialog in Activity 6 again. Ask why it's funny. Ask students to think of other funny things that can happen to make them visit a doctor.
- Students complete the activity in pairs. Explain that they should try to make their role-plays as funny as they can. Invite students to act in front of the class.

Objective review

Ask students if they can now talk about health problems. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 3, Unit 10.

10 Vocabulary 2 • Pre-reading 2

OBJECTIVES

Listening: Can recognize simple phrases related to familiar topics in slow, clear speech.

Reading: Can guess the meaning of unfamiliar words in short, simple stories, if supported by pictures.

Vocabulary: muscles, skin, brain, heart, cold, cough, sneeze, vaccination, spread, save your life

MATERIALS

SB pp. 156–157
WB pp. 136–137
WB key p. 221
SB audio tracks 2-25 and 2-26
Picture cards 179–198
Optional: Pieces of paper, One green marker/pencil per student
Pearson English Platform

Warm-up

Review Vocabulary 1 words with picture cards. Mime a health problem or point at a part of the body. Students say the word. They continue the game in small groups.

Lesson objective

Explain the lesson objective: To talk about health.

SB Act. 1 p. 156

2-25

Listen and repeat.

- Ask students to say any of the words they know in the pictures.
- Play track 2-25 twice, pausing after each word. Students point at the pictures and repeat the words. Check they're using the correct pronunciation.
- Make sure students know the difference between *cough*, *cold*, and *sneeze*.

SB Act. 2 p. 156

2-26

Listen and number.

- Play track 2-26 twice, pausing after each sentence. Students number the pictures.

Picture card activity

Ask students to write three new words on different pieces of paper. Put picture cards around the classroom in different places, e.g., on your desk, on a bookcase, on a chair. Students have to find the picture cards that match the words they have on their pieces of paper. They put their pieces of paper next to the correct picture cards. Collect all the pieces of paper, hand them out to different students, and repeat.

SB Act. 3 p. 156

Read and match.

- Students complete the activity individually.
- Ask students to define the words that aren't in the activity as best they can.

SB Act. 4 p. 156

Complete the sentences with words from Activity 1.

WB Act. 1 p. 136

Read and cross out the wrong word.

- Students make sentences with three of the extra words.

WB Act. 2 p. 136

Find and circle eight words. Then read and write.

WB Act. 3 p. 137

Look and write.

Differentiation

Struggling learners: Put the picture cards on the board. Make sure all students have a green marker or pencil. Point at a picture card and say either the correct word or an incorrect word. If the word you say matches the picture card, students raise their green marker and repeat after you. They also get a point. If the word you say is incorrect, they do nothing. If they make a mistake, you get a point. Pick up speed as you play to make the game more fun.

Stretch: Students work in pairs. Student 1 chooses a word and asks what it means, e.g., *What is a vaccination?* Student 2 explains the word, e.g., *It's what we get to keep us safe from illnesses.* or does a mime to show the meaning. Students swap roles.

WB Act. 4 p. 137

CRITICAL THINKING

Why are vaccinations important?

- Students work individually. Ask students to share their answers with the class.

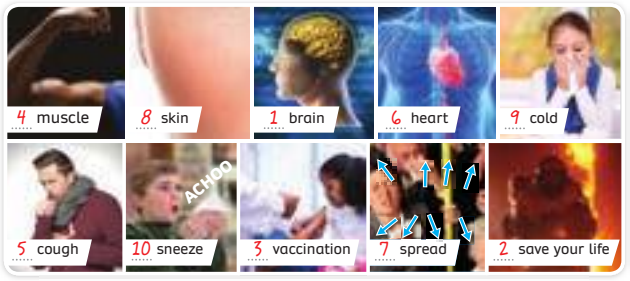
Word study: actions and things

WB Act. 5 p. 137

Read. Is the word *cough* an action or a thing?

Vocabulary 2

1 2-25 **Listen and repeat.**



2 2-26 **Listen and number.**

3 **Read and match.**

1	Your heart	a	help move other parts of your body.
2	Your skin	b	pushes your blood around your body.
3	Your muscles	c	is inside your head, and it's your body's computer.
4	Vaccinations	d	is on the outside of your body.
5	Your brain	e	can save your life.

4 **Complete the sentences with words from Activity 1.**

Flu can be a serious illness, you can also suffer from cold, coughs, and sneezes. Coughs and colds can spread if you don't cover your mouth.

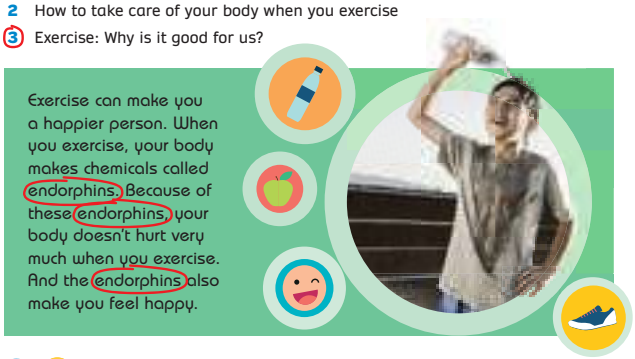
Pre-reading 2

Reading strategy

Use information in the text to help you understand unknown words.

1 **Read an extract from a leaflet. Circle the correct title for the leaflet.**

1 The chemicals in our bodies
2 How to take care of your body when you exercise
3 Exercise: Why is it good for us?



2 **Circle the word *endorphins* in the leaflet. Read the words before and after *endorphins*. Then circle the best answer.**

1 Endorphins are
a parts of your body. (b) chemicals in your body.
2 When there are endorphins in your body,
(a) you feel happier. b your body hurts more.

3 **Read the leaflet on the next page. What's a germ? Which part of the leaflet tells you this?**

WB Act. 6 p. 137

Read and write A (*action*) or T (*thing*).

- Ask students to make two more sentences with words that have the same form when they are both verbs and nouns. Give prompts on the board, if necessary: *ache*, *answer*, *cook*, *color*, *finish*, *rain*, *shop*, *watch*.

Objective review

Ask students to say two of their favorite words from the new vocabulary. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Use information in the text to help you understand unknown words.

SB Act. 1 p. 157

CRITICAL THINKING

Read an extract from a leaflet. Circle the correct title for the leaflet.

- Ask a student to read the reading strategy and rubric.
- Students work individually. Ask students which words and phrases helped them find the answer.

SB Act. 2 p. 157

CRITICAL THINKING

Circle the word *endorphins* in the leaflet. Read the words before and after *endorphins*. Then circle the best answer.

- Students complete the activity individually.
- Ask students to say how endorphins help their bodies.

SB Act. 3 p. 157

Read the leaflet on the next page. What's a germ? Which part of the leaflet tells you this?

- Students complete the activity in pairs. (**Answer:** A germ is a very small living thing that attacks your body. The second paragraph of the leaflet tells you this.)

Stretch activity

CRITICAL THINKING

Ask students how they think germs can be dangerous. Students make notes and keep them for the next lesson.

10 Reading 2

OBJECTIVES	
Reading:	Can guess the meaning of unfamiliar words in short, simple stories, if supported by pictures.
Speaking:	Can answer simple questions about their life and experiences.
SB vocabulary:	germs, disease, alive, cover (v), handkerchief, reason, kill
WB vocabulary:	sociable, produce, serotonin, depressed, develop, flexible, improve, aerobic
Passive vocabulary:	bone
Revised vocabulary:	protect

MATERIALS

SB pp. 158–159
WB p. 138
WB key p. 221
SB audio track 2-27
Picture cards 179–198
Pearson English Platform

Warm-up

Review new words from both vocabulary lessons. Put the picture cards on the board in random order. Ask students to stand in two lines. Say a word from the board. The first person in each line runs to the board, tries to find the picture card first and take it down. Then these two students return to their seats and the next two play. Replace the picture cards every three turns.

Lesson objective

Explain the lesson objective: To apply the reading strategy by using information in the text to help you understand unknown words.

Reading text in British English

This is one of the texts in Level 3 that is in British English. If you have a stronger group, you may want to work on some of the differences with them. Ask *Can you hear a difference between previous readings and this one?*

SB Act. 4 p. 158

2-27

Read *Say NO to Germs*. Check your answers from Activity 3.

- Students read and listen to the text. Review the meaning of *germs*.
- Ask students to look at the pictures in the leaflet and say how these help them understand the information better.
- Ask students to find the words in bold. Check that they remember their meaning.

Stretch activity

CRITICAL THINKING

Ask students to take out their notes on how germs can be dangerous from the previous lesson (Stretch activity) and compare them to the facts in the leaflet. Ask if students wrote any of the information in the leaflet.

SB Act. 5 p. 158

Find the blue words in the leaflet. Read the words before and after them. Then circle T (true) or F (false).

- Refer students to the blue words in the leaflet. Students read the text again, while applying the reading strategy.
- Students work individually to choose true or false. Ask them to correct the false sentences.
- Focus students on the new vocabulary in the labels (*cover*, *handkerchief*) and make sure they understand it.

Differentiation

Struggling learners: Ask students to read the first paragraph of the leaflet again. Say true or false sentences for students to identify, e.g., *We are alive because of our bones, muscles, skin, blood, brain, and heart*. (True) *Diseases keep us alive*. (False) Repeat with the rest of the paragraphs, making two statements for each.

Stretch: Put students into pairs. Ask them to read the leaflet again and then close their books. Tell students to say three things to their partners that they remember about the leaflet. Then students open their SBs to see if they were correct. They repeat the process.

SB Act. 6 p. 159

COMMUNICATION

Discuss with a friend.

- Students work in pairs. Invite pairs to share their ideas with the class.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

CREATIVITY

Put students into pairs. Tell students to make a poster about how to keep safe from germs. They can illustrate their work and write a few sentences. Pairs present their poster to the class.

Reading 2

4 2-27 **Read *Say NO to Germs*. Check your answers from Activity 3.**

Reading strategy
Use information in the text to help you understand unknown words.

Say NO to Germs

Your body is amazing. All its different parts – bones, **muscles**, **skin**, blood, **brain**, **heart**, stomach, lungs – work together to keep you **alive**. But **diseases** stop your body from working in the right way. When you've got a disease, your body has got a more difficult job.

You get diseases for lots of different **reasons** but one important reason is germs. Germs are very small living things. They go into your body through your mouth, nose, eyes or skin, and then they start to attack you. Some give you a **cold**, a cough or a fever. Others can **kill** you.

Everyone wants to stay healthy. But what should you do to protect yourself and others from germs?

1 Wash your hands

You should always wash your hands with soap after you go to the bathroom. When you don't do this, there are germs on your hands. When you touch your mouth, or your desk, or your friend's hand, you leave germs on them. That's how lots of diseases **spread** from one person to another.

2 Cover your mouth

When you **cough** or **sneeze**, germs from your body go into the air. You should always put something in front of your nose and mouth to catch the germs: your arm or hand, a handkerchief or a face mask. When you don't do this, the germs go a long way. Then other people breathe them into their lungs.

3 Only drink clean water

You shouldn't drink water from rivers or lakes, because it's got lots of germs in it. Dirty water spreads lots of diseases.

4 Only eat safe food

Germs grow on meat and other food when it isn't in the fridge. You have to look after food carefully, or it can give you diseases.

5 Have vaccinations

Vaccinations sometimes hurt but they protect you from diseases when germs try to attack your body. Doctors think that vaccinations **save the lives** of two or three million people every year.

5 **Find the blue words in the leaflet. Read the words before and after them. Then circle T (true) or F (false).**

1 When people die, they are alive. T (F)
2 Diseases make you sick. (T) F
3 A reason is the answer to the question "Why?" (T) F
4 If something kills someone, it saves their life. T (F)

6 **Discuss with a friend.**

1 Can you see germs?
2 What do you usually do when you cough or sneeze? Do you spread lots of germs this way?
3 Do you ever have vaccinations? Who gives them to you? How do you feel about them? Why?
4 Why do more children die of diseases in poor countries than in rich countries? What changes can help to keep more children alive?

Extra activity

SB Vocabulary work

- Write the new words on the board: *germs*, *disease*, *alive*, *cover*, *handkerchief*, *reason*, *kill*. Teach the words.
- Say a word and then give a definition, either correct or incorrect. If it's correct, students raise their hands. If it's incorrect, they correct you.

WB Act. 1 p. 138

Read the leaflet. Look at the underlined words. Read and match.

- Remind students of their answers to Activities 1 and 2 on p. 157 in the SB.

WB Act. 2 p. 138

Read the leaflet again. Circle T (true) or F (false).

WB Act. 3 p. 138

CRITICAL THINKING

What kind of exercise do you do? How does it help your body?

- Invite students to share ideas with the class.

Extra activity

WB Vocabulary work

- Write the new words on the board: *sociable*, *produce*, *serotonin*, *depressed*, *develop*, *flexible*, *improve*, *aerobic*. Students find the words in the text and study the sentences for about a minute.
- Tell students to close their books. Explain that you'll read the sentences with the new words, but may make a mistake. If the sentence is correct, they applaud you. If it's incorrect, they say *Stop!* Say *Watching TV all day makes you become more flexible.* Students say *Stop!* and correct you, e.g., *Exercise makes you become more flexible.*

Extra activity

COMMUNICATION

Put students into small groups and ask them to talk about their health. They can ask each other what they do to keep healthy, what they do to help keep germs away, and what they do if they get sick. Invite groups to share the results of their discussion with the class.

Objective review

Ask students how using information in a text helps them understand unknown words. Praise their effort.

10 Grammar 2 • Listening • Speaking

OBJECTIVES

Grammar: Can use "should(n't)" to offer or ask for advice or suggestions.

Listening: Can recognize simple phrases related to familiar topics in slow, clear speech.

Speaking: Can act out a short dialog or role-play, given prompts.

MATERIALS

SB pp. 160–161
WB pp. 139–140
WB key p. 221
SB audio track 2-28
Videos 10-3 and 10-4
Video scripts p. 250
Pearson English Platform
Grammar Book 3, Unit 17
Speaking and Vocabulary Book 3, Unit 10

Warm-up

Ask students to quickly read *Say NO to Germs* again. Say sentences for students to complete, e.g., *Your body has a difficult job when it has a …* (disease).

Lesson objective

Explain the lesson objective: To use *should* to give advice and to use *someone*, *everyone*, *something*, and *everything*.

SB Act. 1 p. 160

10-3

Watch Part 2 of the story video. Where do Kim and The Doctor go? Why? Then read and complete.

- Students watch Part 2 of the video twice to answer the question. (**Answer:** They go to Kim's planet to get the medicine.)
- Then students complete the sentence in the speech bubble.

SB Act. 2 p. 160

Look at the grammar box and read.

- Focus students' attention on the grammar box.
- Ask students to make a sentence of their own using *should* and say it to a partner.

SB Act. 3 p. 160

Read *Say NO to Germs* again and circle the sentences with *should* and *shouldn't*.

- Refer students back to the text on SB pp. 158 and 159.

SB Act. 4 p. 160

CRITICAL THINKING

What should you do to stay healthy? Look at the pictures and complete.

- Students complete the activity and compare answers in pairs.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster. (**Answers: 1** shouldn't, **2** should, **3** Should, shouldn't, **4** Should, should)

WB Act. 1 p. 139

Read and complete with *should* or *shouldn't*.

- Focus students' attention on the grammar box.

WB Act. 2 p. 139

Write the words in order. Then circle T (true) or F (false).

WB Act. 3 p. 139

Look and write sentences using *should* or *shouldn't*.

Extra activity

COMMUNICATION

Put students into pairs. Student 1 makes a sentence with *should* or *shouldn't* that is factually correct or incorrect. Student 2 agrees or disagrees, e.g., Student 1: *We shouldn't brush our teeth before going to bed*. Student 2: *Yes, we should*.

SB Act. 5 p. 160

Read and complete. Write *Person* or *Thing*.

- Refer students to the grammar box. Explain that we use *one* for people and *thing* for things.

SB Act. 6 p. 161

COMMUNICATION

Complete and follow the instructions. Then give similar instructions to a friend.

- Students work individually, then in pairs.

WB Act. 4 p. 140

Read and choose.

- Focus students' attention on the grammar box and then ask them to circle the correct options.

WB Act. 5 p. 140

Read and complete with *someone*, *something*, *everyone*, or *everything*.

WB Act. 6 p. 140

Look and write sentences using *someone, something, everyone,* or *everything*.

10

Grammar 2

1 10-3 **Watch Part 2 of the story video. Where do Kim and The Doctor go? Why? Then read and complete.**

2 **Look at the grammar box and read.**

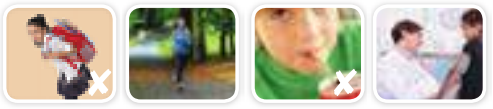
Why *should* I stay here? I want to come with you.

Grammar

You **should** go.
Jack **shouldn't** come with us.
What should we do? We **should** help them.
Should we look for the medicine?
Yes, we **should**.
No, we **shouldn't**.

3 **Read *Say NO to Germs* again and circle the sentences with *should* and *shouldn't*.**

4 **What should you do to stay healthy? Look at the pictures and complete.**



1 I _____ wear a heavy backpack.
2 I _____ go running.
3 _____ you drink soda? No, I _____ .
4 _____ you have vaccinations? Yes, I _____ .

5 **Read and complete. Write *Person* or *Thing*.**

Person	*Thing*
Someone should get the medicine.	I can't do **everything**.
Everyone was sick.	We should do **something**.

6 **Complete and follow the instructions. Then give similar instructions to a friend.**

1 Name every *one* in your family.
2 Name some *thing* in your bedroom.
3 Name some *one* who's very tall.
4 Name every *thing* on your desk.

Listening and Speaking 2

7 2-28 **Who says these things? Listen and write *J* (Joe) or *R* (Rachel).**

1 R **You should** try it!
2 R **Why don't you** come to soccer practice with me?
3 J **I really don't want** to play soccer again.
4 R **Maybe you should** play tennis or badminton.
5 R **Why don't you try** something like kayaking?
6 J **Maybe I should** talk to my mom about dancing.

Speaking strategy

Show respect by making suggestions politely.

8 **Role-play these conversations with a friend. Use the words in bold in Activity 7 to help you.**

1 I eat a lot of candy every day, but I know it's bad for me. How can I stop?
2 Someone wants to buy the school sports field. Should we say yes and buy other things for the school with the money?

What's the matter?

Well, I eat a lot of candy every day, but ...

9 10-4 **Watch Part 3 of the story video. What does Jack say that they should do?**

Differentiation

Struggling learners: On the board, write *someone*, *something*, *everyone*, *everything*. Say a noun, either singular or plural, a person, or a thing. Students say the correct pronoun from the board, e.g., Say *the children* (everyone), *the cat* (something), *the people* (everyone), *the boy* (someone), *a desk* (something), *a pen* (something), *the books* (everything), *the girls* (everyone), *the chairs* (everything), *the clocks* (everything), *the fish* (something).

Stretch: Put students into pairs. Student 1 says a thing or person (singular or plural). Student 2 says *something*, *someone*, *everything*, or *everyone*. Monitor for proper use of language.

For more grammar practice, go to Grammar Book 3, Unit 17.

Listening and Speaking 2

Speaking strategy

Explain the speaking strategy: Show respect by making suggestions politely. Explain that we should make suggestions politely to show that we respect the person we're speaking to.

SB Act. 7 p. 161

2-28

Who says these things? Listen and write *J* (Joe) or *R* (Rachel).

- Play track 2-28. Ask *Which is Joe's favorite idea?* (a dance class)
- Play again for students to complete the activity.

SB Act. 8 p. 161

COMMUNICATION

Role-play these conversations with a friend. Use the words in bold in Activity 7 to help you.

- Invite pairs to role-play in front of the class.

SB Act. 9 p. 161

10-4

Watch Part 3 of the story video. What does Jack say that they should do?

- Students watch Part 3 of the video and answer the question. (**Answer:** go back to Kim's planet and get some more medicine)

Objective review

Ask students if they can use *should* to give advice and if they can use *someone*, *something*, *everyone*, *everything*. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 3, Unit 10.

10 Writing • Now I Know

OBJECTIVES

Reading: Can get the gist of short, simple texts on familiar topics, if supported by pictures.

Speaking: Can give simple examples to support their point in a short talk on a familiar topic.

Writing: Can use appropriate standard greetings and closings in simple informal personal messages.

MATERIALS

SB pp. 162–163
WB pp. 141–143
WB key p. 221
Pearson English Platform
Test Book 3, Unit 10

Warm-up

Review the Unit 9 writing strategy with students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a letter or an email, while applying the writing strategy.

SB Act. 1 p. 162

Ada is in hospital with a broken leg. Her Grandma writes her a letter. Look at the letter. Where's Ada's Grandma?

- Students work individually to find the answer. (**Answer:** She's in France.)

SB Act. 2 p. 162

Now read the letter and answer.

- Students read the letter and answer the questions. (**Answers: 1** She fell off her bike., **2** Rest and listen to the doctors and nurses. Don't go to bed late and eat lots of healthy food., **3** a week)

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 162

Read the letter again. Circle the beginning and ending.

WB Act. 1 p. 141

Read the two emails. Check (✓) the one that Cathy sent to a person she knows well.

SB Act. 4 p. 162

WB 141

Find or draw pictures of a doctor giving advice. Then go to the Workbook to do the writing activity.

WB Act. 2 p. 141

Imagine your friend is sick in the hospital. Answer the questions.

Remember!

WB p. 141

Focus students' attention on the Remember! box.

WB Act. 3 p. 141

Write a letter or email to your friend. Use your ideas from Activity 2 to help you.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to read their work aloud. Praise their effort.

Now I Know

Warm-up

Ask students to look back at the unit and choose their favorite lesson. On the board, write *What did you learn in the lesson? What did you find interesting in the lesson? What's your favorite part of the lesson? Why?*

Lesson objective

Explain the lesson objective: To review everything they've learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote for WB Activity 1 at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 163

CRITICAL THINKING

How do we take care of our body? Look back through Unit 10 and complete the sentences.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 1 p. 142

Circle parts of the body.

10

Writing

1 **Ada is in hospital with a broken leg. Her Grandma writes her a letter. Look at the letter. Where's Ada's Grandma?**

2 **Now read the letter and answer.**

1 How did Ada break her leg?
2 What advice does Ada's Grandma give her?
3 How long does Ada have to stay in hospital for?

Dear Ada,

How are you? I am on vacation in France so I'm sorry I can't visit you. I spoke to your mom yesterday and she told me you are going to be in hospital for a week. You poor girl!

I hope you are doing OK and your leg is getting better. You were unlucky to break your leg, it sounds like you fell off your bike badly.

You should rest and you should listen to the doctors and nurses. You shouldn't go to bed too late. You should eat lots of healthy food.

I can't wait to see you when I return from France.

Be brave and get well soon.

Love from
Grandma

3 **Read the letter again. Circle the beginning and ending.**

4 WB 141 **Find or draw pictures of a doctor giving advice. Then go to the Workbook to do the writing activity.**

Writing strategy

When you write a letter or an email, begin with ***Dear*** and the name of the person that you are writing to. End with ***Best wishes*** (or ***Love from*** if you know the person very well) and your name.

Now I Know

1 **How do we take care of our body? Look back through Unit 10 and complete the sentences.**

1 When we're sick, we should .....
2 When we need to go to the hospital, we should .....
3 To stay healthy, we should .....

2 **Choose a project.**

Give a presentation about health.

1 Work with a friend. Make a list of ideas for being healthier.
2 Choose the three most interesting ideas.
3 Plan a presentation about these ideas. Say what we should do, and why this can make us healthier.
4 Give your presentation to the class.

or

Make a poster about a disease.

1 Think of a disease and do some research.
2 Make a poster with pictures and key words about the disease.
3 Write in which parts of the world people get it, what health problems people have and what they can do to feel better.
4 Show your poster to the class.

Read and circle for yourself.

I can understand most details in conversations about everyday topics.

I can role-play conversations with a friend.

I can scan a text to find specific information.

I can use appropriate greetings and closings when writing personal messages.

WB Act. 2 p. 142

Read and cross out the wrong word.

WB Act. 3 p. 142

Read and complete. Use the words from the box. There's one extra word.

WB Act. 4 p. 142

Read and complete with *everyone*, *everything*, *someone*, or *something*. Then match.

WB Act. 5 p. 143

Complete the questions. Then write the answers.

WB Act. 6 p. 143

CRITICAL THINKING

Think about what you learned in this unit. Write what you should and shouldn't do to keep healthy.

Project

SB Act. 2 p. 163

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria.

Things I learn

WB Act. 1 p. 143

What are your three favorite words in this unit?

- Have a class vote on favorite words.

WB Act. 2 p. 143

Write something you think is interesting about your body and germs.

- Ask students to share their answers with the class.

WB Act. 3 p. 143

What should you do to take better care of your body?

- Students use their consolidated knowledge of the Big Question to answer.

Self-assessment

SB p. 163

Read and circle for yourself.

- Students decide how to rate each statement.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 3, Unit 10.

11 Why is Antarctica special?

SKILLS

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Reading: Can understand the main ideas in simple descriptive texts on familiar topics.

Speaking: Can act out a short dialog or role-play, given prompts.

Writing: Can write simple factual descriptions of animals, given prompts or a model.

GRAMMAR

Grammar 1: Can use "There isn't a/n …" with common nouns and prepositions referring to what's not present in a picture or a room.
Can use "There are …" with numbers or "some" referring to what's in a picture or a room.

Grammar 2: Can place two common adjectives in the right order.

VOCABULARY

Key vocabulary 1: South Pole, penguin, expedition, temperature, degrees, ice, continent, freezing, crack, deep

Key vocabulary 2: fur, octopus, hunt, krill, feather, layer, migrate, poisonous, wing, waterproof

Video vocabulary: locked up, global sea level, teamwork, alarmed, ice sheet, killer whale, mile, thick, fresh water, melt

Reading vocabulary 1: sled, research station, ice core, midnight, iceberg, tough, exhausted, scream, snowmobile, condition, asteroids, sweat, heat, spot

Reading vocabulary 2: Leopard seal, Antarctic octopus, Adélie penguin, tentacle, flipper, rise, inhabitant, camouflage, chemical, distance, upward, sandy, whistle, waste energy, cool down

Revised vocabulary: snow, seal, habitat, land, scientist

Academic vocabulary: climate, predator

PROJECTS

Interview a scientist who works in Antarctica

Research an extreme habitat

VIDEOS

Frozen Planet: Antarctica (11-1)

Doctor Who: The Coldest Place on Earth Parts 1–3 (11-2, 11-3)

VALUE

Learn about new places

Unit opener

OBJECTIVES

Listening: Can understand the main idea of a simple news story, with visual support.

Speaking: Can answer simple questions about their life and experiences.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 164–165
WB p. 144
WB key p. 222
Video 11-1
Video script p. 251
Optional: A map of the world, A large piece of paper per student
Pearson English Platform

Big Question

- Ask *Where is Antarctica?* Show it on the map of the world.
- Read the Big Question *Why is Antarctica special?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

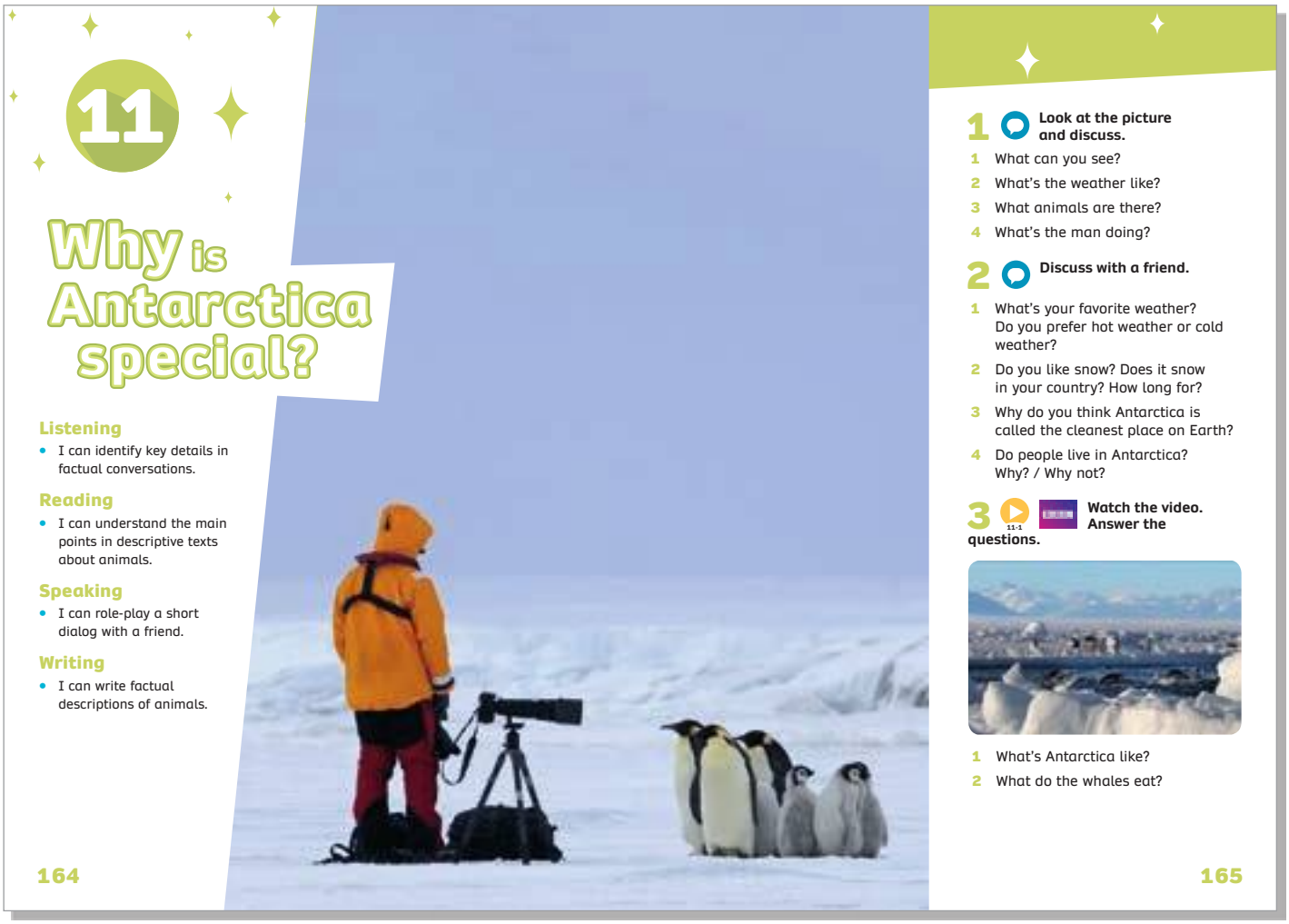
Explain the lesson objective: To talk about the Antarctic.

SB Act. 1 p. 165

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.



SB Act. 2 p. 165

COMMUNICATION

Discuss with a friend.

- Put students into pairs to discuss their ideas.

WB Act. 1 p. 144

What parts of the world do you know? What is special about where you live?

- Ask students to think of the Big Question and write about what they know.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 2 p. 144

Circle the words associated with Antarctica. Then think about and write one thing you will learn in this unit.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 165

11-1

Watch the video. Answer the questions.

- Check students know the meaning of *frozen*.
- Play the video. (**Answer: 1** It has a lot of ice. It's three miles thick. 75% of the Earth's fresh water is there., **2** They only eat fish.)
- Ask what kind of whales are in the video (*killer whales*).
- Ask students if they would like to visit or work in Antarctica. Encourage them to justify their answers.

WB Act. 3 p. 144

11-1

Watch the video. Then look and write.

WB Act. 4 p. 144

11-1

Read and match. Watch the video again to check.

- Before playing the video again, read the sentence halves and teach *miles thick* and *fresh water*.
- After watching, check that students realize the ice sheet in Antarctica is made from fresh water, not seawater, and how important this is for the environment.

Extra activity

CREATIVITY

Give each student a large sheet of paper and ask them to draw their home now and what they think a home in Antarctica would be like. They label different features. They can also draw and label the clothes they wear now and what they would wear in Antarctica.

Objective review

Ask students what they've learned about Antarctica in this lesson. Praise their effort.

11 Vocabulary 1 • Pre-reading 1

OBJECTIVES

Listening: Can recognize simple phrases related to familiar topics in slow, clear speech.

Reading: Can understand the main points in simple descriptive texts on familiar topics.

Speaking: Can answer simple questions about their life and experiences.

Vocabulary: South Pole, penguin, expedition, temperature, degrees, ice, continent, freezing, crack, deep

MATERIALS

SB pp. 166–167
WB pp. 145–146
WB key p. 222
SB audio tracks 2-29 and 2-30
Picture cards 199–208
Optional: A map of the world
Pearson English Platform

Warm-up

Ask students what they remember about Antarctica from the video. Then ask students to think about how other places in the world are different from where they live now.

Lesson objective

Explain the lesson objective: To describe Antarctica in more detail.

SB Act. 1 p. 166

2-29

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 2-29 twice, pausing after each word. Students point at the pictures and repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 166

2-30

Listen and number.

- Play track 2-30 twice, pausing after each sentence. Students number the pictures.

Picture card activity 1

- Put five picture cards on the left of the board and five on the right. Point at each word and say it. Students repeat.
- Ask students to look at the picture cards for one minute. Then bring a student to the front, with their back to the words. Ask another student to say a word from the board. The student at the front has to walk to the left or the right side, depending where the word on the board is, without turning round. If they walk to the correct side, the class claps, and the student turns around and points at the correct picture card. The class gets a point. If the student walks toward the wrong side or points at the wrong picture card, they sit down and you get a point.

Picture card activity 2

Draw a pizza on the board with eight slices and place all the picture cards on the board in random order. Ask students to stand in a line. Say a word from the board. The student at the front has to find the picture card, point at it, and return to their seat. If they point at an incorrect picture card, the class loses a slice of the pizza (erase it from the board).

SB Act. 3 p. 166

Read and write a word from Activity 1.

- Students read the sentences and match them to the words from Activity 1.

Stretch activity

COLLABORATION

Put students into pairs. Ask them to study the definitions in Activity 3. Student 1 closes their book. Student 2 says a word for Student 1 to define. Then they swap roles.

WB Act. 1 p. 145

Find and write the words. Then complete the sentences. There's one extra word.

WB Act. 2 p. 145

Read and complete. Use the words from the box.

SB Act. 4 p. 167

COMMUNICATION

Discuss with a friend.

- Students work in pairs and then share ideas with the class.
- During the class discussion, put a map of the world on the board and choose a student to come to the front. Ask the class to name the continents while the student at the board finds and points at them on the map. Then ask students to say what they know about each continent. (**Answers: 1** North Pole, **2** Asia, Africa, North America, South America, Antarctica, Europe, Australia, **4** whales, seals, fish, albatrosses)
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

11

Vocabulary 1

1 2-29 **Listen and repeat.**

2 2-30 **Listen and number.**

3 **Read and write a word from Activity 1.**

1 When people travel a long way to explore an area. expedition
2 Water turns to this when the temperature is below zero. ice
3 This tells us how hot or cold it is. temperature
4 You see this when ice is breaking. crack
5 A big piece of land made up of different countries. continent
6 When you go far out into the ocean, the water reaches far down. deep
7 When you are very, very cold. freezing
8 This is a black and white bird that lives in Antarctica. penguin

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4 **Discuss with a friend.**

1 Antarctica has the South Pole. Are there any other poles?
2 Can you name all of the continents?
3 What's the coldest temperature in your country? And the hottest?
4 What animals live in Antarctica?

Pre-reading 1

Reading strategy
Check your understanding as you read.

1 **Read the beginning of a diary. Think about the questions as you read.**

1 What are the scientists doing?
2 Does she work alone?
3 Can you find a word that means the same as *meteorite*?
4 Why is it important not to sweat?

Today is the start of my second week working on the Antarctic Meteorite Programme. The team all come from different countries, but we love working together.
Yesterday was an exciting day. We got ready to look for space rocks, as we do every morning. We have to put on special clothes, but not too many. We walk a lot when we are looking for meteorites, and we get hot. But we have to be careful not to sweat. In the freezing temperatures of Antarctica, it can be very dangerous to have wet clothes. It's because your body loses heat much more quickly when your clothes are wet.

2 **Compare your answers to the questions in Activity 1 with a friend.**

167

Differentiation

Stretch: Put students into groups of three or four. Ask students to think of three more questions they can ask using the new vocabulary, e.g., *What's today's temperature? What can you see deep in the ocean?* Groups then quiz each other.

WB Act. 3 p. 146

CRITICAL THINKING

Write the letters in order. Then choose three words and write sentences.

Word study: synonyms

WB Act. 4 p. 146

Read and circle the synonyms for the word in bold.

- Check students understand the words in the choices before they complete the activity.

WB Act. 5 p. 146

Read and match the synonyms.

WB Act. 6 p. 146

Write a synonym for each word. Then write a sentence that can use either word.

Objective review

Ask students to say three new words they like the best. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Check your understanding as you read.

SB Act. 1 p. 167

CRITICAL THINKING

Read the beginning of a diary. Think about the questions as you read.

- Explain that students are going to read a diary entry.
- Focus students' attention on the reading strategy and then the questions.

SB Act. 2 p. 167

COMMUNICATION

Compare your answers to the questions in Activity 1 with a friend.

- Students work in pairs and then share ideas with the class. (**Answers: 1** They're looking for space rocks/meteorites., **2** No, she works on a team., **3** space rock, **4** because it's dangerous to have wet clothes in Antarctica as your body loses heat quickly)

Extra activity

CRITICAL THINKING

Put students into pairs. Ask them to discuss other problems they think scientists in Antarctica may have. Pairs present their ideas to the class.

11 Reading 1

OBJECTIVES	
Reading:	Can understand the main points in simple descriptive texts on familiar topics.
Speaking:	Can answer simple questions about their life and experiences.
SB vocabulary:	sled, research station, ice core, midnight, iceberg, tough, exhausted, scream
WB vocabulary:	snowmobile, condition, asteroids, sweat, heat, spot
Revised vocabulary:	snow, scientist
Academic vocabulary:	climate

MATERIALS

SB pp. 168–169
WB p. 147
WB key p. 222
SB audio track 2-31
Pearson English Platform

Warm-up

Ask students what kind of text they read in the previous lesson (a diary). Ask students if they or anyone they know keeps a diary and what kind of things they write in it. Ask students if they think a personal diary would be any different from a scientist's diary.

Lesson objective

Explain the lesson objective: To apply the reading strategy by checking their understanding as they read.

Reading text in British English

This is one of the texts in Level 3 that is in British English. If you have a stronger group, you may want to work on some of the differences with them. Ask *Can you hear a difference between previous readings and this one?*

SB Act. 3 p. 168

2-31

Read *An Extraordinary Expedition*. Where's the expedition going? How are they traveling?

- Students read and listen to the diary to answer the questions. (**Answers:** They're going to the South Pole. They're traveling on skis.)
- Remind students of the reading strategy. On the board, write the following questions for students to check their understanding as they read a second time: *1 Why is it difficult to sleep in the Antarctic? 2 Why are the sleds heavy? 3 Why does it get harder to ski? 4 What does "exhausted" mean? 5 Why do scientists study ice cores? 6 Why does the writer feel sad at the end?* (1 Because there isn't any darkness in the Antarctic summer. 2 Because they have all their food and fuel on the sleds. 3 Because the wind gets stronger. 4 very tired, 5 To find out about the Earth's climate. 6 Because they don't want to leave Antarctica (they think it's beautiful).)
- Ask students to find the words in bold. Check they remember their meanings.

SB Act. 4 p. 168

Number the sentences in order.

- Students work in pairs.

Differentiation

Struggling learners: Ask students to read the diary again and then close their books. Describe events from the diary. Students say what day they happened on, e.g., *They saw gigantic icebergs*. (Day 8.) *They got to the South Pole.* (Day 55.)

Stretch: Make sentences about each diary extract – some correct, some incorrect. Students correct you if they think you've misunderstood, e.g., *They couldn't fly to Antarctica for a few days because the weather was bad*. (Correct.) *There isn't any darkness means that the days are very short.* (Incorrect. It means that the days are long.)

Extra activity

CREATIVITY

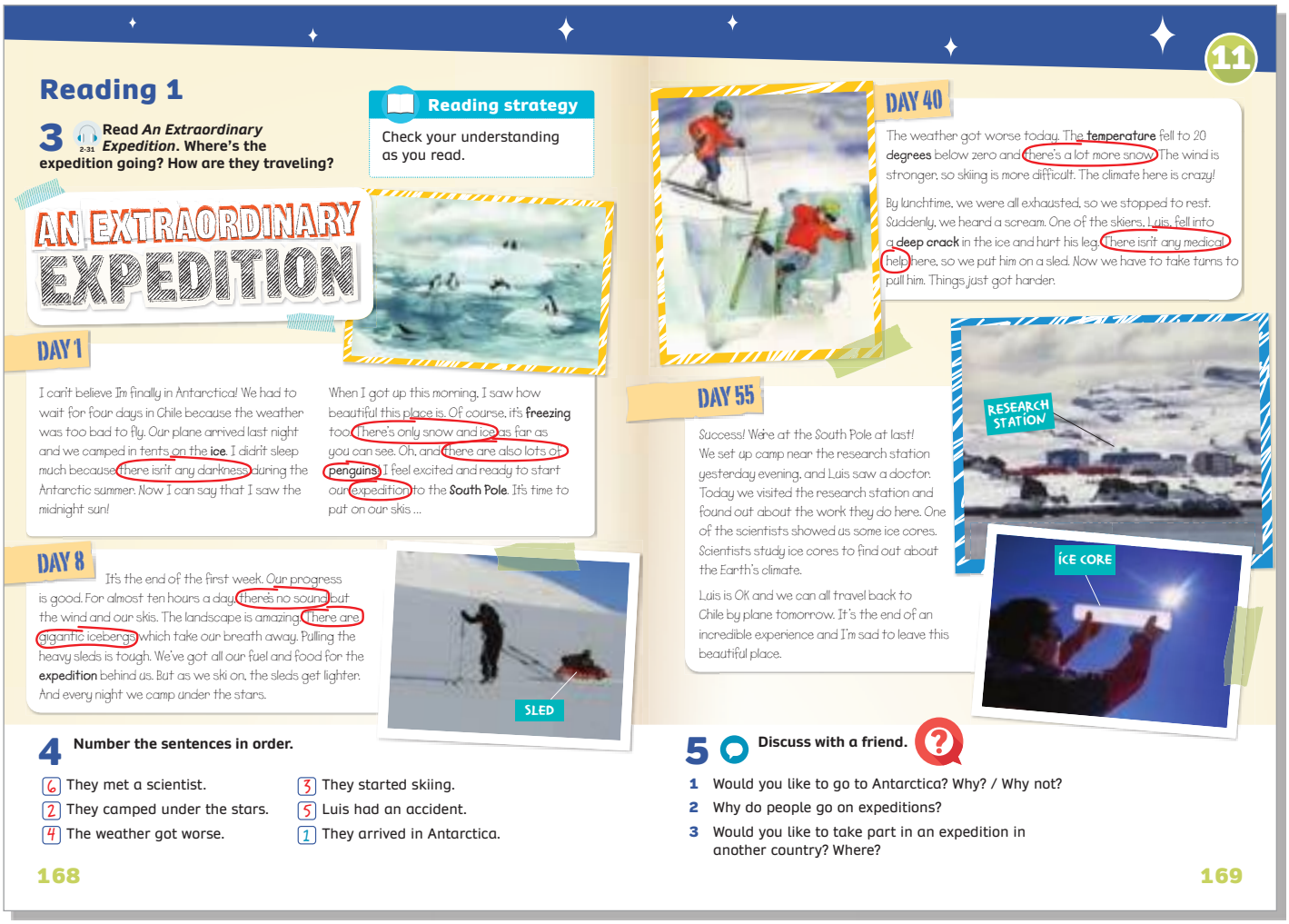
- Put students into pairs. Ask students to read the diary again and find adjectives that describe feelings, e.g., *excited*, *exhausted*, *sad*.
- Ask students to find adjectives that describe the experience and landscape, e.g., *beautiful*, *tough*, *amazing*, *difficult*, *incredible*.
- Then ask students to imagine they're on the expedition. Tell them to choose a day and write about what they saw and how they felt. They can use adjectives from the board or their own ideas and illustrate their work. They read their sentences to the class, who has to guess which day they're describing.

SB Act. 5 p. 169

COMMUNICATION

Discuss with a friend.

- Students work in pairs and then share ideas with the class.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.



Reading 1

3 2-31 **Read *An Extraordinary Expedition*. Where's the expedition going? How are they traveling?**

Reading strategy
Check your understanding as you read.

AN EXTRAORDINARY EXPEDITION

DAY 1

I can't believe I'm finally in Antarctica! We had to wait for four days in Chile because the weather was too bad to fly. Our plane arrived last night and we camped in tents on the **ice**. I didn't sleep much because there isn't any darkness during the Antarctic summer. Now I can say that I saw the midnight sun!

When I got up this morning, I saw how beautiful this place is. Of course, it's **freezing** too. There's only snow and ice as far as you can see. Oh, and there are also lots of **penguins**! I feel excited and ready to start our **expedition** to the **South Pole**. It's time to put on our skis ...

DAY 8

It's the end of the first week. Our progress is good. For almost ten hours a day, there's no sound but the wind and our skis. The landscape is amazing. There are gigantic **icebergs** which take our breath away. Pulling the heavy sleds is tough. We've got all our fuel and food for the **expedition** behind us. But as we ski on, the sleds get lighter. And every night we camp under the stars.

SLED

DAY 40

The weather got worse today. The **temperature** fell to 20 **degrees** below zero and there's a lot more snow. The wind is stronger, so skiing is more difficult. The climate here is crazy!

By lunchtime, we were all exhausted, so we stopped to rest. Suddenly, we heard a scream. One of the skiers, Luis, fell into a **deep crack** in the ice and hurt his leg. There isn't any medical help here, so we put him on a sled. Now we have to take turns to pull him. Things just got harder.

DAY 55

Success! We're at the South Pole at last! We set up camp near the research station yesterday evening, and Luis saw a doctor. Today we visited the research station and found out about the work they do here. One of the scientists showed us some ice cores. Scientists study ice cores to find out about the Earth's climate.

Luis is OK and we can all travel back to Chile by plane tomorrow. It's the end of an incredible experience and I'm sad to leave this beautiful place.

RESEARCH STATION

ICE CORE

4 **Number the sentences in order.**

6 They met a scientist.
2 They camped under the stars.
4 The weather got worse.
3 They started skiing.
5 Luis had an accident.
1 They arrived in Antarctica.

5 **Discuss with a friend.**

1 Would you like to go to Antarctica? Why? / Why not?
2 Why do people go on expeditions?
3 Would you like to take part in an expedition in another country? Where?

Extra activity

SB Vocabulary work

- Write the new words on the board: *sled*, *research station*, *ice core*, *midnight*, *iceberg*, *tough*, *exhausted*, *scream*.
- Ask students to find the words in the diary and read the sentences.
- In pairs, students define the words as best they can.

WB Act. 1 p. 147

Read the journal. Think about the questions in Activity 2 as you read.

- Remind students of the answers to Activity 1 on p. 167 in the SB.

WB Act. 2 p. 147

Answer the questions. Read the journal again and check.

WB Act. 3 p. 147

CRITICAL THINKING

Imagine you're a scientist. What would you like to study? Why?

- Students share their ideas with the class.

Extra activity

WB Vocabulary work

- Write the new words on the board: *snowmobile*, *condition*, *asteroids*, *sweat*, *heat*, *spot*.
- Ask students to find the words in the text and write two sentences using any one of the words and draw a picture if possible.

Values

Learn about new places

Ask students what they think the writer of the diary *An Extraordinary Expedition* in the SB learned in Antarctica. Discuss how learning about new places can help us know more about our environment and wildlife.

Objective review

Ask students how the reading strategy helped them understand the text better. Ask if they checked their understanding as they read. Praise their effort.

11 Grammar 1 • Listening • Speaking

OBJECTIVES

Grammar:	Can use "There isn't a/n …" with common nouns and prepositions referring to what's not present in a picture or a room. Can use "There are …" with numbers or "some" referring to what's in a picture or a room.
Listening:	Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.
Speaking:	Can talk about a familiar place in a basic way.
Revised vocabulary:	land

MATERIALS

SB pp. 170–171
WB pp. 148–149
WB key p. 222
SB audio track 2-32
Video 11-2
Video script p. 251
Pearson English Platform
Grammar Book 3, Unit 12
Speaking and Vocabulary Book 3, Unit 11

Warm-up

On the board, write *there isn't any darkness*, *wind getting stronger*, *below 20 degrees*, *no medical help*, *ice cores.* Ask students what these phrases refer to in *An Extraordinary Expedition*.

Lesson objective

Explain the lesson objective: To talk about things we can and can't count.

SB Act. 1 p. 170

11-2

Watch Part 1 of the story video. Where are they? Who lives there? Then read and complete.

- Students watch Part 1 of the video and answer the questions. (**Answers:** They're in Antarctica. A few scientists live there.)
- Students watch again and complete the sentences under the video still.

SB Act. 2 p. 170

Look at the grammar box and circle.

- Focus students' attention on the grammar box. They circle the correct words in the rules.
- Say items from the grammar box. Students say *There is* or *There are*, e.g., say *skiers*. Students say *There are*.

SB Act. 3 p. 170

Read An *Extraordinary Expedition* again and circle *there's/there isn't* and *there are/there aren't.*

- Refer students back to the text on SB pp. 168 and 169.
- Ask students to make sentences about the classroom using *There is/isn't* and *There are/aren't.*

SB Act. 4 p. 171

Can you count these? Look and check (✓) or cross (✗).

- Students complete the activity and share answers in pairs.

SB Act. 5 p. 171

COMMUNICATION

Look at the pictures in Activity 4 and say.

- Put students into pairs to do the speaking activity. Then write *gold*, *bread*, *cat*, *trash* on the board. Ask students to continue the activity using these nouns.

Stretch activity

COMMUNICATION

- On the board, write *1 whales / Antarctica? 2 penguins / North Pole? 3 wheat / Australia? 4 a lot of traffic / your town? 5 research stations / Antarctica? 6 people / the Moon? 7 snow / ground today?*
- In pairs, students ask and answer, e.g., Student 1: *Are there any whales in Antarctica?* Student 2: *Yes, there are.*

WB Act. 1 p. 148

Read and circle.

- Focus students' attention on the grammar box and ask them to complete the activity.

Differentiation

Struggling learners: Ask students to stand in a line. On the left side of the board write *Count*, on the right write *Can't count*. Students stand facing the board. Say a word. If it's a countable word, students jump left; If not, they jump right. Students who make a mistake lose a turn. Words to use: *sugar*, *honey*, *book*, *people*, *apple*, *wheat*, *penguin*, *ice*, *wind*, *ski*, *sled.*

11

Grammar 1

1 11-2 **Watch Part 1 of the story video. Where are they? Who lives there? Then read and complete.**

There *is/'s* ice everywhere.
There *are* whales in the ocean, and
there *are* a lot of penguins and dolphins.

2 **Read the grammar box and circle.**

Grammar

Things we can count with numbers: There can be one or more than one of them.

There are a lot of **skiers**. **There aren't** any **scientists**. **Are there** any **penguins** in Antarctica? Yes, **there are**.

Things we can't count with numbers: There can't be more than one of them.
milk (a bottle of milk) **snow** (three buckets of snow)
land (a piece of land) **chocolate** (two bars of chocolate)

There's a lot of **snow**. **There isn't** any **oil**. **Is there** any **sunlight**?
No, **there isn't.**

We use *there is* (or *there's*) for things we **can** / **can't** count.
We use *there are* for more than one thing we **can** / **can't** count.

3 **Read *An Extraordinary Expedition* again and circle *there's/there isn't* and *there are/there aren't*.**

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4 **Can you count these? Look and check (✓) or cross (✗).**

1 ✗ sugar 2 ✓ shark 3 ✓ mountain 4 ✗ traffic

5 **Look at the pictures in Activity 4 and say.**

There's sugar on the table.

There are sharks in the water.

Listening and Speaking 1

Speaking strategy
Check the listener has understood.

6 2-32 **Listen and write the answers.**

1 What's the population of Japan? *127 million*
2 What's the climate like? *cold in winter, hot and wet in summer*
3 What's the temperature in Tokyo in the summer? *26 degrees*
4 What's the temperature in Tokyo in winter? *5 degrees*
5 What animals live there? *snow monkeys*

7 **Ask and answer about the Arctic. Use the questions in Activity 6 to help you.**

The Arctic
Population: 4 million
Climate: winter – freezing, summer – cold, spring and fall – very short
Temperature at the North Pole: -40 to 0 degrees
Animals: Arctic wolf, Arctic fox, polar bear

171

WB Act. 2 p. 148

Look and complete with *There's/isn't* or *There are/aren't*.

WB Act. 3 p. 149

Look and complete. Use the correct form of *to be* and a word from the box.

WB Act. 4 p. 149

Look and write sentences.

For more grammar practice, go to Grammar Book 3, Unit 12.

Listening and Speaking 1

Speaking strategy

Explain the speaking strategy: Check the listener has understood. Elicit or give examples of questions used for checking understanding, e.g., *Is that clear? Shall I repeat that? Do you have any questions?*

SB Act. 6 p. 171

2-32

Listen and write the answers.

- Ask students if they know anything about Japan.
- Write *weather*, *oceans*, *population*, *islands*, *animals*, *cities* on the board. Ask students to listen and note the topics from the board that they hear about (weather, population, islands, animals). Play track 2-32.
- Then ask students to read the questions and try to answer them from memory.
- Play track 2-32 again, pausing for students to write. Find out whose initial answers were the closest.

SB Act. 7 p. 171

COMMUNICATION

Ask and answer about the Arctic. Use the questions in Activity 6 to help you.

- Ask students to look at the information and say questions they would ask.
- Students work in pairs. Encourage the student who is giving information to use the speaking strategy by asking questions to check understanding.

Objective review

Ask students if they can now use *There is* and *There are* to talk about things we can and can't count. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 3, Unit 11.

11 Vocabulary 2 • Pre-reading 2

OBJECTIVES

Listening: Can recognize simple phrases related to familiar topics in slow, clear speech.

Reading: Can identify specific information related to a familiar topic in a short, simple text.

SB vocabulary: fur, octopus, hunt, krill, feather, layer, migrate, poisonous, wing, waterproof

WB vocabulary: hump, antlers, mane, whiskers, hooves, tentacles

MATERIALS

SB pp. 172–173
WB pp. 150–151
WB key p. 222
SB audio tracks 2-33 and 2-34
Picture cards 199–218
Optional: A piece of paper per student
Pearson English Platform

Warm-up

Review Vocabulary 1 words with picture cards. Put students into small groups. Each student writes a word on a piece of paper. Groups stand in circles. Define a word. If one of the students in the group has the word, they drop their piece of paper to the floor. When all the pieces of paper from one group are on the floor, they sit down. They are the winners. Repeat with students changing groups and writing new words.

Lesson objective

Explain the lesson objective: To talk about animals.

SB Act. 1 p. 172

2-33

Listen and repeat.

- Ask students to say any of the words they know in the pictures.
- Play track 2-33 twice, pausing after each word. Students point at the pictures and repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 172

2-34

Listen and number.

- Play track 2-34 twice, pausing after each sentence. Students number the pictures.
- Students work in pairs. Student 1 says a word, and Student 2 points at the correct picture.

Picture card activity

Put the picture cards on the board. Give students two pieces of paper and ask them to draw a happy face on one and an unhappy face on the other. Point at a picture card and say the correct or incorrect word. If the word you say matches the picture card on the board, students raise the happy face and repeat after you. If the word doesn't match, they raise the unhappy face and correct you.

SB Act. 3 p. 172

Think and write a word from Activity 1 for each group.

- Students complete the activity individually.
- Ask students what other words can be added to each item.
- In pairs, students make sentences with word items from the activity.

Extra activity

CRITICAL THINKING

Say categories for students to find words from Vocabulary 2. Say *These are two activities that animals do*. (hunt, migrate) *Birds have these two things.* (feathers, wings) *They live in the ocean.* (octopus, krill) *It keeps animals warm*. (fur)

WB Act. 1 p. 150

Read and circle. Then match.

WB Act. 2 p. 150

Read and match.

WB Act. 3 p. 150

Circle the odd one out. Then write sentences using the words you circled.

SB Act. 4 p. 172

Read and solve the riddles with a friend.

- Students work in pairs. Elicit answers as a class.

Stretch activity

CREATIVITY

In pairs, students write their own riddles for another pair to guess.

Differentiation

Struggling learners: Review the new words. Ask two students to come to the front and stand with their backs to the board. On the board, put eight picture cards from this lesson, making sure the two students don't see which they are. Tell students to turn around after you count to three and guess which two picture cards from the new vocabulary are missing. The class can help them by giving them clues, e.g., *Birds use these to fly*.

Vocabulary 2

1 2-33 **Listen and repeat.**

2 2-34 **Listen and number.**

3 **Think and write a word from Activity 1 for each group.**

1 a poisonous plant/spider/snake
2 soft/thick/real fur
3 a waterproof watch/coat/camera
4 a layer of bricks/clothes/paint

4 **Read and solve the riddles with a friend.**

1
I live in the ocean.
I'm not a mammal.
I'm good at hiding.
I have eight legs.
I'm an octopus.

2
I am light.
I can be inside a pillow.
I am colorful.
I am part of a bird.
I'm a feather.

Pre-reading 2

1 **Read the article and complete the chart.**

Reading strategy
Use charts to help you organize information.

How the whistling rat adapts to its habitat

Body	Food	Behavior
sandy-colored fur short, round ears	plants close to home	give a loud whistle when a snake or a bird comes close, run very quickly, jump into their holes underground

ADAPTING to the Kalahari

Whistling rats live in the Kalahari Desert in southern Africa. The Kalahari is a very dry habitat. There's no rain in winter for six to eight months. It's hot during the day, but temperatures can fall to –12 degrees Celsius at night. The ground is sandy, and there aren't many plants or trees.

Whistling rats have sandy-colored fur and this helps them hide in the desert. They have short, round ears, and they can hear very well. They give a loud whistle when a snake or a bird comes close. Then they run very quickly and jump into their holes underground. They're usually herbivores, and they eat plants not far from home, so they can escape easily when danger is close.

2 **Read the article again and answer.**

1 Why does the whistling rat have sandy-colored fur?
2 Which animals hunt the whistling rat?
3 Why does the whistling rat live underground?

Stretch: Put the picture cards on the board. Ask students to stand in line in front of the board. Define a word, either from this lesson or a different lesson. If the picture card for the word is on the board, the student at the front of the line runs to it and says it to get a point. If it isn't on the board, they have to stand still. If they know the word you're defining, they can say it before pointing at the picture card and get two points. You get a point if the student makes a mistake or if they don't find the picture card on the board.

Vocabulary challenge: animal body parts

WB Act. 4 p. 151

Look, read, and complete.

WB Act. 5 p. 151

Write the headings using words from Activity 4. Then add one more animal at the bottom of each column.

Objective review

Ask students to say two of their favorite words from the new vocabulary. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Use charts to help you organize information.

SB Act. 1 p. 173

CRITICAL THINKING

Read the article and complete the chart.

- Pre-teach *adapt* and *whistle*.
- Ask a student to read the reading strategy and rubric. Make sure students understand the headings in the chart.
- Students work individually.

SB Act. 2 p. 173

COMMUNICATION

Read the article again and answer.

- Students complete the activity individually. (**Answers: 1** to help them hide in the desert, **2** snakes and birds, **3** so they can hide from predators and to keep cool in the day/warm at night)

Extra activity

CRITICAL THINKING

Put students into small groups. Ask them to think of an animal and make a chart for it, like the one in Activity 1. Students can do research on the internet in class or at home.

11 Reading 2

OBJECTIVES

Reading:	Can identify specific information related to a familiar topic in a short, simple text.
Speaking:	Can ask simple questions about people or things in their immediate surroundings or in pictures.
SB vocabulary:	Leopard seal, Antarctic octopus, Adélie penguin, tentacle, flipper, rise, inhabitant, camouflage, chemical
WB vocabulary:	distance, upward, sandy, whistle, waste energy, cool down
Revised vocabulary:	seal, habitat
Academic vocabulary:	predator

MATERIALS

SB pp. 174–175
WB p. 152
WB key p. 222
SB audio track 2-35
Pearson English Platform

Warm-up

Write *adapting* on the board. Ask students to define it. Then ask what they remember about the Kalahari Desert. (*It's hot in the day, but very cold at night, it's sandy, there aren't many plants or trees.*) Then ask students how the whistling rat adapts to living there. Say *Imagine you live in the desert. What do you wear in the morning and at night? What do you do if you see a dangerous snake? Is your life the same as now or different?*

Lesson objective

Explain the lesson objective: To apply the reading strategy by using charts to help them organize information.

SB Act. 3 p. 174

2-35

Read *Adapting to Antarctica*. How do you think animals adapt to living in Antarctica?

- Focus students' attention on the pictures. Ask if they know anything about the animals and how they've adapted to live in Antarctica. Write their ideas on the board.
- Then focus students' attention on the animals' names and new vocabulary in the labels (*tentacle*, *flipper*) and make sure they understand it.
- Students read and listen to the text and check their ideas from the board.
- Ask students to find the words in bold. Check they remember their meanings.

Stretch activity

CRITICAL THINKING

Tell students two of the animals have something in common – one way they've adapted to the cold temperatures in Antarctica. Ask them to read the text quickly and try to find the two animals. (The Leopard seal and Adélie penguin – they both have layers of fat to keep warm.)

SB Act. 4 p. 175

Read the article again and complete the chart.

- Students copy the chart in their notebooks and work individually to complete it, applying the reading strategy.
- Students share their answers in pairs, then with the class.

Differentiation

Struggling learners: Ask students to read the article and close their books. Say sentences about the animals. Students say the name of the animal, e.g., *It's poisonous.* (Antarctic octopus) *It has flippers.* (Adélie Penguin) *It has dark gray fur.* (Leopard seal) Continue with other sentences.

Stretch: Copy the chart from SB Activity 4 on the board, but with only one row for the first animal (the Leopard seal). Ask students to read the first section of the article only, then close their books. Say sentences or phrases about the Leopard seal. Students tell you which column of the chart they belong to. You can also say some sentences that don't belong in any of the columns, e.g., *The seals hunt in Antarctica*. (behavior) *The seals are successful predators*. (not in chart) *They have long sharp teeth*. (body) Then ask students to read the text again and say what else they can add to the chart about the Leopard seal.

Reading 2

3 2-35 **Read *Adapting to Antarctica*. How do you think animals adapt to living in Antarctica?**

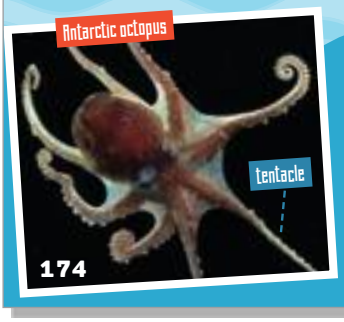
Reading strategy
Use charts to help you organize information.

Adapting to Antarctica

Antarctica has the most extreme climate on Earth. For six months of the year, it's winter, and it's dark all day and all night. Then for six months, it's summer, and there are 24 hours of sunlight. Antarctica is also one of the windiest, driest places on Earth. Even in the summer the temperature never rises above freezing. So it's not surprising that you don't see many animals on the ice. However, the oceans around Antarctica are full of life. How do the animals survive? Let's meet some of the amazing inhabitants of Antarctica.

Leopard seal

Leopard seals hunt in the freezing, blue water around Antarctica. They're very successful predators. They use their long, sharp teeth to catch penguins and fish. Leopard seals have dark gray **fur** and this helps to camouflage them while they **hunt**. The fur also keeps the seals warm on land. In the water, a thick **layer** of fat below their skin does the same job. The fat also helps them through the long, hard Antarctic winters. Leopard seals can survive for two months without eating.



Antarctic octopus

The purple Antarctic **octopus** is big and **poisonous**. It has a special chemical in its blood that stops it from freezing. Scientists put the same chemical in frogs, and the frogs survived the cold, too. The Antarctic octopus eats snails and fish that it catches with its long tentacles. It uses poison to kill its food, like a snake.

Adélie penguin

Adélie penguins are small, noisy birds that live in Antarctica in the summer months. In winter, they **migrate** to warmer oceans. Like all penguins, they cannot fly, but they are excellent swimmers. They don't have **wings**, they have strong, flat flippers. They need to swim fast to catch fish and **krill**. The Adélie penguin has a layer of fat under its skin that keeps it warm, and **waterproof feathers** to help it stay dry. There are no trees, branches, or leaves in Antarctica, so Adélie penguins use rocks to protect their eggs and chicks.

4 **Read the article again and complete the chart.**

How Antarctic animals adapt to their habitat

	Body	Food	Behavior
Leopard seal			
Antarctic octopus			
Adélie penguin			

5 **Answer the questions with a friend.**

1 How long does winter last in Antarctica?
2 Why do leopard seals have dark gray fur?
3 How does the Antarctic octopus survive the cold in Antarctica?
4 What helps the Adélie penguins stay dry?
5 Why do Adélie penguins make nests with rocks?

SB Act. 5 p. 175

COMMUNICATION

Answer the questions with a friend.

- Students work in pairs. Invite pairs to share their answers with the class. (**Answers: 1** six months, **2** to camouflage them while they hunt, **3** It has a special chemical in its blood that stops it from freezing., **4** waterproof feathers, **5** because there are no trees, branches, or leaves in Antarctica)
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

SB Vocabulary work

Write five or six new words from the article on the board: *Leopard seal*, *Antarctic octopus*, *Adélie penguin*, *tentacle*, *flipper*, *rise*, *inhabitant*, *camouflage*, *chemical*. Ask students to close their eyes. Write three different words on the board (not from the article). Ask students to open their eyes and find the words that are from the text. They find the words in the article and try to define them as best they can in pairs. Erase all the words, write new words in a different order, and repeat the activity.

WB Act. 1 p. 152

Read the text. Why do these animals have to adapt to their habitat?

- Remind students of their answers to Activities 1 and 2 on p. 173 in the SB.

WB Act. 2 p. 152

Complete the chart for how the Kalahari lion adapts to its habitat.

WB Act. 3 p. 152

CRITICAL THINKING

Think and write.

Extra activity

WB Vocabulary work

Write the new words on the board in random order: *distance*, *upward*, *sandy*, *whistle*, *waste energy*, *cool down*. Check students understand the meaning. Students study the words. Define one of the words. The students say it, find it in the article, and read the sentence aloud.

Objective review

Ask students how using charts helps them organize information. Praise their effort.

11 Grammar 2 • Listening • Speaking

OBJECTIVES

Grammar: Can place two common adjectives in the right order.

Listening: Can identify basic factual information in short, simple dialog or stories on familiar everyday topics, if spoken slowly and clearly.

Speaking: Can ask simple questions about people or things in their immediate surroundings or in pictures.

MATERIALS

SB pp. 176–177
WB pp. 153–154
WB key p. 222
SB audio track 2-36
Video 11-3
Video script p. 251
Pearson English Platform
Grammar Book 3, Unit 13
Speaking and Vocabulary Book 3, Unit 11

Warm-up

Make sentences with one adjective describing animals. Students say the animal, e.g., *It's purple*. (Antarctic octopus) *It's fat*. (Leopard seal) *It's noisy*. (Adélie penguin) Write the adjectives on the board and ask students *What does this word describe?* Encourage them to think of categories for the describing words (e.g., color, size, shape).

Lesson objective

Explain the lesson objective: To use describing words in the correct order to talk about people and things.

SB Act. 1 p. 176

11-3

Watch Parts 2 and 3 of the story video. What's on the ice? Where do they find a clue? Then read and complete.

- Ask students what they remember from Part 1 of the video.
- Students watch Parts 2 and 3 of the video and answer the questions. (**Answers:** There's oil on the ice. They find a clue on an octopus. It has a note with the letter "O.")
- Play the video again and ask students to complete the sentence under the video still.

SB Act. 2 p. 176

Read the grammar box and complete the rule.

- Focus students' attention on the grammar box.
- Explain that we usually only use up to three adjectives to describe people or things. (**Answer:** a big, round, purple Antarctic octopus)

SB Act. 3 p. 176

Look, read, and complete.

- Ask students to compare their answers in pairs.

SB Act. 4 p. 177

Read *Adapting to Antarctica* again and circle the descriptions that have more than one describing word.

- Refer students back to the text on SB pp. 174 and 175.

Stretch activity

CREATIVITY

Write *size*, *shape*, *color*, *place/origin* on the board. Ask students to say describing words for each category (e.g., *big*, *small*, *tiny*, *huge/round*, *square*, *long*, *short/gray*, *black and white*, *orange/British*, *American*, *Desert*, *Mountain*). Then ask students to make sentences with the words, e.g., *I saw a huge, round, brown spider this morning.*

WB Act. 1 p. 153

Read and categorize the underlined words.

- Focus students' attention on the grammar box and ask them to complete the activity.

WB Act. 2 p. 153

Look, read, and choose.

SB Act. 5 p. 177

Choose describing words and a name to make phrases. You don't have to use a describing word from every column.

- Students work individually to complete the activity and then share their phrases with the class.

Differentiation

Struggling learners: Make signs that say *size*, *shape*, *color*, *origin* and display them on different walls of the classroom. Ask students to stand in the middle of the room. Say an adjective. Students run to the correct sign according to the kind of adjective. For example, say *red.* Students run to the *color* sign.

Stretch: Put students into pairs. Student 1 says two adjectives and a noun in random order. Student 2 puts the words in the correct order to make a phrase, e.g., Student 1: *pink, chair, big*. Student 2: *A big, pink chair*.

WB Act. 3 p. 154

Look and read. Then read and complete using one, two, or three words.

- This is an A1 Movers Reading and Writing Part 5 task.

Grammar 2

1 11-3 **Watch Parts 2 and 3 of the story video. What's on the ice? Where do they find a clue? Then read and complete.**

Look at that big, purple octopus. What's it doing here?

2 **Read the grammar box and complete the rule.**

Grammar

Describing words in a sentence go in a fixed order. The order depends on what each word is describing and it is: size, shape, colour, place/origin.

big A round
Antarctic Octopus purple

.....

.....

3 **Look, read and complete.**

black and white blue silver and red
Amazon large long ~~small~~ pink

1
They are small, blue fish.

2
It's a pink dolphin.

3
It's a large, black and white killer whale.

4
They are long, silver and red fish.

4 **Readt *Adapting to Antarctica* again and circle the descriptions that have more than one describing word.**

5 **Choose describing words and a name to make phrases. You don't have to use a describing word from every column.**

Size	Color	Origin	Name
big	white	African	monkey
small	brown	Arctic	hare
enormous	gray and white	Japanese	wolf
tiny			leopard

1 .....
2 .....
3 .....
4 .....

Listening and Speaking 2

6 2-36 **Listen and use the questions to write notes about one of the animals.**

Southern Right whale

Emperor penguin

Sooty albatross

1 What's its name?
2 Where does it live?
3 What is it?
4 How many are there in the world today?
5 Why is it in danger?
6 What can we do to save it?

7 **Work with a friend who wrote notes about a different animal. Ask and answer the questions in Activity 6.**

WB Act. 4 p. 154

Look and write two sentences for each picture. Use two or three describing words in each sentence.

For more grammar practice, go to Grammar Book 3, Unit 13.

Listening and Speaking 2

SB Act. 6 p. 177

Listen and use the questions to write notes about one of the animals.

- Books closed. Write *Sooty albatross*, *Emperor penguin*, *Southern Right whale* on the board. Tell students they'll hear descriptions of the animals, but they have to say what order they hear them. Play track 2-36 once and check the order (Emperor penguin, Southern Right whale, Sooty albatross).
- Books open. Focus students' attention on the pictures. Ask them to read the questions and try to remember the information about their chosen animal before they listen again.
- Play track 2-36 again for students to complete the activity. (**Answers: 1** Southern Right whale, **2** Antarctica (south part of the world), **3** an enormous black whale, **4** 4,000, **5** People hunted it in the past., **6** It's protected, so people can't hunt it now.)
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

SB Act. 7 p. 177 COMMUNICATION

Work with a friend who wrote notes about a different animal. Ask and answer the questions in Activity 6.

- Students work in pairs to ask and answer.

Objective review

Ask students if they can use describing words in the correct order to talk about people and things. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 3, Unit 11.

11 Writing • Now I Know

OBJECTIVES

Reading: Can understand simple details in short animal fact files containing some unfamiliar language, if supported by pictures.

Speaking: Can act out a short dialog or role-play, given prompts.

Writing: Can write simple factual descriptions of animals, given prompts or a model.

MATERIALS

SB pp. 178–179
WB pp. 155–157
WB key p. 223
Pearson English Platform
Test Book 3, Unit 11

Warm-up

Review the Unit 10 writing strategy with students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a report, while applying the writing strategy.

SB Act. 1 p. 178

Read Amanda's report. Why are blue whales in danger?

- Students work individually. (**Answer:** because hunters killed them until 1966)

SB Act. 2 p. 178

Read Amanda's report again. Find words that mean …

- Ask students if they can think of more words that mean the same (e.g., *very big – huge*).

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 178

Read the report again. Find and circle the extreme descriptions in the report.

- Explain the meaning of new words (e.g., *at a time*, *soccer net*, *whalebone*).

WB Act. 1 p. 155

Read and underline words that make the writing stronger.

- Explain that *stunning* means *very beautiful*.

SB Act. 4 p. 178

WB 155

Find or draw pictures of an animal in danger. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks.

WB Act. 2 p. 155

Read and make notes about your animal.

Remember!

WB p. 155

Focus students' attention on the Remember! box.

WB Act. 3 p. 155

Write a report about your animal. Use your ideas from Activity 2 to help you.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to read their work aloud. Praise their effort.

Now I Know

Warm-up

Ask students to look back at the unit and choose their favorite lesson. On the board, write *What did you learn in the lesson? What did you find interesting in the lesson? What's your favorite part of the lesson? Why?*

Lesson objective

Explain the lesson objective: To review everything they've learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote for WB Activity 1 at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 179

CRITICAL THINKING

Why is Antarctica special? Look back through Unit 11 and complete the sentence in different ways.

- Students use their consolidated knowledge of the Big Question to answer.

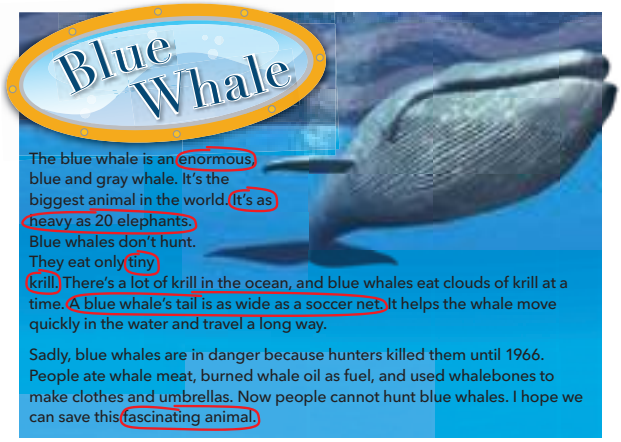
11

Writing

1 Read Amanda's report. Why are blue whales in danger?

2 Read Amanda's report again. Find words that mean ...

1 very small tiny
2 very big enormous
3 very interesting fascinating



The blue whale is an enormous, blue and gray whale. It's the biggest animal in the world. It's as heavy as 20 elephants. Blue whales don't hunt. They eat only tiny krill. There's a lot of krill in the ocean, and blue whales eat clouds of krill at a time. A blue whale's tail is as wide as a soccer net. It helps the whale move quickly in the water and travel a long way.

Sadly, blue whales are in danger because hunters killed them until 1966. People ate whale meat, burned whale oil as fuel, and used whalebones to make clothes and umbrellas. Now people cannot hunt blue whales. I hope we can save this fascinating animal.

3 Read the report again. Find and circle the extreme descriptions in the report.

4 WB 155 Find or draw pictures of an animal in danger. Then go to the Workbook to do the writing activity.

Writing strategy

Use extreme descriptions to make your writing stronger. *The blue whale is an enormous, blue and gray whale. It's the biggest animal in the world. A blue whale's tail is as wide as a soccer net.*

Now I Know

1 Why is Antarctica special? Look back through Unit 11 and complete the sentence in different ways.

Antarctica is special because ...
it's the coldest place on Earth.

2 Choose a project.

Interview a scientist who works in Antarctica.

1 Work in pairs. Think of the scientists in Antarctica. What do they study? What's their life like?
2 Write an interview with a scientist and practice it.
3 Perform it to the class.

or

Research an extreme habitat.

1 Think of an extreme habitat and do some research.
2 Make a poster with pictures and key words about the habitat.
3 Write about where it is, what it's like, animals that live there, and how they adapt.
4 Show your poster to the class.

Read and circle for yourself.

I can identify key details in factual conversations.

I can act out a short dialog with a friend.

I can understand the main points in descriptive texts about animals.

I can write factual descriptions of animals.

WB Act. 1 p. 156
Read and circle.

WB Act. 2 p. 156
Read and match.

WB Act. 3 p. 156
Read and complete.

WB Act. 4 p. 157
Look and write the words in order.

WB Act. 5 p. 157
Check (✓) things you can count. Then choose three words and write sentences.

Project

SB Act. 2 p. 179
Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other learn.

Things I learn

WB Act. 1 p. 129
What are your three favorite words in this unit?

- Have a class vote on favorite words.

WB Act. 2 p. 129
Write something you think is interesting about expeditions, and animals and their habitats.

- Ask students to share their answers with the class.

WB Act. 3 p. 129
What are some of the ways animals and people adapt to extreme habitats?

- Students use their consolidated knowledge of the Big Question to answer.

Self-assessment

SB p. 179
Read and circle for yourself.

- Students decide how to rate each statement.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 3, Unit 11.

12 Why do we have festivals?

SKILLS

Listening: Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly.

Reading: Can understand the main points in simple descriptive texts on familiar topics.

Speaking: Can give a short, basic description of a special event, if guided by questions or prompts.

Writing: Can write simple sentences about a future trip or event.

GRAMMAR

Grammar 1: Can use "will" + infinitive for predictions about the future.

Grammar 2: Can ask questions with "Who/What/Where/Why/When … ?" and all subject pronouns with simple verb phrases.

VOCABULARY

Key vocabulary 1: lantern, parade, emperor, stilt walker, annoying, hang, crowded, costume, furry, fireworks

Key vocabulary 2: eel, cathedral, bell, get married, water fight, spray, have a day off, grown-up, sticky, coconut

Video vocabulary: celebration, float, pedometer, wire, wooden frame

Reading vocabulary 1: rice balls, hold hands, Jade Emperor, full moon, goose, destroy, threaten, fairy, warn, riddle, buzzer, on their way, suitcase, confused, grab

Reading vocabulary 2: town crier, sticky rice, slippery, symbol, dessert, wash away, cherry blossom, lunchbox, stall, pancake

Passive vocabulary: Chinese New Year, good-hearted, tightly, competition

Revised vocabulary: carry, ancient, celebrate

Expressions: From now on …

PROJECTS

Find out about a festival costume
Invent your own festival

VIDEOS

All Over the Place: Japanese Nebuta Festivals (12-1)
Doctor Who: Flying Fireworks Parts 1–3 (12-2, 12-3)

VALUE

Have fun but take care

Unit opener

OBJECTIVES

Listening: Can understand the main idea of a simple news story, with visual support.

Speaking: Can give a short, basic description of a special event, if guided by questions or prompts.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 180–181
WB p. 158
WB key p. 223
Video 12-1
Video script p. 252
Pearson English Platform

Big Question

- On the board, write *Festivals are … .* Say *Festivals are fun*. Ask students to complete the sentence with their own ideas. Write ideas on the board.
- Read the Big Question *Why do we have festivals?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about festivals.

SB Act. 1 p. 181

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture. Discuss questions 1–3 as a class.
- Put students into pairs to discuss question 4.

12

Why do we have festivals?

Listening
- I can understand most details in conversations about festivals.

Reading
- I can understand the main points in descriptive texts about festivals.

Speaking
- I can describe a special event.

Writing
- I can use time phrases to write about a future event.

1 **Look at the picture and discuss.**
1. Who can you see at this special meal?
2. What time of year do you think it is?
3. What decorations are there? How do they show the season?
4. Which important holidays do you celebrate with your family?

2 **Discuss with a friend.**
1. What's your favorite festival?
2. When is it? What do you celebrate on that day?
3. Do you wear special clothes?
4. What do you do?
5. What festivals from other countries do you know?

3 12-1 **Watch the video. Read and circle.**

1. This is a **Chinese** / **Japanese** festival.
2. People **dance** / **sing** in the street.

SB Act. 2 p. 181

COMMUNICATION

Discuss with a friend.

- Pairs share their ideas with the class. Write answers to question 5 on the board. Ask students to say what they know about the different festivals.

WB Act. 1 p. 158

What's the most important festival in your country? Write two things you like about festivals.

- Ask students to think of the Big Question and write two things they like about festivals.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 2 p. 158

Circle the things people often do at festivals. Then think about and write one thing you learn in this unit.

- Ask students to predict what they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 181

12-1

Watch the video. Read and circle.

- Teach *float* by explaining that it's a construction with wheels used in street parades. Make sure students know what a pedometer is.

WB Act. 3 p. 158

12-1

Watch the video. Then look and write.

Differentiation

Stretch: Write questions on the board and play the video again. Ask *What do the presenters wear for the dancing?* (A pink skirt, a dressing gown, and a special hat.) *What must they do to win?* (Take as many steps as possible while dancing). *How many steps do they take?* (5,823, 2,823)

WB Act. 4 p. 158

12-1

Read and match. Watch the video again to check.

Extra activity

CREATIVITY

Put students into pairs. Tell them to imagine they're having a parade for one of the festivals on the board. Tell students to design and color a float for the festival, labeling it in English (colors, materials, etc.).

Objective review

Ask students what they've learned about festivals in this lesson. Praise their effort.

12 Vocabulary 1 • Pre-reading 1

OBJECTIVES

Listening:	Can recognize simple phrases related to familiar topics in slow, clear speech.
Reading:	Can understand the main points in simple descriptive texts on familiar topics.
Speaking:	Can talk about an event in the past using fixed expressions, given a model.
SB vocabulary:	lantern, parade, emperor, stilt walker, annoying, hang, crowded, costume, furry, firework
WB vocabulary:	bunting, confetti, marching band, streamers

MATERIALS

SB pp. 182–183
WB pp. 159–160
WB key p. 223
SB audio tracks 2-37 and 2-38
Picture cards 219–228
Pearson English Platform

Warm-up

Ask students to name festivals they remember from the previous lesson. Write them on the board. Point at one and ask students to say three things about it, e.g., when it is, what people wear, do, or eat.

Lesson objective

Explain the lesson objective: To talk about things we do and see at festivals.

SB Act. 1 p. 182

2-37

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 2-37 twice, pausing after each word. Students point at the pictures and repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 182

2-38

Listen and number.

- Play track 2-38 twice, pausing after each sentence. Students number the pictures.

Picture card activity

Put nine picture cards on the board inside a tic-tac-toe grid. Put the class into two teams. One team is the "X" team and one is "O." The teams take turns choosing a picture in the grid and saying the word. If they get the word correct remove the picture from the grid and put an X or O as appropriate. The first team to get a line of three of their symbol wins the game.

SB Act. 3 p. 182

Think and write a word from Activity 1.

- Students work in pairs to complete the activity.

SB Act. 4 p. 182

Think and write a word from Activity 1 for each group.

- Students work individually to complete the activity.
- Write two more groups on the board. Students say the missing word: *a …* *costume*, *jacket*, *animal* (furry); *light*, *set off*, *watch* … (fireworks).

Differentiation

Struggling learners: On the board, draw 10 stick men. Say one of the new vocabulary words and what it means. Students clap after you speak if the meaning is correct. If you give the incorrect meaning of the word, students sit still without clapping. They lose a stick man from the board if they clap at the wrong time.

Stretch: Put students into pairs and ask them to close their books. Student 1 says one of the answers from Activity 4, e.g., *costume.* Student 2 says as many collocations as they can, e.g., *wear a*, *put on a*, *make a*.

WB Act. 1 p. 159

Find six words or phrases and label the pictures. There's one extra word.

WB Act. 2 p. 159

Read and circle.

WB Act. 3 p. 159

Write the letters in order. Then choose three words and write sentences.

SB Act. 5 p. 183

COMMUNICATION

Discuss with a friend.

- Students discuss the questions in pairs.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

12

Vocabulary 1

1 Listen and repeat. 2-37

2 Listen and number. 2-38

3 Think and write a word from Activity 1.

1 hairy furry
2 walking on sticks stilt walker
3 put up hang
4 lamp lantern

4 Think and write a word from Activity 1 for each group.

1
wear a
put on a costume
make a

2
a crowded street / room / bus

3
watch a
take part in a parade
dance in a

4
a fireworks party

5 Discuss with a friend.

1 When did you last see fireworks?
2 When did you last watch a parade? Do you sometimes take part in a parade?
3 When did you last wear a costume? Who made it?
4 What do you find annoying?

Pre-reading 1

1 Read the beginning of a story. Then cover it and retell it in your own words to a friend.

Reading strategy
Retell a story in your own words.

THE SUITCASE

It was December 31st, and Ana and her family were almost ready to celebrate New Year.

"Go and put on your new dress," said Ana's mom. "It's eight thirty already!"

Ana ran up to her room to put on her best clothes. She was very excited. New Year was her favorite celebration. She loved the special meal that they ate only once a year, and the fireworks at midnight. This year, she was even more excited because her uncle, aunt, and cousins were on their way. They lived in the south of Argentina, and Ana didn't see them often.

The buzzer rang, and Ana got to the door first. There stood her uncle and his family. "Hi, Ana! It's so good to see you again," said Aunt Cristina. "I have something important for later!" Ana looked down at the suitcase in her aunt's hand. She wondered what was inside.

2 What traditions do your family have on New Year's Eve? Discuss with a friend.

Stretch activity — CRITICAL THINKING

Ask students to say three things they enjoy about festivals using the new vocabulary.

WB Act. 4 p. 160 — CRITICAL THINKING

Think about the last festival or holiday you celebrated and write sentences. Use the words from the box.

- Students share ideas with the class.

Vocabulary challenge: things we have at festivals

WB Act. 5 p. 160

Look and write. Use the words from the box.

- Check students understand the words in the box before they do the activity.

WB Act. 6 p. 160

Read and complete. Use the words from Activity 5.

Objective review

Ask students to say three new words they like the best. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Retell a story in your own words.

SB Act. 1 p. 183 — CRITICAL THINKING

Read the beginning of a story. Then cover it and retell it in your own words to a friend.

- Focus students' attention on the reading strategy.
- Students read the story individually and then retell it in pairs, applying the reading strategy.

Extra activity — COLLABORATION

Retell the beginning of a story students will be familiar with in your own words. Students say the name of the story and take turns continuing telling it.

SB Act. 2 p. 183 — COMMUNICATION

What traditions do your family have on New Year's Eve? Discuss with a friend.

- Students discuss their families' traditions in pairs and then share answers as a class.
- Ask students if this activity gives them an answer to the Big Question. Add their ideas to the poster.

12 Reading 1

OBJECTIVES

Reading:	Can understand the main points in simple descriptive texts on familiar topics.
Speaking:	Can retell a familiar story, given prompts or a model.
SB vocabulary:	rice balls, hold hands, Jade Emperor, full moon, goose, destroy, threaten, fairy, warn, riddle
WB vocabulary:	buzzer, on their way, suitcase, confused, grab
Passive vocabulary:	Chinese New Year, good-hearted, tight
Revised vocabulary:	carry
Expressions:	From now on …

MATERIALS

SB pp. 184–185
WB p. 161
WB key p. 223
SB audio track 2-39
Pearson English Platform

Warm-up

Books closed. Write *The Lantern Festival* on the board. Ask students which countries have festivals with lanterns. Then ask students to look at the pictures on SB pp. 184 and 185 and say what they see. Ask if they've been to any festivals that had lanterns, fireworks, or street entertainers.

Lesson objective

Explain the lesson objective: To apply the reading strategy by retelling a story in their own words.

SB Act. 3 p. 184

2-39

Read *The Lantern Festival*. Where did they find Andrew's little brother?

- Students read and listen to the story to answer the question. (**Answer:** under a lion costume)
- Ask students to find the words in bold. Check they remember their meanings.

SB Act. 4 p. 184

Read the story again. Answer the questions.

- Students read the story and complete the activity individually. (**Answers: 1** rice balls, **2** the first full moon of the year, **3** It got more crowded., **4** He wanted them to keep together. / He didn't want to lose Harry again.)

Stretch activity

CRITICAL THINKING

Write questions about the Jade Emperor story on the board. Students read the story at the top of SB p. 185 again and answer, e.g., Ask *Why was the Jade Emperor angry?* (He said the villagers killed his favorite goose.) *How did the villagers know they were in danger?* (A good-hearted fairy warned them.) *What did the villagers do?* (They hung red lanterns all over the town.)

SB Act. 5 p. 184

Retell the story in your own words. Use words from the box.

- Remind students of the reading strategy.
- Check students understand the words in the box and tell them we use these words to help tell a story in order.
- Students retell the main story from *The Lantern Festival* in pairs. Check they're using the sequencing words.
- Ask students if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Differentiation

Struggling learners: Write the following on the board for students to copy: *Characters / Beginning of the story / What they saw at the festival / What they did and ate / What went wrong / End of the story.* Ask students to read the story again and complete the notes. They use their notes to help them retell the story.

Extra activity

CRITICAL THINKING

Help students make connections between the video in the Unit opener and the story. Say *The video had fireworks and so does the story. What else is the same?* (costumes, lanterns, dancers, a parade, winning a prize, crowded streets)

Extra activity

COMMUNICATION

Put students into small groups. Explain that Chinese New Year isn't celebrated on January 1st, but when the first new moon appears in January or February. The celebrations last until the first full moon of the year. Ask students to find out more about Chinese New Year, using the internet, if available. They can do research at home and share what they've found out in the next lesson.

Reading 1

Reading strategy
Retell a story in your own words.

3 2-39 **Read *The Lantern Festival*. Where did they find Andrew's little brother?**

The Lantern Festival

"Can I go to the **Lantern** Festival with Mai? Please, Mom?" asked Andrew. His mom smiled, "Yes, you can. But you have to take your little brother with you." "No! I won't go!" shouted Andrew's brother. "And I won't carry a lantern." "You're so **annoying**, Harry," said Andrew. "You will go with us, and that's final!"

Later they met Andrew's friend Mai at the festival. There were people everywhere. The children watched the **stilt-walkers** in the **parade**, and Andrew tried rice balls for the first time. "This is my favorite Chinese festival," Mai said. "Tonight, it will be the first full moon of the year. It's the end of the Chinese New Year celebrations."

4 **Read the story again. Answer the questions.**

1 What did Andrew eat at the Lantern Festival?
2 When is the Lantern Festival?
3 Why did it get more difficult to find Harry?
4 Why did Andrew hold Harry's hand at the end?

5 **Retell the story in your own words. Use words from the box.**

After that		Finally
First	Next	Then

"There's a good story behind the Lantern Festival. Many years ago, the Jade **Emperor** was very angry with the people in a **village**. He said they killed his favorite goose. 'I will send firestorms, and I will destroy your village,' he threatened. A good-hearted fairy warned the villagers, and they **hung** red lanterns all over town. When the emperor saw the lanterns, he thought the village was on fire already. So, he didn't send a firestorm, and the village was safe."

"That's so interesting, Mai. Now I understand what all these red lanterns mean."

"Do you want to solve a riddle?" Mai asked. "You can win a prize. Here, look inside this lantern." "I won't win. I never do!" said Andrew, laughing.

Suddenly, he looked around. "Harry! Where's Harry? He's lost!" Andrew shouted for his little brother. He was very worried. They looked everywhere, but they couldn't find Harry.

Just then, people in colorful lion **costumes** came past. "Oh, dear! The lion dance is starting. It's even more **crowded** than before," said Mai, "It will be more difficult to see Harry." "Look!" said Andrew, pointing, "Those **furry** legs are shorter than the others." They looked closely and, sure enough, Harry was under a lion costume, happily moving with the dancers.

After the lion dance, they stayed to watch some amazing **fireworks**. Andrew held his brother's hand tightly. "Let's keep together from now on," he said.

Extra activity

SB Vocabulary work

- Write the new words on the board: *rice balls*, *hold hands*, *Jade Emperor*, *full moon*, *goose*, *destroy*, *threaten*, *fairy*, *warn*, *riddle*. Check understanding.
- Ask students to find the words in the story and read the sentences.
- Students work in pairs. They take turns defining one of the words for their partner to guess.

WB Act. 1 p. 161

Read the story. Then write a short paragraph that retells it in your notebook. Use your own words.

- Remind students of their answers to Activity 1 on p. 183 in the SB.

WB Act. 2 p. 161

Read the story again. Circle T (true) or F (false).

WB Act. 3 p. 161

CRITICAL THINKING

Ana thinks the empty suitcase is the best gift ever. Why?

- Students work individually. Ask students to share their answers with the class.

Extra activity

COMMUNICATION

Put students into pairs. Tell students to think about their year so far. Ask them to imagine they had a suitcase like Ana's. What would they put in it and why?

Extra activity

WB Vocabulary work

- Write the new words on the board: *buzzer*, *on their way*, *suitcase*, *confused*, *grab*.
- Ask students to find the words in the story and make their own sentences.

Value

Have fun but take care

Ask students why Andrew loses his little brother and how he feels. Discuss why it's important to take care of ourselves and the people with us when we go to crowded places.

Objective review

Ask students how the reading strategy helped them understand the story better. Ask *Can you retell a story now?* Praise their effort.

12 Grammar 1 • Listening • Speaking

OBJECTIVES

Grammar: Can use "will" + infinitive for predictions about the future.

Listening: Can identify key information such as prices, times, and dates in a short description, if supported by prompts or questions.

Speaking: Can make simple predictions about the future.

MATERIALS

SB pp. 186–187
WB pp. 162–163
WB key p. 223
SB audio track 2-40
WB audio track 06
Video 12-2
Video script pp. 252–253
Pearson English Platform
Grammar Book 3, Unit 19
Speaking and Vocabulary Book 3, Unit 12

Warm-up

Write *First*, *Next*, *Then*, *After that*, *Finally*, and key words from *The Lantern Festival* story on the board. Retell the story as a class, asking each student to say a line. Encourage students to use the words on the board.

Lesson objective

Explain the lesson objective: To talk about the future.

SB Act. 1 p. 186

12-2

Watch Parts 1 and 2 of the story video. Why doesn't the Smogator want Jack to end his quest? Then read and circle.

- Students watch Part 1 and Part 2 of the video and answer the question. (**Answer:** because Jack will find his family and remember everything again)
- Play Part 2 again. Students circle the correct answer in the speech bubble.

SB Act. 2 p. 186

Look at the grammar box and read.

- Focus students' attention on the grammar box and read the examples for the class.
- Explain that *won't* is the short form of *will not*.

SB Act. 3 p. 186

Read *The Lantern Festival* again and circle sentences with *will* and *won't*.

- Refer students back to the text on SB pp. 184 and 185.
- Students work in pairs.

SB Act. 4 p. 187

COMMUNICATION

Write the words in order.

- Students complete the activity individually.

Differentiation

Stretch: Put students into pairs. They have to say three sentences about their future using *will* and *won't*. One must be a lie. Their partner repeats the sentences and guesses which is the lie by correcting it, e.g., Student 1: *I'll go home this afternoon. I won't go to bed late. I'll eat 20 burgers.* Student 2: *You will go home this afternoon. You won't go to bed late. You won't eat 20 burgers.*

WB Act. 1 p. 162

06

Listen and draw lines.

- Focus students' attention on the grammar box and ask them to complete the activity.
- This is an A1 Movers Listening Part 1 task.

WB Act. 2 p. 162

Write the words in order.

WB Act. 3 p. 163

Look and write sentences using *will* and *won't*.

WB Act. 4 p. 163

Check (✓) the things you will do and cross (✗) the things you won't do this summer. Add two more activities. Then write sentences.

- Ask students to compare their answers in pairs.

For more grammar practice, go to Grammar Book 3, Unit 19.

Listening and Speaking 1

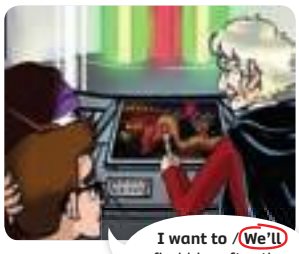
Speaking strategy

Explain the speaking strategy: Ask questions to get other people talking.

12

Grammar 1

1 12-2 **Watch Parts 1 and 2 of the story video. Why doesn't the Smogator want Jack to end his quest? Then read and circle.**



I want to / We'll find him after the dragon dance.

2 **Look at the grammar box and read.**

Grammar

will* and *won't

You/He **will** find his family. I/We **will not** be at school next week.

We'**ll** see a lot of fireworks. Alice/They **won't** finish early tonight.

There'**ll** be rice balls.

1 To make a positive prediction about the future use will .
2 To make a negative prediction about the future use *will not* or won't .
3 *Will* doesn't change depending on the person.

3 **Read *The Lantern Festival* again and circle sentences with *will* and *won't*.**

4 **Write the words in order.**

1 seven/thirty/get/up/at/I'll
I'll get up at seven thirty.
2 eight/I/o'clock/at/won't/get/up
I won't get up at eight o'clock.
3 see/We'll/a/mountains/lot of
We'll see a lot of mountains.
4 Dad/early/tonight/get home/will
Dad will get home early tonight.

Listening and Speaking 1

Speaking strategy

Ask questions to get other people talking

5 2-40 **Look and match. Then listen and check.**

1	Thanksgiving	a	December 31st
2	New Year's Eve	b	July 4th
3	U.S. Independence Day	c	second Sunday in May
4	Valentine's Day	d	February 14th
5	Mother's Day	e	fourth Thursday in November

6 **Make predictions about Mother's Day for you and your family. Discuss with your friends.**

Next Mother's Day I'll probably make my mom a gift. What about you?

I think we'll visit my grandma.

American English
04/01 April first.

British English
01/04 April the first. The first of April.

SB Act. 5 p. 187

2-40

Look and match. Then listen and check.

- Read the list of festivals and ask which students know. They try to match the festivals and dates before listening, e.g., using a pencil to draw lines.
- Play track 2-40 for students to listen and check.
- Focus on the box about saying the date. Ask students to say the dates of the festivals in Activity 5 in American English.
- Explain that in the U.S., Mother's Day is the second Sunday in May. It's May 10th in Mexico, and other dates in other countries.
- Write more dates on the board in figures (e.g., 8/11, 5/23). Practice pronunciation as a class and in pairs.

Differentiation

Stretch: On the board, draw a chart with the five festivals in SB Activity 5 in the first column and *Food*, *Decorations*, *Gifts* as column headings to the right. Students copy the chart in their notebooks. Play track 2-40 again, pausing for students to make notes about each festival. Students compare notes in pairs.

SB Act. 6 p. 187

COMMUNICATION

Make predictions about Mother's Day for you and your family. Discuss with your friends.

- Students complete the activity in pairs.
- Before they start, encourage them to apply the speaking strategy. Point out the question *What about you?* and elicit examples of similar questions, e.g., *And you? How about you?*

Stretch activity

COMMUNICATION

Write on the board: *Do you celebrate any of these holidays? How do you celebrate? What will be the next celebration in your family? What will you do?* Students discuss the list of holidays in SB Activity 5. Encourage them to use the speaking strategy (asking *What/How about you?* or *And you?*).

Objective reviews

Ask students if they can now use *will* and *won't* to talk about the future. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 3, Unit 12.

12 Vocabulary 2 • Pre-reading 2

OBJECTIVES

Listening: Can recognize simple phrases related to familiar topics in slow, clear speech.

Reading: Can understand the main points in simple descriptive texts on familiar topics.

Speaking: Can give a short, basic description of a special event, if guided by questions or prompts.

Vocabulary: eel, cathedral, bell, get married, water fight, spray, have a day off, grown-up, sticky, coconut

MATERIALS

SB pp. 188–189
WB pp. 164–165
WB key p. 223
SB audio tracks 2-41 and 2-42
Picture cards 219–238
Pearson English Platform

Warm-up

Review Vocabulary 1 words with picture cards. Ask students to close their eyes and put five of the Vocabulary 1 picture cards on the board. When students open their eyes, they have to say which five picture cards from Vocabulary 1 are missing. Repeat for a few more rounds.

Lesson objective

Explain the lesson objective: To talk about different celebrations.

SB Act. 1 p. 188

2-41

Listen and repeat.

- Ask students to say any of the words they know in the pictures.
- Play track 2-41 twice, pausing after each word. Students point at the pictures and repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 188

2-42

Listen and number.

- Play track 2-42 twice, pausing after each sentence. Students number the pictures.
- Students work in pairs. Student 1 says a word; Student 2 points to the correct picture.

Picture card activity

Put the picture cards in various places around the classroom or on one side of the board. Ask individual students to come to the front, choose one picture card, and try to put the words in alphabetical order. Every time they change the order of cards or add a new card on the board, they should read the words aloud to check if the order is correct.

WB Act. 1 p. 164

Look and write. Use the words from the box.

SB Act. 3 p. 188

Read and write a word from Activity 1.

- Students complete the activity individually.
- Ask students to make similar sentences about the words from Vocabulary 2 that aren't in Activity 3. Explain that the sentences don't have to rhyme.

WB Act. 2 p. 164

Read and write. Find the hidden word.

- Ask students to make a sentence with the hidden word.

WB Act. 3 p. 165

CRITICAL THINKING

Look and write sentences using words from Activities 1 and 2.

SB Act. 4 p. 188

COMMUNICATION

Discuss with a friend.

- Students discuss the questions in pairs. Ask pairs to share their experiences with the class.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Differentiation

Struggling learners: Put five picture cards on the left of the board and five on the right. Say each word aloud for students to repeat. Ask students to stand in the middle of the classroom. Say a word from the board. If the picture card is on the left side of the board, students jump to the left. If it's on the right, students jump to the right. If students make a mistake, they sit down. The students who are still standing at the end are the winners.

Stretch: Students work in pairs. Student 1 says a sentence, missing out one of the new words., e.g., *My mom isn't working today because she has …* . Student 2 says the missing word, e.g., *the day off.* Then students swap roles.

Vocabulary 2

1 2-41 **Listen and repeat.**

2 2-42 **Listen and number.**

3 **Read and write a word from Activity 1.**

1 We're only playing. The water is spraying! water fight
2 Move me around and I make a loud sound. bell
3 You can eat me. I grow on a tree. coconut
4 It's time to rest. Today is the best! have a day off
5 Now I'm small. I'll be this when I'm tall. grown-up
6 I look like a snake, but I live in a lake. eel
7 I'm covered in glue and I don't know what to do. sticky

4 **Discuss with a friend.**

1 Did anyone in your family get married recently?
2 Is there a special food you eat during a celebration?
3 When do your parents have a day off? What do they do?

Pre-reading 2

1 **Read the article. Where will Noriko go and why? What will she take with her?**

Reading strategy
Compare the information in a text with your own life and culture.

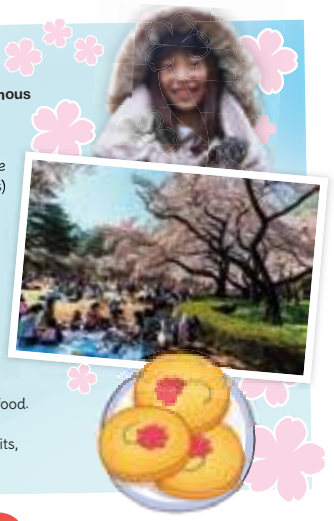
Hanami

We asked Noriko, from Japan, about a famous festival that will take place next month.

Noriko, what is Hanami?
It's an ancient festival that happens when the cherry blossoms (the flowers on cherry trees) open. It's usually in March or April. Hanami means *looking at flowers* in Japanese.

Where will you go to look at cherry blossoms?
I'll go to the park with my family. There are a lot of beautiful trees there. We'll sit under the cherry trees and have a picnic.

What will you eat at the picnic?
We always take lunchboxes full of delicious food. This year, I'll also take wagashi, which are Japanese sweets, and cherry blossom biscuits, my favourites!



2 **Discuss with a friend.**

1 Do you know any other festivals that celebrate nature? When do they take place?
2 Do you like picnics? What do you usually eat at a picnic?
3 What special food do you only eat once a year?
4 Which foods come from your culture? Do people eat them in other countries?

Word study: compound words

WB Act. 4 p. 165

Read and match.

WB Act. 5 p. 165

Read and complete. Use the words from Activity 4.

- Ask students to make two more sentences with two of the compound nouns.

Objective review

Ask students to say two of their favorite words from the new vocabulary. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Compare the information in a text with your own life and culture.

SB Act. 1 p. 189 — CRITICAL THINKING

Read the article. Where will Noriko go and why? What will she take with her?

- Ask a student to read the reading strategy and rubric. On the board, draw a cherry and elicit/teach the word.
- Students work individually. (**Answers:** Noriko will go to Hanami, an ancient festival. She'll take lunchboxes with food in them.)
- Ask students which words helped them find the answers.
- Ask students if they and their families do similar things to Noriko and her family.

SB Act. 2 p. 189 — COMMUNICATION

Discuss with a friend.

- Students work in pairs, then share ideas with the class.
- Ask students if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity — CREATIVITY

Put students into pairs or small groups. Tell them to make a poster advertising the Hanami festival or a different nature festival. Tell students to write when the festival will happen and what people will do, see, and eat there.

12 Reading 2

OBJECTIVES	
Reading:	Can understand the main points in simple descriptive texts on familiar topics.
Speaking:	Can answer simple questions about their life and experiences.
SB vocabulary:	town crier, sticky rice, slippery, symbol, dessert, wash away
WB vocabulary:	cherry blossom, lunchbox, stall, pancake
Passive vocabulary:	competition
Revised vocabulary:	ancient, celebrate

MATERIALS

SB pp. 190–191
WB p. 166
WB key p. 224
SB audio track 2-43
Picture cards 219–238
Pearson English Platform

Warm-up

Review new words from both vocabulary lessons. Put the picture cards on the floor in front of the board. Put students into two teams, standing in lines. Say a word. The two students at the front of the lines race to find the correct picture card and put it on the board. The student who finds the picture card first wins a point for their team. Then these two students return to their seats and the next two students race to find the next word. Replace the picture cards on the floor every three turns.

Lesson objective

Explain the lesson objective: To apply the reading strategy by comparing the information in a text with their own life and culture.

Reading text in British English

This is one of the texts in Level 3 that is in British English. If you have a stronger group, you may want to work on some of the differences with them. Ask *Can you hear a difference between previous readings and this one? Are any words different?* Remind them of *neighbourhood/neighborhood.*

SB Act. 3 p. 190

2-43

Read *Spring Festivals Round the World*. Which festival seems like the most fun?

- Focus students' attention on the pictures. Ask students to say what they think is happening and what each festival is about. Ask which looks the most fun.
- Use the pictures to teach *town crier*, *sticky rice*, and *dessert*.
- Students read and listen to the text.
- Ask which festival seems like the most fun after reading. Ask if it is the one they chose before they read.
- Ask students to find the words in bold. Check they remember their meanings.

SB Act. 4 p. 190

Read the article again. Write *E* (Eel Festival), *S* (Songkran), or *B* (both festivals).

- Students work individually to complete the activity.
- Ask students to say which festival they'd like to go to one day and why.

Stretch activity

CRITICAL THINKING

Tell students to imagine they're going to one of the festivals in the article and say what they will and won't do there.

Differentiation

Struggling learners: Ask students to look at the first paragraph. Say a word or phrase from the paragraph, e.g., *three days*. Students say what the word or phrase refers to, e.g., *The Eel Festival is for three days*. Continue for the rest of the paragraphs.

Stretch: Put students into pairs. Ask them to read the article again. Student 1 closes their book and says three things they remember about one of the festivals. Student 2 checks in the SB to see if Student 1's sentences are correct. Then they swap roles.

SB Act. 5 p. 191

COMMUNICATION

Discuss with a friend.

- Students work in pairs, then share their ideas with the class.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

CRITICAL THINKING

Put students into pairs. Tell them to think about different reasons why people celebrate nature. Ask students to think about how they'd like to celebrate nature with a new festival. They say what they would do and why.

Reading 2

3 2-43 **Read *Spring Festivals Round the World*. Which festival seems like the most fun?**

Reading strategy

Compare the information in a text with your own life and culture.

SPRING FESTIVALS ROUND THE WORLD

We spoke to school children from two very different countries. We asked: *What will you do to celebrate spring this year? Where will you go? What will you eat? and What does the festival mean to you?*

Cambridgeshire, UK

This spring we'll celebrate the Ely Eel Festival. It happens every year at the end of April for three days. It's a new festival but we love it. It celebrates the city of Ely. Some people say our city takes its name from the **eel** – a long, slippery fish.

Eels are symbols of good luck so some people **get married** on that day.

On the first day, we'll walk in the parade, which starts near the **cathedral**. After that, we'll watch the eel-throwing competition in the market square. They won't be real eels! People make them with socks and put rice inside. After the competition, there'll be music and dancing and the town criers will ring their **bells**.

town crier

Chiang Mai, Thailand

In Thailand, spring is the hottest time of the year. We've got an ancient celebration called Songkran in April. People celebrate all over the country.

This year, like every year at Songkran, people will have **water fights** in the streets. Children **have got a day off** school, so I'll spend the day **spraying** water over all my friends in the neighbourhood.

Grown-ups do different things at Songkran. This year my mum will visit my granny. She'll wash her hands with special water and clean her house.

There are lots of delicious things to eat at Songkran. My favourite is **sticky** rice with mango. It's a dessert made with **coconut** milk.

Songkran means *change* and the festival also celebrates Thai New Year. We wash away the old year and get ready for the new.

4 **Read the article again. Write *E* (Eel Festival), *S* (Songkran), or *B* (both festivals).**

1 People get wet. S
2 It isn't an ancient festival. E
3 People celebrate in the street. B
4 It takes place in only one city. E
5 People eat special food. S
6 People visit their families. S
7 There are competitions. E
8 It's also a New Year festival. S

5 **Discuss with a friend.**

1 Do you have any festivals to celebrate the seasons in your country?
2 Are there any special places people visit in your country during festivals?
3 Does anything you read remind you of your life?

Extra activity

SB Vocabulary work

- Write the new words on the board: *town crier*, *sticky rice*, *slippery*, *symbol*, *dessert*, *wash away*. Teach the new words.
- Say a word and then give a definition, either correct or incorrect. If it's correct, students raise their hands. If not, they correct you.

WB Act. 1 p. 166

Read the article. Then complete the chart for the two festivals in the article and another festival you know.

- Remind students of their answers to Activity 1 on p. 189 in the SB.

WB Act. 2 p. 166

CRITICAL THINKING

Why is it important to keep traditions alive?

- Students work individually. Ask students to share their answers with the class.

Extra activity

WB Vocabulary work

- Write the new words on the board: *cherry blossom*, *lunchbox*, *stall*, *pancake*.
- Teach the new words by drawing them on the board. Students find the words in the text.
- Ask students to make their own drawings of the words on separate pieces of paper. Say a word. Students raise the piece of paper showing their picture for that word.

Extra activity

CREATIVITY

- Tell students to read the texts about festivals in this unit again. Put students into pairs. Ask them to imagine they're travel agents who want to take a group of people to one of these festivals. Each pair chooses a festival and makes notes, telling people what they'll see and do there and why they should go.
- They present their festival to the class, acting as travel agents. The class then has a vote on which travel agents made the most persuasive presentation.

Objective review

Ask students how comparing the information in a text with their own life and culture helps them understand a text better. Praise their effort.

12 Grammar 2 • Listening • Speaking

OBJECTIVES

Grammar: Can ask questions with "Who/What/Where/Why/When … ?" and all subject pronouns with simple verb phrases.

Listening: Can recognize simple phrases related to familiar topics in slow, clear speech.

Speaking: Can make simple predictions about the future.

MATERIALS

SB pp. 192–193
WB pp. 167–168
WB key p. 224
SB audio track 2-44
Video 12-3
Video script p. 253
Pearson English Platform
Speaking and Vocabulary Book 3, Unit 12

Warm-up

Make signs with *will* and *won't* and put them on different sides of the classroom. Students stand in the middle of the room. Say an activity, e.g., *watch TV*. Students run to the *will* or *won't* sign, depending on whether they will do the activity that evening. Ask a student in each group to make a sentence with the phrase, e.g., *I'll watch TV.* Continue in this way, adding silly activities to make the game fun, e.g., *eat bananas and pasta*, *drive my father's car*.

Lesson objective

Explain the lesson objective: To use different question words with *will* and *won't* to ask about the future.

SB Act. 1 p. 192

12-3

Watch Part 3 of the story video. How does the Doctor save Jack from the dragon? Then read and complete.

- Ask students what they remember from Parts 1 and 2 of the video.
- Students watch Part 3 of the video and answer the question. (**Answer:** He puts fireworks on the dragon's back and catches Jack in a big flag.)
- Play the video again for students to complete the question next to the video still.

SB Act. 2 p. 192

Read the grammar box and complete with A and B.

- Focus students' attention on the grammar box and read the questions and answers aloud.
- Students look at the questions and complete the rules. (**Answers: 1** B, **2** A)

SB Act. 3 p. 192

Read *Spring Festivals Round the World* again. Circle the questions with *will*.

- Refer students back to the text on SB pp. 190 and 191.

SB Act. 4 p. 193

Match the questions to the answers.

- Students complete the activity and compare answers in pairs.
- Ask students to make two more questions with *Where* and *How long* about the party in Activity 4. Put students into pairs to ask and answer the questions using their own ideas.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Differentiation

Struggling learners: Write *My next vacation* on the board. Students ask you questions to find out about your plans using *Who*, *What*, *Where*, When, *How*, and *Will.* Write some example questions on the board, e.g., *Where will you go? Will you go by plane?*

Stretch: Put students into pairs. Ask them to look at *Spring Festivals Round the World* again and imagine they want to go to one of the festivals, but have no information about it. They make questions using *Who*, *What*, *Where*, *When*, *How*, *Why*, and *Will*. Pairs then ask other pairs their questions, who answer by referring to the article.

WB Act. 1 p. 167

Read and circle. Then match.

- Focus students' attention on the grammar box and ask them to complete the activity.

WB Act. 2 p. 167

Read and complete the questions. Then look and write the answers.

WB Act. 3 p. 168

Write the words in order. Then look and write the answers.

WB Act. 4 p. 168

Complete the questions. Then answer for you.

- Students share their answers with the class.

12

Grammar 2

1 12-3 **Watch Part 3 of the story video. How does the Doctor save Jack from the dragon? Then read and complete.**

What will
you do?

2 **Read the grammar box and complete with A and B.**

Grammar

Questions about the future

a) **Who will you** invite next week? — I'll invite my friends.
What will she do this year? — She'll go to high school.
Where will he go? — He'll go to the movies.
When will they arrive? — They'll arrive tonight.
How will you get there? — I'll get there by bus.

b) **Will there be** fireworks at the Snow Festival? **Yes, there will**. / **No, there won't**.

1 Questions in group *two* need *yes* or *no* in the answer.
2 Questions in group *one* need information in the answer.

3 **Read *Spring Festivals Round the World* again. Circle the questions with *will*.**

4 **Match the questions to the answers.**

1 What will you do for your birthday party next week? — d We'll go to the movies.
2 What time will the party start? — b The party will start at 4 p.m.
3 How will you get there? — c We'll get there by car.
4 How many friends will you invite? — a I'll invite four friends.

Listening and Speaking 2

5 2-44 **Listen and write the questions in the chart. Add two more questions.**

Questions	My friend's answers
When will you learn to drive?	
When will you get a job?	
What job will you get?	
Will you get married while you're young?	
When will you leave home?	
When will your next birthday be?	

6 **Ask and answer the questions in Activity 5 with a friend and write his/her answers.**

Can I ask you some questions about your future?

Yes, sure.

Listening and Speaking 2

SB Act. 5 p. 193

2-44

Listen and write the questions in the chart. Add two more questions.

- Tell students they're going to hear two friends talking about plans for the future.
- Play track 2-44 for students to complete the activity. Check students have written the questions correctly before they do the second part of the activity.
- Ask students to share their extra questions with the class.

Differentiation

Stretch: Ask students to listen again and write the boy's answers in their notebooks. Play track 2-44 again. (*1 When he's 17., 2 In three years., 3 He'll work in a café., 4 No, he'll wait until he's 30., 5 When he's 21., 6 The day after tomorrow.*) Write the time phrases the boy uses on the board (*When I'm … . In … years. The day after tomorrow.*). Make sure students understand, and ask them to make sentences about their future with the same phrases.

SB Act. 6 p. 193

COMMUNICATION

Ask and answer the questions in Activity 5 with a friend and write his/her answers.

- Students work in pairs. They write their partner's answers in the second column of the chart in Activity 5.

Extra activity

COMMUNICATION

Students share their partners' answers from Activity 6 with the class, e.g., *John will learn to drive when he's 18. He'll get a job after college. He'll be a movie director. He won't get married when he's young. He'll get married when he's 30. He'll leave home when he's a famous director. His next birthday will be in February.*

Objective review

Ask students if they can use different question words to ask and answer about the future. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 3, Unit 12.

12 Writing • Now I Know

OBJECTIVES

Reading: Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts.

Speaking: Can give a short, basic description of a special event, if guided by questions or prompts.

Writing: Can write simple sentences about a future trip or event.

MATERIALS

SB pp. 194–195
WB pp. 169–171
WB key p. 224
Optional: A map of Scotland
Pearson English Platform
Test Book 3, Unit 12

Warm-up

Review the Unit 11 writing strategy with students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write about a favorite festival, while applying the writing strategy.

SB Act. 1 p. 194

Look at Lisa's homework. Guess the answers to the questions.

- Students answer the questions without reading the text.

SB Act. 2 p. 194

Read Lisa's homework. Check your answers to Activity 1.

- Ask students where they found their answers. (**Answers: 1** They're in Scotland in the summer. They're in Lisa's village next weekend., **2** The games began 1,000 years ago when a king wanted to find the fastest runner., **3** He will be in the shot put competition., **4** Lisa will do traditional Highland dancing., **5** She'll wear a kilt and soft black shoes., **6** Her mom will be in a parade., **7** They're a musical instrument from Scotland.)
- Show students a map of Scotland and point out the Highlands.

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 194

Read Lisa's homework again. Find and circle the time phrases.

WB Act. 1 p. 169

Read and circle the time phrases.

SB Act. 4 p. 194

Find or draw pictures of your favorite festival. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks.

WB Act. 2 p. 169

Read and make notes about your favorite festival.

Remember!

WB p. 169

Focus students' attention on the Remember! box.

WB Act. 3 p. 169

Write about your favorite festival. Use your ideas from Activity 2 to help you.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to read their work aloud. Praise their effort.

Now I Know

Warm-up

Ask students to look back at the unit and choose their favorite lesson. On the board, write *What did you learn in the lesson? What did you find interesting in the lesson? What's your favorite part of the lesson? Why?*

Lesson objective

Explain the lesson objective: To review everything they've learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote for WB Activity 1 at the start of the unit. Students review what they've learned since then to observe their own progress.

Writing

1 **Look at Lisa's homework. Guess the answers to the questions.**

1 Where and when are the Highland Games?
2 When and how did the Highland Games begin?
3 What will Lisa's dad do at the festival?
4 What will Lisa do?
5 What will Lisa wear?
6 Where will Lisa's mom be?
7 What are bagpipes?

2 **Read Lisa's homework. Check your answers to Activity 1.**

A festival I love: The Highland Games

Next weekend it will be the Highland Games in my village. It's an ancient Scottish festival, and we celebrate it in the summer.

People think that the Highland Games started a thousand years ago. A king wanted to find the fastest runner in the land, so there was a race up a big hill. There are a lot of sports at the festival now but there's also music and dancing.

This year all of my family will go to the Games. My dad will be in the shot put competition. He has to throw a heavy stone. I'll do traditional highland dancing. I practice with my group twice a week. We wear special skirts called kilts and soft black shoes. My grandpa will watch me.

Next week my mom will play the bagpipes in a different parade. Bagpipes are a musical instrument from Scotland.

They are very loud, but I love them!

3 **Read Lisa's homework again. Find and circle the time phrases.**

4 WB 169 **Find or draw pictures of your favorite festival. Then go to the Workbook to do the writing activity.**

Writing strategy

Use time phrases, e.g. *next weekend*, *in the summer*, *this year*, *next week* to write about the future. They help to structure your writing.

Now I Know

1 **Why do we have festivals? Look back through Unit 12 and write more answers.**

We have festivals to mark seasons.

2 **Choose a project.**

Find out about a festival costume.

1 Research traditional costumes people wear at festivals and choose one you like.
2 Find or draw pictures of the costume and label the different items of clothing.
3 Write about the costume and the festival.
4 Give your presentation to the class.

or

Invent your own festival.

1 Imagine a festival you would like to celebrate.
2 Decide what the festival celebrates.
3 Find or draw pictures and write information about it.
4 Make a poster about your festival.
5 Show your poster to the class.

Read and circle for yourself.

I can understand most details in conversations about festivals

I can describe a special event.

I can understand the main points in descriptive texts about festivals.

I can use time phrases to write about a future event.

SB Act. 1 p. 195

CRITICAL THINKING

Why do we have festivals? Look back through Unit 12 and write more answers.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 1 p. 170

Look and complete the crossword.

WB Act. 2 p. 170

Read and complete. Use the words from the box.

WB Act. 3 p. 171

Look at May's predictions for her school vacation. Then read the answers and complete the questions.

Project

SB Act. 2 p. 195

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other learn.

Things I learn

WB Act. 1 p. 171

What are your three favorite words in this unit?

- Have a class vote on favorite words.

WB Act. 2 p. 171

Write something you think is interesting about festivals around the world and traditions in other countries.

- Ask students to share their answers with the class.

WB Act. 3 p. 171

How do festivals help bring people together?

- Students use their consolidated knowledge of the Big Question to answer.

Self-assessment

SB p. 195

Read and circle for yourself.

- Students decide how to rate each statement.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 3, Unit 12.

Workbook Answer Key

Unit 1 How do we find our way?

Activity 3, page 4

From top to bottom, left to right; 2, 4, 6, 1, 5, 7, 3

Activity 4, page 4

1 c 2 a 3 e 4 b 5 d

Vocabulary 1

Activity 1, page 5

1 building 2 sign 3 square 4 below 5 above
6 beside

Activity 2, page 5

1 c 2 a 3 d 4 b

Activity 3, page 5

1 close to 2 cross 3 above 4 below

Vocabulary challenge

Activity 5, page 6

1 c 2 a 3 d 4 b

Activity 6, page 6

1 precinct 2 suburbs 3 blocks 4 outskirts

Reading 1

Activity 2, page 7

1 c 2 a 3 d 4 b

Grammar 1

Activity 1, page 8

1 Don't play games in class.
2 Don't eat in class.
3 Please close the door.
4 Please be quiet.

Activity 2, page 8

1 open 2 Don't be 3 Don't close 4 help 5 don't run
6 Make

Activity 3, page 9

1 Don't talk 2 Don't feed 3 Don't run 4 Sit
5 Don't walk 6 Turn

Vocabulary 2

Activity 1, page 10

1 along 2 up 3 around 4 down

Activity 2, page 10

1 harbor 2 museum 3 bridge 4 art gallery
5 theater 6 recreation center

Word study

Activity 4, page 11

1 shopping mall 2 art gallery 3 train station
4 recreation center 5 swimming pool

Activity 5, page 11

1 shopping mall 2 train station 3 art gallery
4 recreation center 5 swimming pool

Reading 2

Activity 1, page 12

a Thursday morning: Dubai by boat
c Saturday morning: the Burj Khalifa
d Saturday afternoon: Dubai Museum

Activity 2, page 12

1 T 2 F 3 F

Grammar 2

Activity 1, page 13

1 R 2 N 3 N 4 R 5 N 6 R

Activity 2, page 13

1 now 2 on Tuesdays 3 today 4 often 5 every day

Activity 3, page 13

1 I'm not riding a bike now.
2 I (don't) go to school every day.
3 I'm writing in my book at the moment.
4 I (don't) call grandma once a week.

Activity 4, page 14

2 Steve usually plays soccer on Monday evenings. He isn't playing soccer now. He's having dinner with his grandparents.
3 Rina usually watches a movie/TV on Monday evenings. She isn't watching a movie/TV now. She's reading a book.

Activity 5, page 14

1 Do you have homework every day?
2 Are you speaking Italian now?
3 What do you usually do in the afternoon?

Writing

Activity 1, page 15

amazing, awesome, fantastic, great

Now I Know

Activity 1, page 16

1 close 2 sign 3 downtown 4 cross

Activity 2, page 16

1 buildings 2 museum 3 bridge 4 Maps 5 theater
6 harbor

Activity 3, page 16

1 Don't ride 2 Put 3 don't feed 4 Don't sit
5 Don't run 6 Turn

Activity 4, page 17

1 usually play 2 Is your dad working 3 isn't riding
4 Does Amal often help

Activity 5, page 17

Suggested answers:
2 She plays soccer every Friday, but now she's dancing.
3 He plays the piano every Monday, but now he's playing basketball.

Unit 2 How do we know about the past?

Activity 2, page 18

castle, dinosaur, knight, pyramid

Activity 3, page 18

tyrannosaurus rex b
stegosaurus a
diplodocus d
triceratops c

Activity 4, page 18

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

Vocabulary 1

Activity 1, page 19

1 b 2 e 3 c 4 a 5 f 6 d

Activity 2, page 19

1 carnivores 2 tails 3 quick 4 loud 5 dinosaurs
6 extinct 7 dead

Activity 3, page 19

1 dinosaur 2 horns 3 herbivores 4 careful

Vocabulary challenge

Activity 5, page 20

1 d 2 c 3 b 4 e 5 a

Activity 6, page 20

1 Mammals 2 Fish 3 reptiles, amphibians 4 Birds

Reading 1

Activity 1, page 21

Yes, there are two places – the river and the family tent.

Activity 2, page 21

1 b 2 d 3 c 4 a

Grammar 1

Activity 1, page 22

1 carefully 2 loudly 3 nice 4 slowly 5 neat
6 quietly

Activity 2, page 22

Suggested answers:
1 loudly 2 carefully 3 They're on the street.
4 She's walking (slowly). 5 The girl is walking quickly. / The girl is listening to music.

Activity 3, page 23

1 quiet, d 2 quickly, b 3 carefully, c 4 slow, a

Activity 4, page 23

1 You're going too fast. 2 My dad drives slowly.
3 Melanie is quiet at school. 4 Please don't talk loudly in the museum. 5 We work quietly and carefully.

Vocabulary 2

Activity 1, page 24

1 archeologist next to tomb – yellow T-shirt
2 archeologist looking at pharaoh – red T-shirt
3 two thieves – black T-shirts
4 archeologist on the steps – blue T-shirt
5 archeologist digging – green T-shirt

Activity 2, page 24

1 archeologists 2 pharaohs 3 buried 4 steps 5 tomb
6 treasure 7 gold 8 dig 9 thieves 10 exhibit

Activity 3, page 25

Suggested answer:
1 In my exhibit I put treasure and gold things from old tombs, old books and paintings, dinosaur bones, etc.

Word study

Activity 4, page 25

Actions	Names of people or things	Words to describe people or things	Words to describe actions
dig	dinosaur	careful	quietly
walk	treasure	loud	slowly

Activity 5, page 25

1 Thieves dig quickly to find the treasure.
2 Archeologists work carefully.
3 People talk quietly in the big museum.
4 You walk slowly when you're tired.
5 My dad is a careful driver.

Reading 2

Activity 1, page 26

1 d 2 c 3 a 4 b

Activity 2, page 26

1 T 2 F 3 F 4 T

Grammar 2

Activity 1, page 27

1 have to 2 have to 3 don't have to 4 have to
5 have to 6 have to 7 don't have to

Activity 2, page 27

1 have to 2 has to 3 don't have to 4 don't have to
5 doesn't have to

Activity 3, page 28

	work on the weekend	work at night	explain things to visitors	study old things	work outside
Tina	✓	✗	✓	✓	✗
Tracey	✗	✗	✗	✓	✓

Activity 4, page 28

1 Does Tina have to work outside? No, she doesn't.
2 Do Tina and Tracey have to study old things? Yes, they do.
3 Does Tina have to work on the weekend? Yes, she does.
4 Does Tracey have to explain things to visitors? No, she doesn't.
5 Do Tina and Tracey have to work at night? No, they don't.

Activity 5, page 28

Suggested answers:
1 He has to clean the tables. / He doesn't have to cook the food.
2 She has to work with animals. / She doesn't have to work with children.

Writing

Activity 1, page 29

The Amur leopard is almost extinct. There are only about 60 of them in the wild and they live mainly in Russia and China.
Amur leopards have long legs and thick fur that helps them survive in cold weather. They can run very fast and jump up to three meters! They live 10–15 years in the wild.

Now I Know

Activity 1, page 30

1 archeologist 2 loud 3 herbivore 4 extinct
5 carnivore 6 steps 7 pharaoh 8 treasure 9 tomb
10 thieves

Activity 2, page 30

1 careful 2 dinosaur 3 horn, tail 4 bury
5 an exhibit

Activity 3, page 31

1 quietly 2 loudly 3 fast

Activity 4, page 31

1 You have to do your homework carefully. ✓
2 Children don't have to go to work. ✓
3 A teacher has to work at night.

Unit 3 Why do we go on vacation?

Activity 2, page 32

beach, camping, mountains, playing, relaxing, sandcastle

Activity 3, page 32

1 b – 7th place 2 c – 3rd place 3 a – 1st place

Activity 4, page 32

1 three hours 2 10 metres wide and 10 metres long
3 six or seven 4 anything they like 5 it gets dry

Vocabulary 1

Activity 1, page 33

1 clean 2 bag 3 camping 4 tent 5 make 6 get

Activity 2, page 33

1 set up a tent 2 blanket 3 camping stove
4 clean up 5 flashlight 6 compass, campsite

Activity 3, page 33

1 tent 2 camping stove 3 blankets 4 flashlight
5 sleeping bag 6 compass

Vocabulary challenge

Activity 5, page 34

1 a 2 c 3 e 4 d 5 b

Activity 6, page 34

1 insect repellent 2 matches 3 water bottle 4 rope
5 hiking boots

Reading 1

Activity 1, page 35

beginning 3 middle 1 end 2

Activity 2, page 35

1 the beach 2 sandwiches 3 sandcastle 4 sun hat
5 swimming

Grammar 1

Activity 1, page 36

1 swim 2 watched 3 sleep, were 4 made
5 take, got

Activity 2, page 36

1 visited 2 went 3 made 4 ate 5 had

Activity 3, page 37

1 I made/didn't make breakfast.
2 I went/didn't go to the beach.
3 I helped/didn't help my dad clean up.
4 I sang/didn't sing songs around the campfire.
5 I had/didn't have pasta for dinner.

Activity 4, page 37

D	S	S	W	A	M	I	A
I	A	Y	G	S	A	N	G
D	W	T	H	I	K	G	E
R	T	M	A	D	E	E	E
T	O	O	K	R	L	M	B

swim – swam make – made see – saw
sing – sang do – did take – took

Vocabulary 2

Activity 1, page 38

1 go kayaking 2 go zip lining 3 meet new people
4 go rock climbing

Activity 2, page 38

1 unsafe 2 light 3 heavy 4 beautiful 5 coast
6 waterfall

Activity 3, page 39

1 heavy 2 unsafe 3 a compass 4 rock climbing

Word study

Activity 4, page 39

go: rock climbing, kayaking
play: tennis
do: ballet, yoga

Activity 5, page 39

1 yoga, ballet 2 cricket, tennis 3 rock climbing, kayaking

Reading 2

Activity 1, page 40

a paragraph 4 b paragraph 1 c paragraph 2
d paragraph 3

Activity 2, page 40

1 c 2 d 3 b 4 a

Grammar 2

Activity 1, page 41

1 Did he go 2 Did you play 3 Did you see 4 swim

Activity 2, page 41

1 visited
2 did John make, made
3 did she go, went

Activity 3, page 42

1 She went to the recreation center.
2 Did he ride a bike? Yes, he did.
3 Did she go rock climbing? No, she didn't.
4 When did he go zip lining? He went on Saturday.

Activity 4, page 42

1 What did you watch on TV last night?
2 Did you go swimming yesterday?
3 Who did you see last weekend?
4 Did you have breakfast this morning?

Writing

Activity 1, page 43

1 Last week 2 On the first day 3 The next day
4 Then 5 yesterday

Now I Know

Activity 1, page 44

1 stove 2 a fire 3 a tent 4 bag 5 up 6 lost

Activity 2, page 44

1 compass 2 heavy 3 go kayaking, unsafe
4 beautiful 5 flashlight 6 waterfall, campsite

Activity 3, page 44

1 didn't go 2 had 3 didn't eat 4 ate 5 climbed
6 did you do

Activity 4, page 45

1 did you go on vacation 2 did you go with
3 did you go 4 did you do

Unit 4 Why do we tell stories?

Activity 2, page 46

science fiction, adventure

Activity 3, page 46

1 bow 2 arrow 3 forest 4 target 5 costume

Activity 4, page 46

1 b 2 c 3 d 4 e 5 a

Vocabulary 1

Activity 1, page 47

a castle b giant c fairy tale d prince e silver
f enormous
1 d 2 e 3 a 4 b 5 f 6 c

Activity 2, page 47

1 e, bowl 2 d, coins 3 a, furious 4 b, princess
5 c, fairy tales

Vocabulary challenge

Activity 4, page 48

1 mystery 2 realistic fiction 3 science fiction
4 non-fiction

Activity 5, page 48

1 mystery 2 science fiction 3 realistic fiction
4 non-fiction

Reading 1

Activity 1, page 49

Jack's mother threw them into the yard and they grew into a giant beanstalk.

Activity 2, page 49

1 down 2 cut down the beanstalk 3 the harp played a song 4 a long table 5 lay an egg 6 a castle
The correct order is: 6, 4, 5, 3, 1, 2

Grammar 1

Activity 1, page 50

a saw b woke up, went c made d watched
e didn't read, took f didn't find, was
1 c 2 a 3 e 4 f 5 b 6 d

Activity 2, page 50

come	came	see	saw
buy	bought	go	went
wake up	woke up	eat	ate

1 went, bought 2 came 3 saw 4 woke up 5 ate

Activity 3, page 51

1 wore, was; d 2 met, were; c 3 took, went; a
4 came, found; b

Activity 4, page 51

I wore/didn't wear gloves last week.
I took/didn't take a shower last week.
I met/didn't meet someone/new people last week.
I had/didn't have ice cream last week.
I bought/didn't buy some candy last week.
I found/didn't find something I lost.

Vocabulary 2

Activity 1, page 52

1 legend, e 2 queen, d 3 search, c 4 fierce, b
5 king, a

Activity 2, page 52

1 b 2 c 3 c

Activity 3, page 53

Suggestions:
1 The king is searching for the giant. The giant is hiding behind a tree/in the forest.
2 The queen is fierce. The queen is shouting at her husband.

Word study

Activity 4, page 53

old – young light – heavy noisy – quiet
night – day early – late

Activity 5, page 53

1 light, heavy 2 young, old 3 night, day 4 early, late
5 quiet, noisy

Reading 2

Activity 1, page 54

Little John – loyal / calm / careful
Will Scarlet – angry / good fighter / helpful

Activity 2, page 54

2 is correct

Grammar 2

Activity 1, page 55

1 was 2 hide 3 eat 4 find 5 came

Activity 2, page 55

1 did they make, d 2 lived, a 3 did Tony wear, b
4 were Anna and Pete, c

Activity 3, page 55

1 wear 2 see 3 were

Activity 4, page 56

1 did she wake up, woke up, seven thirty
2 did they find, found, beach
3 did he have, had, birthday
4 wore, Tom wore

Activity 5, page 56

1 What did you do last night?
2 Where did you go last summer?
3 Who did you see on the weekend?
4 When did you learn to swim?

Writing

Activity 1, page 57

He was brave and strong … King Arthur was a great fighter … he and his knights helped others.

Now I Know

Activity 1, page 58

1 F 2 T 3 F 4 T 5 F

Activity 2, page 58

1 fairy tale 2 legends 3 wife 4 hide 5 bowl

Activity 3, page 58

took, woke, found, wore, won, ran, said, got
1 won 2 wore 3 found 4 took

Activity 4, page 59

1 did he get/go 2 gave 3 did you do 4 found
5 bought 6 did you do/see

Unit 5 Why take care of the environment?

Activity 2, page 60

pollution, deforestation, trash, hunting

Activity 3, page 60

1 traffic – A 2 shouting – N 3 music – N
4 factories – A (and N)

Activity 4, page 60

Check sentences 1 and 4

Vocabulary 1

Activity 1, page 61

1 rescue 2 habitat 3 country 4 wildlife 5 plant
6 insect 7 pretty 8 full 9 throw away 10 fresh air
a 5 b 8 c 1 d 9 e 7

Activity 2, page 61

1 habitat 2 plants 3 insects 4 wildlife

Activity 3, page 62

Suggested answers:
1 Because you can see pretty plants, wildlife in their habitats, and breathe fresh air.
2 In the city there isn't a lot of fresh air, insects, wildlife.
3 You should pick it up and throw it away.

Word study

Activity 4, page 62

1 away 2 up 3 out 4 down

Activity 5, page 62

Suggested answers:
1 price tags, dry flowers, hair
2 trees, rainforest
3 meat, pizza
4 pictures, articles, shapes

Reading 1

Activity 2, page 63

1 wildlife/animals 2 screaming 3 blog post
4 balloons

Grammar 1

Activity 1, page 64

1 Tom is drier than Jenny.
2 A tiger is smaller than an elephant.
3 A snake is longer than a worm.
4 The clown is funnier than the vet.
5 Brazil is larger than Peru.
6 Lily is sadder than Rose.

Picture a – 5 Picture c – 2 Picture e – 4
Picture b – 3 Picture d – 6 Picture f – 1

Activity 2, page 64

1 quieter 2 tastier 3 bigger 4 colder 5 faster
6 dirtier

Activity 3, page 65

1 better 2 worse 3 bigger 4 shorter

Activity 4, page 65

2 The city is dirtier than the beach.
3 The girl is happier than the baby.

Vocabulary 2

Activity 1, page 66

p**gadgets**s**oil**we**protect**r**coal**p**burn**l**lungs**a**fossilfuel**n
electricityt**breathe**
The extra word is 'power plant'. It's a large building where they produce electricity.

Activity 2, page 66

1 electricity 2 gadgets 3 Oil 4 Coal 5 lungs

Activity 3, page 66

a power plant b coal c fossil fuel d breathe e oil
f burn
1 coal/oil 2 oil/coal 3 fossil fuel 4 Power plants
5 burn 6 breathe

Activity 4, page 67

Suggested answers:
1 paper, wood, coal, oil, etc.
2 lights/lamps, TV, computer, refrigerator, oven, washing machine, hairdryer, etc.
3 the environment, animals, sea life, wildlife, trees, etc.
4 smartphone, tablet, video games console, smartwatch, etc.

Vocabulary challenge

Activity 6, page 67

1 solar energy 2 biomass energy 3 hydro energy
4 geothermal energy 5 wind energy

Reading 2

Activity 2, page 68

1 T 2 F 3 T 4 F

Grammar 2

Activity 1, page 69

1 c 2 a 3 d 4 b

Activity 2, page 69

1 the tallest 2 the smartest 3 the best 4 the highest
5 the happiest 6 the oldest

Activity 3, page 69

1 better 2 the nicest 3 louder 4 the worst 5 noisier
6 the biggest

Activity 4, page 70

2 Weston is the dirtiest town.
3 Southon is the cleanest town.
4 Easton is the busiest town.
5 Weston/Easton/Southon is the best place to live.
6 Easton/Weston/Southon is the worst place to live.

Activity 5, page 70

1 Who's the shortest person in your family?
2 Where's the quietest place in your neighborhood?
3 What's the nicest place in your town?
4 What's the fastest way to get to your school?
5 Who's the best sports person in the world?

Writing

Activity 1, page 71

1 conclusion 2 introduction 3 information

Now I Know

Activity 1, page 72

1 country 2 plant 3 insect 4 wildlife 5 coal
6 electricity 7 lungs 8 gadget

Activity 2, page 72

1 breathe, b 2 fossil fuels, a 3 Power plants, e
4 pretty, c 5 protect, f 6 throw away, d

Activity 3, page 73

2 Claire is busier than Tony.
3 Tony is quieter than Claire.
4 Claire has a bigger family than Tony.

Activity 4, page 73

1 Tortoises live longer than elephants.
2 Giraffes are taller than lions.
3 Russia is the largest country in the world.

Unit 6 Why do we use numbers every day?

Activity 2, page 74

checking the time, making a cake, shopping

Activity 3, page 74

1 clock 2 hands 3 cogs 4 speeds 5 turn

Activity 4, page 74

1 inside 2 slowest 3 different 4 slower 5 tell the time

Vocabulary 1

Activity 1, page 75

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

Activity 2, page 75

1 go shopping 2 gifts 3 useful 4 pay 5 chose
6 stall 7 colorful 8 money

Activity 3, page 76

1 expensive 2 useful 3 choose 4 colorful 5 cheap
6 stall

Vocabulary challenge

Activity 4, page 76

1 bills 2 coins 3 cash 4 credit card 5 gift card

Activity 5, page 76

1 bill 2 cash 3 credit card 4 coins 5 gift cards

Reading 1

Activity 1, page 77

He doesn't like shopping at the beginning ("Grocery stores are boring."), but he does at the end ("I do now!").

Activity 2, page 77

1 the music and the noise 2 a big black coat 3 candy, chips, cereal 4 He gives him a free box of cookies every time he goes shopping to the store.

Grammar 1

Activity 1, page 78

1 bag 2 bar 3 pack 4 pair 5 box 6 piece

Activity 2, page 78

2 a piece of apple 3 a pair of shoes 4 a bag of grapes
5 a pack of rice 6 box of cereal

Activity 3, page 79

2 bars of chocolate 3 a piece 4 bags of carrots
5 a pair of socks 6 packs of pencils

Vocabulary 2

Activity 1, page 80

1 quarter, b 2 minutes, e 3 tell the time, d
4 inventing, a 5 half, c

Activity 2, page 80

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

Activity 3, page 80

1 seconds 2 minutes 3 hours 4 invent 5 tell the time

Activity 4, page 81

1 shadow 2 invent 3 second 4 half

Word study

Activity 5, page 81

1 aʊ: hour 2 eɪ: decade 3 aɪ: time

Activity 6, page 81

hyt**house**pns**light**dru**tail**tsu**wildlife**kcgy**power**sku**take**wqy
aʊ: house, power
eɪ: tail, take
aɪ: light, wildlife
Students' own answers.

Reading 2

Activity 1, page 82

Place	Time
Vancouver	3 a.m.
Lima	7 a.m.
Karachi	5 p.m.
Sydney	11 p.m.
Honolulu	11 a.m.
Auckland	9 a.m.

Activity 2, page 82

1 night 2 Pacific 3 maps

Grammar 2

Activity 1, page 83

1 It's six thirty. 2 It's ten o'clock. 3 It's quarter till twelve. 4 It's quarter after eleven.

Activity 2, page 83

1 2 3

Activity 3, page 83

1 b 2 d 3 a 4 c

Activity 4, page 84

1 a 2 c 3 c

Activity 5, page 84

2 quarter till five / four forty-five
3 six thirty
4 quarter after eight / eight fifteen
5 nine thirty
6 quarter after ten / ten fifteen

Writing

Activity 1, page 85

1 First 2 in the morning 3 Then 4 At
5 in the afternoon

Now I Know

Activity 1, page 86

1 gift 2 quarter 3 expensive 4 cheap 5 half
6 colorful 7 stall 8 shadow 9 money

Activity 2, page 86

1 invent 2 useful 3 pay 4 century 5 decade
6 minute

Activity 3, page 87

1 bag 2 3 boxes of cereal 3 2 bars of soap 4 1 pair of socks 5 pieces of cake 6 1 box of cookies

Activity 4, page 87

1 He/They played basketball at a quarter till eight.
2 She played the piano at six thirty.

Unit 7 What do we do for entertainment?

Activity 2, page 88

laughter fun interesting exciting

Activity 3, page 88

1 brass 2 percussion 3 woodwind 4 string

Activity 4, page 88

1 B, W 2 S 3 S 4 W 5 P

Vocabulary 1

Activity 1, page 89

1 modern 2 traditional 3 headphones 4 hang out
5 musician 6 band

Activity 2, page 89

1 chess 2 musician, band 3 afraid

Activity 3, page 89

1 chess 2 magazine 3 famous 4 afraid
a afraid b famous c magazine d Chess

Word study

Activity 5, page 90

1 Hang on
2 hang onto
3 hang together
4 hang around

Reading 1

Activity 1, page 91

The driver hit his head.
The man nearly fell off the ladder.
Mrs Jones dropped her books and almost spilled tea.

Activity 2, page 91

Suggested answers:
1 She almost knocked a man off a ladder.
2 Karen ran to class.
3 She sat next to her best friend.

Grammar 1

Activity 1, page 92

1 c 2 d 3 a 4 b

Activity 2, page 92

1 in – f 2 of – c 3 of – d 4 at – b 5 with – e
6 about – a

Activity 3, page 93

1 coming 2 walking 3 cleaning 4 missing
5 learning

Activity 4, page 93

1 Which animals are you afraid of?
2 Which sports are you interested in?
3 Which problems are you worried about?
4 Which toys or games are you bored with?
5 Which school subjects are you happy with?

Vocabulary 2

Activity 1, page 94

1 trombone 2 trumpet 3 drums 4 dream 5 exciting
6 strings

Activity 2, page 94

1 cello – c 2 drum – d 3 clarinet – b 4 dream – e
5 orchestra – a 6 saxophone – g 7 string – f

Activity 3, page 95

Suggested answers:
1 cello, drum, clarinet, trombone, violin, etc.
2 drum, guitar, saxophone, trumpet, etc.

Vocabulary challenge

Activity 4, page 95

Across:
1 country 4 hip hop 5 jazz
Down:
1 classical 2 rock 3 pop

Reading 2

Activity 1, page 96

Paragraph 1: Older people spend their time on the computer watching videos or looking for information on the internet.
Paragraph 2: Winning makes people feel good.
Paragraph 3: Making quick decisions is useful in real life as well.
Paragraph 4: Having fun together is a good way for families to bond.
Paragraph 5: It's important that you find enough time to get some exercise and have fun outside – every day!

Activity 2, page 96

1 F 2 T 3 F 4 T

Grammar 2

Activity 1, page 97

1 more 2 most 3 more 4 most

Activity 2, page 97

1 loud 2 the loudest 3 louder than 4 the most beautiful 5 the most interesting

Activity 3, page 98

1 more famous than / the most famous
2 shorter than / the shortest
3 more colorful than / the most colorful

Activity 4, page 98

1 Watching live concerts is more exciting than watching TV.
2 The Acropolis is the most famous place in Greece.
3 Playing an instrument is more difficult than listening to music.

Activity 5, page 98

1 the funniest 2 the most intelligent 3 scarier than

Writing

Activity 1, page 99

1 b 2 a 3 b

Now I Know

Activity 1, page 100

K	K	C	L	A	R	I	N	E	T	T
O	R	C	H	E	S	T	R	A	N	R
C	J	J	F	K	D	K	O	I	K	U
E	J	G	B	S	T	R	I	N	G	M
L	I	S	K	O	X	T	U	N	L	P
L	I	X	G	M	V	G	R	M	R	E
O	T	R	O	M	B	O	N	E	B	T
V	S	A	X	O	P	H	O	N	E	L

Activity 2, page 100

1 hang out 2 musicians 3 magazines 4 famous
5 modern

Activity 3, page 101

1 The lion is smaller than the elephant.
2 Car 2 is smaller than Car 1, but Car 3 is the smallest (car).

Unit 8 Why is space interesting?

Activity 2, page 102

star, rocket, the Sun

Activity 3, page 102

1 the Sun 2 Mercury 3 Venus 4 Earth 5 Mars
6 Jupiter 7 Saturn 8 Uranus 9 Neptune

Activity 4, page 102

1 Earth 2 Mars 3 Saturn 4 Uranus 5 Neptune
6 Mercury 7 Jupiter 8 Mercury

Vocabulary 1

Activity 1, page 103

1 rude 2 bright 3 worried 4 hurry

Activity 2, page 103

1 bump 2 frightened 3 rude 4 moon

Activity 3, page 103

1 owl 2 frightened 3 moon 4 sticks 5 worried
6 cry 7 hurry 8 bump

Activity 4, page 104

Suggested answers:
1 Because they're frightened/worried/someone was rude to them/they hit themselves, etc.
2 The moon, stars, owls, bats, etc.

Word study

Activity 5, page 104

2 pleased 3 scared 4 excited 5 confused 6 shocked

Activity 6, page 104

1 excited 2 confused 3 embarrassed 4 pleased
5 scared

Reading 1

Activity 1, page 105

Yes, because he built a bigger house so that Water could visit.

Activity 2, page 105

1 W 2 S 3 S, M 4 S, M 5 S 6 M

Grammar 1

Activity 1, page 106

1 exciting, excited 2 tiring, tired 3 relaxed, relaxing
4 surprising, surprised

Activity 2, page 106

1 interesting 2 interested 3 amazed 4 amazing

Activity 3, page 107

1 surprised 2 pleased 3 annoying 4 embarrassing
5 worried

Activity 4, page 107

1 frightened 2 excited 3 confusing 4 interesting
5 amazed 6 disappointed

Vocabulary 2

Activity 1, page 108

1 rocket 2 float 3 telescope 4 planet
5 space station

Activity 2, page 108

1 scientist 2 launch 3 orbit 4 Spacesuits

Activity 3, page 108

1 planets 2 Space Station 3 orbits 4 laboratory
5 launched 6 rocket

Activity 4, page 109

Suggested answers:
a rocket, a spacesuit, etc.

Vocabulary challenge

Activity 5, page 109

1 b 2 a 3 d 4 e 5 c

Activity 6, page 109

1 Satellites 2 constellations 3 comet 4 galaxy
5 black hole

Reading 2

Activity 2, page 110

1 b 2 c 3 d 4 a

Grammar 2

Activity 1, page 111

1 do 2 do 3 does 4 does

Activity 2, page 111

twice a day, every day, every Tuesday, twice a month, every Wednesday and Thursday, three times a year

1 every Tuesday 2 twice a month
3 twice a day 4 every Wednesday and Thursday
5 three times a year 6 every day

Activity 3, page 112

1 a 2 a 3 b

Activity 4, page 112

1 How often do you go to the movie theater?
2 How often do your parents go shopping?
3 How often does your teacher give you a test?
4 How often do you play video games?
Students' own answers.

Writing

Activity 1, page 113

Email b

Now I Know

Activity 1, page 114

1 bored, exciting 2 worried, interesting 3 fascinating, tired 4 frightening 5 disappointed

Activity 2, page 114

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

Activity 3, page 114

1 rocket 2 spacesuit 3 scientist 4 telescope
5 space station 6 laboratory 7 floats

Activity 4, page 115

1 How often do you have tennis lessons?
2 How often does he go to the movie theater?
3 How often does Alice go swimming?
4 How often do they go camping?

Unit 9 How are homes different?

Activity 3, page 116

1 ladder 2 stilts 3 cloth 4 straw

Activity 4, page 116

1 ladder 2 cloth 3 stilts 4 straw

Vocabulary 1

Activity 1, page 117

a attic, 6 b roof, 4 c stone, 5 d wood, 3 e balcony, 1 f steep, 2

Activity 2, page 117

1 d, flat 2 balcony, e 3 a, stone 4 f, build 5 b, view 6 roof, g 7 sweep, c

Activity 4, page 118

1 stilt house 2 motor home 3 igloo 4 hut

Activity 5, page 118

1 motor home 2 igloo 3 stilt house 4 hut

Reading 1

Activity 1, page 119

Suggested answers:
build a bigger kitchen
make the attic into a bedroom
went to the forest
Look at all this rubbish
took the rubbish home
used wooden boxes to build a new kitchen with a big table
glass bottles to make windows
plastic bags for the roof
a bed from a cardboard box
Everyone sat together at the table for dinner.
At bedtime, the older mice slept in the attic.
Everyone was very happy.

Activity 2, page 119

Suggested answer:
The mice decided to build a bigger kitchen and make the attic into a bedroom. They went to the forest, but it was full of rubbish. They decided to use the rubbish for building. They used wooden boxes to build a new kitchen with a big table, glass bottles to make windows, and plastic bags for the roof. Mrs Mouse made a bed from a cardboard box. At dinnertime, everyone sat together. At bedtime, the older mice slept in the attic. Everyone was very happy.

Grammar 1

Activity 1, page 120

1 c 2 b 3 d 4 a

Activity 2, page 120

1 Where would he like to go? He'd/would like to go to the movie theater/the movies.
2 What would she like to do? She'd/would like to play basketball/score a goal.
3 Which city would they like to visit? They'd/would like to visit New York.
4 Who would she like to meet? She'd/would like to meet the Queen.

Activity 3, page 121

1 30th floor of the tower 2 Joe's red kite
3 My grandma's house 4 blade of the knife
5 top of the mountain

Activity 4, page 121

1 Alice's dog is small.
2 The woman's flowers are colorful.
3 The leg of the table is broken.
4 The cogs of the clock aren't stone.

Vocabulary 2

Activity 1, page 122

1 stairs, d 2 bricks 3 narrow 4 concrete, a 5 basement 6 move 7 elevator, e 8 metal, b 9 plastic 10 wide, c

Activity 2, page 122

1 d 2 e 3 a 4 c 5 b

Activity 3, page 122

1 plastic 2 concrete 3 basements 4 stairs 5 Metals

Activity 4, page 123

1 narrow
2 stairs, elevator
3 metal/plastic, plastic/metal
Suggested answers:
4 We use concrete to build roads/houses.
5 We were busy because we moved to a new house.

Word study

Activity 5, page 123

1 brick 2 plastic 3 stone, streets 4 places 5 bridge 6 planes

Activity 6, page 123

Suggested answers:
state, stairs, store, star, story, brown, broom, brother, bread, plate, planet, Pluto, plant

Reading 2

Activity 1, page 124

Suggested answers:
1 The homes in Coober Pedy and Dietikon are similar because they're underground. They're different because the houses in Coober Pedy are easy to build and only use the rock. The houses in Dietikon aren't easy to build and they use metal and concrete.
2 The homes in Lesotho and Nunavut are the same because they're round and made with natural materials. Also, they're both used by tourists. They're different because the rondavel is made with stone, mud, dung, wood, and straw, but the igloo is only made of snow.

Grammar 2

Activity 1, page 125

3rd – third
fifth – 5th
9th – ninth
twelfth – 12th
13th – thirteenth
twentieth – 20th
24th – twenty-fourth

Activity 2, page 125

1 Tuesday 2 Thursday 3 Wednesday 4 Monday 5 Saturday 6 Thursday

Activity 3, page 125

2 nineteenth 3 second 4 twenty-first 5 thirtieth 6 tenth

Activity 4, page 126

1 c 2 a 3 b 4 b 5 b

Activity 5, page 126

2 Who 3 When 4 What 5 Why

Writing

Activity 1, page 127

Blog b is better because it uses "too" and "also" to connect ideas.

Now I Know

Activity 1, page 128

1 balcony 2 narrow 3 stone 4 bricks 5 roof 6 elevator 7 plastic 8 basement
Hidden word: *concrete*

Activity 2, page 128

1 balcony 2 view 3 steep 4 plastic 5 elevators

Activity 3, page 128

Suggested answers
1 wood, stone, concrete, metal, bricks, plastic 2 stairs, elevator 3 narrow, wide 4 steep, flat

Activity 4, page 129

2 11th – eleventh 3 22nd – twenty-second 4 29th – twenty-ninth

Activity 5, page 129

2 Where would you like to live when you're a grown-up? I'd like to live in (Mexico City).
3 What would you like to be when you're older? I'd like to be a (teacher).
4 Who would you like to visit next summer? I'd like to visit (my cousin).

Unit 10 How do we take care of our body?

Activity 3, page 130

1 take blood pressure 2 stethoscope 3 patient 4 GP (general practitioner)

Activity 4, page 130

1 F 2 T 3 F

Vocabulary 1

Activity 1, page 131

Word snake: neck, stomach, fever, bandage, rest, sick, pale, take medicine, back, shoulder
Photo labels:
1 pale 2 take medicine 3 back 4 shoulder 5 neck 6 rest 7 fever 8 sick 9 stomach 10 bandage

Activity 2, page 131

1 c 2 a 3 d 4 b

Activity 3, page 131

1 take medicine 2 shoulder 3 back 4 pale

Vocabulary challenge

Activity 5, page 132

1 bruise 2 burn 3 break 4 cut 5 sprain

Activity 6, page 132

1 cut 2 burn 3 bruises 4 break 5 sprained

Reading 1

Activity 1, page 133

She was up all night playing a video game.

Activity 2, page 133

2 ✓ 3 ✓

Grammar 1

Activity 1, page 134

1 broke, d 2 have, a 3 have, b 4 hurt, c

Activity 2, page 134

1 What's the matter? 2 He has a stomachache.
3 I have a broken arm. 4 Emily has to go to the doctor.
5 They have to rest.

Activity 3, page 135

1 c 2 e 3 b 4 d 5 a

Activity 4, page 135

1 Sonia has a fever. She has to take some medicine.
2 Alp has a broken leg. He has to get an X-ray.

Activity 5, page 135

Suggested answers:
1 Antonio has a broken arm. He has to go to the doctor/get an X-ray.
2 Jen has a sprained leg. She has to rest.
3 Dad and Emma are sick. They have to rest/take medicine/go to the doctor.
4 Danny has a stomachache. He has to eat healthy food/drink a lot of water.
5 Betty has a headache. She has to rest/take some medicine.

Vocabulary 2

Activity 1, page 136

1 cold 2 save your life 3 skin 4 sneezes

Activity 2, page 136

G	H	E	A	V	A	B	H	E	C	N	S
T	E	C	O	L	D	R	G	N	C	S	N
V	A	C	C	I	N	A	T	I	O	N	E
B	R	U	L	S	K	I	N	D	U	E	E
R	T	R	O	N	L	N	E	E	G	E	Z
H	E	S	P	R	E	A	D	B	H	V	E

1 cough, sneeze 2 vaccination 3 spread 4 skin
5 brain, heart 6 cold

Activity 3, page 137

1 muscles 2 cold 3 save your life 4 cough 5 sneeze
6 heart

Word study

Activity 5, page 137

1 action 2 thing

Activity 6, page 137

1 a T b A 3 a T b A
2 a A b T

Reading 2

Activity 1, page 138

1 c 2 a 3 b

Activity 2, page 138

1 F 2 T 3 F

Grammar 2

Activity 1, page 139

1 shouldn't 2 should 3 shouldn't 4 Should, shouldn't

Activity 2, page 139

1 Children should watch TV all day. F
2 We should take care of animals. T
3 People shouldn't plant more trees. F
4 We should always help our friends and family. T

Activity 3, page 139

Suggested answers:
1 He should use his umbrella. / He shouldn't walk in the rain (without an umbrella).
2 They should throw their trash in the trash can/use the trash can. / They shouldn't throw their trash on the ground.
3 She shouldn't go swimming. / She should keep warm/get some rest.
4 He shouldn't drive fast. / He should drive slowly.

Activity 4, page 140

1 something 2 everything 3 Everyone 4 Someone

Activity 5, page 140

1 something 2 Everyone 3 Someone 4 everything

Activity 6, page 140

Suggested answers:
1 There's someone (hiding) behind the curtain.
2 Everything fell out of the cupboard/on the floor.
3 There's/You have something on your face.
4 Everyone is watching the soccer game.

Writing

Activity 1, page 141

email b

Now I Know

Activity 1, page 142

neck, stomach, shoulder, skin, back, heart, muscles, brain

Activity 2, page 142

1 is pale 2 resting 3 brain 4 fever 5 muscles

Activity 3, page 142

1 spread 2 pale 3 save your life 4 Vaccinations
5 take medicine

Activity 4, page 142

1 something, b 2 Someone, a 3 everyone, d
4 everything, c

Activity 5, page 143

1 wrong, I have a headache.
2 matter, I have a stomachache.

Unit 11 Why is Antarctica special?

Activity 2, page 144
animals, clean, cold, snow

Activity 3, page 144
1 cracks 2 killer whales 3 ice sheet

Activity 4, page 144
1 c 2 d 3 a 4 e 5 b

Vocabulary 1

Activity 1, page 145
a degrees b deep c penguins d South Pole
e freezing f temperature
1 freezing 2 deep 3 Penguins 4 degrees
5 South Pole

Activity 2, page 145
1 continent 2 penguins 3 ice 4 deep 5 temperature
6 degrees 7 freezing

Activity 3, page 146
1 crack 2 expedition 3 continent 4 degrees 5 ice
6 freezing

Word study

Activity 4, page 146
a, b

Activity 5, page 146
1 c 2 e 3 a 4 b 5 d

Activity 6, page 146
Suggested answers:
1 afraid, terrified, worried
2 large, huge, massive, enormous
3 great, amazing, fantastic, wonderful
4 awful, terrible, horrible

Reading 1

Activity 2, page 147
1 Because they're black and it's easy to see them.
2 The cold stops them from changing.
3 We can learn about what the solar system is made of and its creation.

Grammar 1

Activity 1, page 148
1 There isn't 2 Are there 3 There are 4 Is there
5 There aren't

Activity 2, page 148
1 There are 2 There aren't 3 There isn't 4 There are
5 There's 6 There's

Activity 3, page 149
2 There's, soap 3 Is there, water, is 4 There are, birds
5 Are there, cookies, aren't 6 There's, money

Activity 4, page 149
1 There's a lot of traffic. 2 There are some/six people.
3 There aren't any dogs. 4 There isn't any rain.

Vocabulary 2

Activity 1, page 150
1 migrate, c 2 poisonous, a 3 fur, d 4 waterproof, e
5 layers, f 6 krill b

Activity 2, page 150
1 c 2 d 3 b 4 e 5 a

Activity 3, page 150
1 octopus 2 krill 3 poisonous 4 feather

Vocabulary challenge

Activity 4, page 151
1 Antlers 2 tentacles 3 Mane 4 hump 5 hooves
6 whiskers

Activity 5, page 151
1 whiskers 2 antlers 3 mane 4 tentacles
Example answers:
5 hamster/rabbit 6 antelope/moose 7 deer/horse/cow
8 horse/ 9 octopus 10 moose/camel

Reading 2

Activity 1, page 152
Because it's very dry and there isn't much food or water. It's hot during the day and cold at night.

Activity 2, page 152
Body: long, thin legs/bigger paws so they can travel long distances
Food: small animals (antelopes, birds, porcupines, mice) – there aren't many big animals and small animals are easier to catch
Behavior: live in small groups, cool down by panting and sweating through their paws

Grammar 2

Activity 1, page 153
2 big = S, black and white = C, Antarctic = O, penguins = N
3 enormous = S, brown = C, African = O
4 large = S, round = SH, red = C, clock = N

Activity 2, page 153
1 c 2 b 3 b 4 a

Activity 3, page 154
2 long, green 3 gray 4 colorful, Australian 5 big, red
6 small, triangular

Activity 4, page 154
Suggested answers:
1 It's a small, round, red ball.
2 It's a big, rectangular, red popsicle.
3 It's a small/tiny, green, Italian car.
4 They're small, blue flowers. /They're big yellow houses.

Writing

Activity 1, page 155

There are many amazing animals in the world that are in danger. The incredible Bornean orangutan is one of them. Orangutans aren't huge, but can weigh up to 100 kg. They have long, orange hair and strong arms that help them swing from tree to tree. They eat mostly fruit and leaves, but they sometimes also eat termites and ants.
They live on the stunning isle of Borneo in tropical rainforests. When people cut down trees, they destroy this wonderful animal's habitat.

Now I Know

Activity 1, page 156

1 expedition 2 continent 3 degrees 4 penguin
5 freezing 6 ice 7 feathers 8 waterproof 9 wings
10 hunt 11 poisonous 12 krill

Activity 2, page 156

1 d 2 e 3 c 4 b 5 a

Activity 3, page 156

1 South Pole 2 deep 3 temperature 4 fur
5 migrate 6 layers

Activity 4, page 157

1 It's a large, gray, African elephant.
2 They're small, round, black meteorites.

Activity 5, page 157

bottle, octopus, scientist, wing

Unit 12 Why do we have festivals?

Activity 2, page 158

dance, eat traditional food, wear special clothes

Activity 3, page 158

1 float 2 celebration 3 pedometer 4 wooden frame

Activity 4, page 158

1 d 2 e 3 a 4 c 5 b

Vocabulary 1

Activity 1, page 159

fco**costume**nst**parade**ing**lantern**oed**emperor**w**stiltwalker**
rg**firework**sp
1 lantern 2 parade 3 fireworks 4 stilt walker
5 costume

Activity 2, page 159

1 parade 2 costumes 3 crowded 4 fireworks
5 lanterns 6 annoying

Activity 3, page 159

1 furry 2 hang 3 crowded 4 emperor 5 fireworks
6 annoying

Vocabulary challenge

Activity 5, page 160

1 marching band 2 streamers 3 confetti 4 bunting

Activity 6, page 160

1 marching band 2 streamers/confetti 3 streamers/confetti 4 bunting

Reading 1

Activity 2, page 161

1 F 2 T 3 F

Grammar 1

Activity 1, page 162

Dan = boy washing car
Mario = man painting house
Alice = girl on bike
Elena = woman getting ready for a party
Harry = dog
Azra = girl under tree

Activity 2, page 162

1 She'll have dinner after school. / After school, she'll have dinner.
2 Tony won't wear a costume at the festival.
3 We will visit the new museum soon.

Activity 3, page 163

1 She'll make a cake.
2 She won't go swimming. She'll play basketball.
3 They'll drive to school. They won't walk to school.
4 He'll buy five candies. He won't buy ten candies.

Activity 4, page 163

I'll/I won't go swimming.
I'll/I won't climb a mountain.
I'll/I won't go camping.
I'll/I won't wear sunglasses.
I'll/I won't build sandcastles.
I'll/I won't eat ice cream every day.

Vocabulary 2

Activity 1, page 164

1 bell 2 get married 3 cathedral 4 eel 5 coconut
6 sticky 7 water fight 8 spray 9 grown-up

Activity 2, page 164

1 sticky 2 have a day off 3 coconut 4 water fight
5 bell 6 get married 7 grown-up 8 spray 9 eel
Hidden word: *cathedral*

Activity 3, page 165

Suggested answers:
1 The girl had/has sticky hands after eating a coconut ice cream.
2 Trish and John got married in a cathedral (in 1952).

Word study

Activity 4, page 165

1 c 2 e 3 b 4 d 5 a

Activity 5, page 165

1 water fight 2 video games 3 marching band
4 grown-up 5 day off

Reading 2

Activity 1, page 166

Reason for festival: Hanami (H) – cherry blossom; Bloemencorso Bollenstreek (BB) – spring flowers
Month: H – March or April; BB – April
Special events: H – picnic in the park; BB – parade with floats made of flowers
Food: H – wagashi (Japanese sweets) and cherry blossom biscuits; BB – poffertjes (pancakes)

Grammar 2

Activity 1, page 167

1 Where, c 2 Will, e 3 How, d 4 Who, a 5 What, b

Activity 2, page 167

1 Where
He'll take his brother/him to the beach.
2 Will
No, he won't. (He'll eat fish and roasted vegetables.)

Activity 3, page 168

1 Where will people live in 2083? They'll live on Mars.
2 How will people travel? They'll travel in space ships.
3 Will people live with aliens? Yes, they will.
4 What will people wear? They'll wear spacesuits.

Activity 4, page 168

1 Where will you live 2 Will you go 3 What job will you do 4 Who will you visit

Writing

Activity 1, page 169

Next month, it will be Holi. It's an ancient festival celebrated in India. It celebrates the beginning of spring and usually takes place in March.
Every year, we throw different-colored powder at each other. This year, I'll throw red and blue powder – my favorite colors. Next week, my friends and I will go downtown to buy powder for the festival.
In the evening, after playing with colors all day, we will clean up and dress up and spend time with our friends and family. I can't wait!

Now I Know

Activity 1, page 170

Down: 1 sticky 3 emperor 4 parade 6 fireworks 8 lantern
Across: 2 costume 5 bell 7 furry 9 crowded 10 hang

Activity 2, page 170

1 get married
2 water fight
3 eels
4 cathedral
5 annoying

Activity 3, page 171

1 When will she visit her cousins?
2 What will she do/play on Monday?
3 Will she visit Andrew on Tuesday?
4 How will she get to the park (on Friday)?

Audio Scripts

Student Book 3 CD1

Unit 1 How do we find our way?

Page 6, Activity 1 1-02

Listen and repeat.

below	square	sign
above	downtown	cross
beside	building	
close to	map	

Page 6, Activity 2 1-03

Listen and number.

1 My apartment is above a bookstore.
2 I want to live beside the ocean.
3 Let's look at a map.
4 What does that sign say?
5 The playground is close to the movie theater.
6 Let's cross the street now.
7 The computer store is on the square.
8 Let's go downtown today.
9 That building's very old.
10 There is a train station below the shopping mall.

Page 11, Activity 5 1-05

Look at the map. Listen and find the way. Write letters from a to d in the correct boxes.

1 **Woman:** Excuse me. How can I get to the playground, please?
Man: The playground's an easy walk from here. First turn right. Then turn left and cross the river. The playground is near the river, across from the library.
Woman: Fantastic. Thank you!
2 **Girl:** Excuse me. Where's the Lemon Tree Restaurant, please?
Woman: Oh! I love that restaurant! Turn right, and then turn right again. Then, look to your right. It's across from the bus station, below a big yellow sign.
Girl: Thanks!
3 **Girl:** Excuse me. Where's the bookstore, please?
Woman: The bookstore? Turn right, and then turn right again. The bookstore is in the building beside the bank.
Girl: Thanks!
4 **Girl:** Excuse me. How can I get to the movie theater from here?
Man: The movie theater? OK. First turn left. Then turn right and cross the square. The movie theater is there, across from the park.
Girl: Thank you!

Page 12, Activity 1 1-06

Listen and repeat.

recreation center	theater
art gallery	up
bridge	down
harbor	along
museum	around

Page 12, Activity 2 1-07

Listen and number.

1 I love the pictures in this art gallery.
2 Do you want to go to the harbor today?
3 Let's walk around the park.
4 It's a very interesting museum.
5 Don't climb on the wall. Jump down!
6 Let's play tennis at the recreation center.
7 He's climbing up that tall tree!
8 What can we see at the theater tonight?
9 Cross the river on the new bridge.
10 Walk along this street to the bank.

Unit 2 How do we know about the past?

Page 22, Activity 1 1-09

Listen and repeat.

herbivore	tail	loud
carnivore	extinct	dead
dinosaur	quick	
horn	careful	

Page 22, Activity 2 1-10

Listen and number.

1 That music is very loud.
2 A cheetah is a carnivore.
3 Some cows have horns.
4 Is that a dinosaur?
5 My cat Luna is dead.
6 That animal is extinct.
7 A sheep is an herbivore.
8 Be quick! We're late for school.
9 Your dog's tail is very short.
10 Be careful of that bee.

Page 27, Activity 6 1-12

Listen and write 1, 2, or 3.

1 **Woman 1:** You shouldn't run here. Walk slowly.
Boy: Why?
Woman 1: You can fall on the wet floor. Walk carefully. And you should jump into the water, feet first. Don't go in head first.
2 **Girl:** Excuse me. Can we talk in here?
Woman 2: Yes, you can, but don't talk loudly. You should read and study quietly here. And please put the books back on the shelves at the end of your visit.
3 **Man:** Be careful! Cars come very fast along here.
Boy: How do I cross safely?
Man: First look carefully, then cross to the other side. You should walk quickly, but you shouldn't run.

Page 27, Activity 7 1-13

Listen again. Match the places from A to C to the dialogs from 1 to 3.

[Repeat the previous track]

Page 28, Activity 1 1-14

Listen and number.

pharaoh	thieves	steps
bury	dig	tomb
archaeologist	exhibit	
treasure	gold	

Page 28, Activity 2 1-15

Listen and number.

1 The person in that tomb died two hundred years ago.
2 I want to be an archeologist.
3 There are a lot of interesting exhibits at the museum.
4 What's in that gold box?
5 Rabbits dig homes in the ground.
6 How many steps are there?
7 He was the pharaoh of millions of people.
8 This map can help us find treasure.
9 My dog likes to bury bones in the yard.
10 The thieves tried to take my purse.

Page 33, Activity 5 1-17

Sue is an archeologist. She's talking to Will about her job. Listen and circle the things she has to do.

Boy: What does an archeologist have to do?
Woman: An archeologist has to examine very old things, like buildings, and tombs, and the bones of people from a long time ago. I love my job!
Boy: Do you have to work outside all the time?
Woman: No, I don't. I often have to write on my computer inside.
Boy: Do you have to work at night, or on the weekend?
Woman: I don't have to work at night. But I sometimes have to work on the weekend, if we don't have much time to finish a dig.

Unit 3 Why do we go on vacation?

Page 38, Activity 1 1-18

Listen and repeat.

campsite	flashlight	clean up
blanket	compass	get lost
sleeping bag	set up a tent	
camping stove	make a fire	

Page 38, Activity 2 1-19

Listen and number.

1 Where should we set up the tent?
2 Are you going for a walk? Be careful! Don't get lost!
3 It's dark in here. I can't see. I need the flashlight.
4 I don't know the way. Do you have the compass?
5 Oh, look! It's dirty here. We should clean up.
6 I have to get ready for bed. I want my sleeping bag.
7 You can cook the eggs on the camping stove.
8 When you camp, it's important to find a good campsite.
9 Are you cold? Do you need a blanket?
10 My favorite part of camping is when we make a fire.

Page 43, Activity 5 1-21

Listen and take notes about the vacations. What didn't Alicia do?

Abby
Girl 1: Last vacation I went to the beach with my family. We went by car. We were in the car a long time, but the vacation was great. The weather was sunny and hot. I walked at the beach and swam in the ocean. I ate ice cream every day!
Alicia
Girl 2: I went to the mountains with my best friend last summer. We went by bus. It was cold but we made a fire at night. There was a lake but we didn't go fishing. We went hiking and we got lost.
Colin
Boy: Last vacation I went to a hotel resort with my mom and dad, and my grandparents. We went there by plane. It was fun. There were lots of other children. I played tennis and basketball with them. I swam in the pool every day because it was very hot.

Page 44, Activity 1 1-22

Listen and repeat.

meet new people	heavy
go zip lining	light
go rock climbing	unsafe
beautiful	waterfall
go kayaking	coast

Page 44, Activity 4 1-23

Listen and write the word.

1 This is near the ocean. It sometimes has a beach. It's the …
2 When water goes from a tall place into a river below you get a …
3 You do this activity on a lake or a river, or in the ocean. You need a special boat. You go …
4 When you see people for the first time and say "hello," you …
5 When your backpack has a lot of things inside it's …
6 When your backpack is easy to pick up, it's …

Page 49, Activity 5 1-25

Listen and write the names.

1 **Boy 1:** Did you go to the beach last summer, Rita?
Girl 1: No, I didn't.
Boy 1: Did you go horseback riding last year?
Girl 1: Yes, I did.
Boy 1: OK. … Rita. Great.
2 **Boy 1:** Hi Brendon. Did you play sports yesterday?
Boy 2: Yes, I did. I played football.
Boy 1: Great. Thanks, Brendon.
3 **Boy 1:** Did you go to the beach last summer, David?
Boy 3: No, I didn't.
Boy 1: Well … Did you enjoy school last week?
Boy 3: Yes, I did.
Boy 1: OK. … Thanks, David.
4 **Boy 1:** Hi Susan! Did you go to the beach last summer?
Girl 2: Yes, I did. It was fun.
Boy 1: Thanks!
Girl 2: No problem. Bye!

Unit 4 Why do we tell stories?

Page 54, Activity 1 1-26

Listen and repeat.

giant	silver	princess
castle	enormous	fairy tale
bowl	furious	
coin	prince	

Page 59, Activity 5 1-28

Listen and check the fairy tale.

Man: The spring came. The ugly duckling left the barn and went back to the pond. He was very thirsty and put his beak into the water. He saw a beautiful, white bird!
Duckling/Boy: Wow! Who's that?
Swan/Girl: It's you!
Duckling/Boy: Me? But I'm an ugly duckling.
Swan/Girl: Not any more. You're a beautiful swan, like me. Do you want to be my friend?
Duckling/Boy: Yes!
Adult: All the other animals watched as the two swans flew away, friends forever.

Page 59, Activity 6 1-29

Listen again and number in order.

[Repeat the previous track]

Page 60, Activity 1 1-30

Listen and repeat.

king	hero	search
queen	husband	hide
fierce	myth	
wife	legend	

Page 60, Activity 2 1-31

Listen and number.

1 One day I want to go to London to visit the queen.
2 It was a fierce game, but my team won.
3 I enjoy reading books about sports heroes.
4 A legend is an old story. It is often about a real person who lived a long time ago.
5 My father collects traditional stories and myths from the local people.
6 A king is a very important person.
7 I'll count and you hide.
8 I can't find you. I will search some more.
9 My mom is my dad's wife.
10 My first husband was a famous actor.

Page 65, Activity 7 1-33

Listen and check your answers.

Boy: What did you put for number one, "What did Jack take to the market?" I've got "a cow."
Girl: Me too! Let's check the answer.
Boy: Yes! It's "a," a cow.
Girl: OK. Number two: "Who went to buy bread but bought a sunflower?" is "b," Jane … and number three "Who lived in the castle at the top of the sunflower?" is "c," a giant.
Boy: Number two, b. Number 3, c. All correct so far!
Girl: How about number four? "Who lived in Sherwood Forest?" … It's "a," Robin Hood. Good.
Boy: Can we check number five? That was difficult. "Who lived on a mountain in Poland?" Was it an angry giant or a sleeping knight?
Girl: The answer is "b," a sleeping knight.
Boy: Is it "b"? Oh dear! I got that wrong.
Girl: But, look, we both got number six right. "How did people pass on myths?" It's "c," by telling young people.
Boy and Girl: Yes. We did well!

Unit 5 Why take care of the environment?

Page 70, Activity 1 1-34

Listen and repeat.

country	habitat	rescue
fresh air	wildlife	throw away
plant	pretty	
insect	full	

Page 70, Activity 2 1-35

Listen and number.

1 It's great to be outside in the fresh air.
2 It's the plant with big, white flowers.
3 We throw away a lot of trash every day.
4 They are lost in the mountains. We need to rescue them quickly.
5 Do you live in a town or the country?
6 A bee is a kind of insect.
7 Pandas live in a forest habitat.
8 It's a very pretty town.
9 We saw a lot of wildlife on our walk: deer, rabbits, and a snake.
10 The bus is full. Let's wait for the next one.

Page 75, Activity 5 1-38

Listen and number the pictures.

Girl 1: There's always a lot of trash at our beach. And it's dirtier every year!
Boy: Yes, it's a big problem.
Girl 2: People only come to my dad's restaurant because of the beach … and to your mom's store.
Boy: Our town needs a cleaner beach.
Girl 1: Well, what can we do?
Boy: Let's have a day for cleaning the beach. We can meet there on the weekend and pick up all the trash.
Girl 1: Great! Does anyone have any other ideas?
Girl 2: Well, the trash cans at the beach get full very quickly in the summer.
Boy: Yes. You can't always put your trash in them.
Girl 2: I think we should have bigger trash cans. And different colors for different types of trash.
Boy: That's not a bad idea. But *we* can't do that.
Girl 2: No, we can't. But why don't we write emails to people about it?
Boy: OK. Let's do that. But people have to be better at picking up their trash, too.
Girl 2: Let's make posters.
Girl 1: Great idea! On the posters, we can have a photo of trash on the beach …
Boy: And the message "Throw away your trash."
Girl 2: OK. And we can put up lots of the posters close to the beach. Awesome!

Page 76, Activity 1 1-39

Listen and repeat.

breathe	oil	protect
lungs	fossil fuel	gadgets
burn	electricity	
coal	power plant	

Page 76, Activity 2 1-40

Listen and number.

1 People dig under the ground to find fossil fuel.
2 The doctor says I have a problem with my lungs.
3 Two candies for you and two candies for me.
4 Where does our electricity come from?
5 What's your favorite gadget?
6 Oh no! There's lots of oil on the street.
7 Look at that big power plant.
8 The fire burned a lot of the trees in the forest.
9 Don't touch the coal. It makes your hands black.
10 Wear gloves to protect your hands.

Unit 6 Why do we use numbers every day?

Page 86, Activity 1 1-42

Listen and repeat.

go shopping	expensive	choose
gift	cheap	pay
stall	useful	
money	colorful	

Page 86, Activity 2 1-43

Listen and number.

1 Which book should I choose?
2 Let's buy our teacher a thank you gift.
3 You have to pay for it at the cash register.
4 Don't buy those pants. They're too expensive.
5 Mom, please can I have some money? I want to buy a drink.
6 We have to go shopping this afternoon.
7 Where can I buy some cheap clothes?
8 This bag is really useful.
9 How many stalls are there at the market?
10 Wow! Those cakes are very colorful.

Page 91, Activity 5 1-45

Listen and write the prices. What does Charlie buy?

Man: Hello. Can I help you?
Boy: How much is this board game, please?
Man: It's twenty-two dollars.
Boy: Oh! That's expensive! What about the robots? How much are they?
Man: They're thirty-five dollars.
Boy: Wow! OK. I want to buy something cheaper than that! How much are the action figures?
Man: They're four fifty.
Boy: Great. I'd like these two action figures.
Man: Sure. That's nine dollars, please.
Man: Thanks. Here you are.
Boy: Thank you!

Page 92, Activity 1 1-46

Listen and repeat.

quarter	second	invent
half	century	tell the time
hour	decade	
minute	shadow	

Page 92, Activity 2 1-47

Listen and repeat.

1 She only ate half of her dinner.
2 I was under the water for 38 seconds!
3 I did homework for three hours last night!
4 Look at the shadow of my hand on the wall.
5 A century ago, there was no television.
6 My brother is only three years old, so he can't tell the time.
7 I can get to school by bus in ten minutes.
8 I want to invent a time machine and travel to the past.
9 Please can you cut my apple into quarters?
10 My parents lived in Britain for a decade.

Page 97, Activity 6 1-49
Listen and number in order.
Man: What time do you usually wake up, Arjun?
Boy: At quarter after six. I wake up and take a bath. Then I get dressed and have breakfast. After that, it's time to go to school, so I run to catch the bus.
Man: What time does the bus leave?
Boy: At quarter after seven. I love the bus, because I can talk to my friends on the way to school.
Man: When do your lessons start?
Boy: At 8 o'clock, and we finish school at half past one.
Man: What do you do after school?
Boy: I go home. I eat lunch at around quarter after three, and then I go to bed to sleep.
Man: What do you do when you wake up?
Boy: I usually play in the park with my friends. That's at about half past six.
Man: Do you have to do homework?
Boy: Yes. I do my homework at quarter till eight. After that, I have supper and watch TV. At quarter till eleven I go to bed and read a book for ten minutes. Then I go to sleep.

Page 97, Activity 7 1-50
Listen again and complete the clocks.
[Repeat the previous track]

Student Book 3 CD2

Unit 7 What do we do for entertainment?

Page 102, Activity 1 1-51
Listen and repeat.

chess	headphones	traditional
band	hang out	modern
musician	afraid	
magazine	famous	

Page 102, Activity 2 1-52
Listen and number.
1 I love scary films. I like feeling afraid. Wheeee!
2 When you wear headphones, only you can hear the music.
3 I'm learning traditional dancing from my country.
4 His sister plays the guitar in a band.
5 The photos in this magazine are beautiful.
6 I like to hang out with my friends on the weekend.
7 I like modern music and modern clothes.
8 Did you see her? Wow! Everyone knows her. She's famous.
9 My brother plays the guitar and the piano. He's a musician.
10 Do you know how the pieces move? Do you know how to play chess?

Page 107, Activity 6 1-54
Listen and check the activities.
1 **Girl 1:** What do you like doing in your free time?
Boy 1: I like reading books.
Girl 1: Really? What are you reading at the moment?
Boy 1: A scary book called *The Day After Tomorrow*. I'm interested in scary stories.
Girl 1: Oh yeah? Me too!
2 **Girl 2:** What do you do in your free time?
Girl 1: I like listening to music.
Girl 2: What do you usually listen to?
Girl 1: I listen to pop music mostly.
Girl 2: Who is your favorite singer?
Girl 1: Brutus Stars! They're amazing!
3 **Boy 2:** What do you like doing for fun?
Girl 2 and Boy 1: We like going to the movies.
Boy 2: What's your favorite movie?
Girl 2: My favorite is *Runaway Rabbit*. I like funny movies.
Boy 1: Yeah. That's my favorite, too.

Page 108, Activity 1 2-01
Listen and repeat.

orchestra	saxophone	dream
cello	trombone	exciting
drum	trumpet	
clarinet	string	

Page 108, Activity 2 2-02
Listen and number.
1. **Boy:** Is that a cello?
Woman: Yes, it is.
2 You're really good at playing the trombone.
3 I loved the movie. It was very exciting.
4 Did you dream of anything last night?
5 That saxophone is beautiful. I love the shape.
6 The trumpet is loud.
7 Is it difficult to learn the clarinet?
8 I need to buy a new string for my guitar. I broke one yesterday.
9 A big group of musicians playing different instruments is an orchestra.
10 Do you like drums? This is a really big drum.

Page 113, Activity 6 2-04
Listen and take notes.
Calling all soccer fans! Our amazing Soccer Fun Day is this Saturday.
Come and see the most famous soccer players in the city!
This year the fun day takes place at the Main Stadium.
The day starts at 11 a.m. with a charity soccer match.
After the game, the players will give an exciting soccer class.
In the afternoon we have games, with fantastic prizes.
You can eat hot dogs from the barbecue.
The fun day finishes at 6 p.m. Tickets cost 50 dollars.
All the money goes to the Children's Hospital, a fantastic cause. What are you waiting for? Get your ticket today!

Unit 8 Why is space interesting?

Page 118, Activity 1 2-05

Listen and repeat.

Moon	stick	bump
bright	owl	rude
worried	in a hurry	
cry	frightened	

Page 118, Activity 2 2-06

Listen and number.

1 The light is very bright.
2 Are you sad? Don't cry. It's OK.
3 You are always in a hurry. Slow down!
4 The Moon is so big tonight. It's a beautiful moon.
5 My pet rabbit is sick. I'm worried.
6 Say "please" and "thank you." Don't be rude.
7 My dog loves playing with a stick.
8 Did you fall over? You have a bump on your head.
9 There's a storm. I don't like it. I'm frightened.
10 Look at that bird with the big eyes. Is it an owl?

Page 123, Activity 6 2-08

Listen and circle.

1 **Boy 1:** Josh, you look worried. Are you worried?
Boy 2: Yes, I'm worried.
Boy 1: Why are you worried?
Boy 2: I didn't do my homework last night.
Boy 1: Oh dear … That *is* worrying.
2 **Girl 1:** Belinda, are you surprised?
Girl 2: Yes, I am.
Girl 1: Why are you surprised?
Girl 2: I won the math competition.
Girl 1: Congratulations! That's not surprising. It's great!
3 **Girl 2:** Tim, are you OK?
Boy 1: No, I'm frightened.
Girl 2: Why are you frightened?
Boy 1: I'm frightened because I just saw a scary movie.
Girl 2: Oh, no!
4 **Boy 2:** Alinta, are you worried?
Girl 1: No, I'm not worried. I'm bored because this bus ride is so long.
Boy 2: Yes. It's so boring.

Page 123, Activity 7 2-09

Listen again and say how each person feels and why.
[repeat the previous track]

Page 124, Activity 1 2-10

Listen and repeat.

space station	laboratory	planet
rocket	launch	spacesuit
scientist	orbit	
float	telescope	

Page 124, Activity 2 2-11

Listen and number.

1 My father designed a new model of a spacesuit.
2 You see bright orange light when a rocket burns fuel.
3 There are astronauts from different countries on the space station.
4 When something is very light it can float in water.
5 Hundreds of people came to watch the launch.
6 My mom works in a laboratory.
7 Earth, Venus, and Mars are planets.
8 I want to be a scientist when I grow up.
9 Can I have a telescope for my birthday?
10 The moon goes around the Earth. It orbits the Earth.

Page 129, Activity 5 2-13

Listen and check.

Ken
Woman: Do you help a lot at home, Ken?
Boy: Yes, I think I do.
Woman: How often do you make your bed?
Boy: I make my bed every day. I do it in the morning, before school.
Woman: What else do you do to help?
Boy: Well, I wash the car. I wash it once a month.
Woman: That's great. And do you help with the shopping?
Boy: Yes, I do. I go shopping with my mom.
Woman: Do you? How often?
Boy: We go twice a week.
Woman: And what about cleaning up your room?
Boy: Well, I don't do that very often. Maybe once a year!

Kerry
Woman: Hi, Kerry! Do you like camping?
Girl: Yes, I love camping. I go with family.
Woman: How often do you go?
Girl: We go camping once a year, during our summer vacation.
Woman: What else do you like doing?
Girl: I like watching the night sky. I have a telescope at home.
Woman: How often do you do that?
Girl: About once a week. I look at the sky with my dad and we find different stars.
Woman: That sounds like fun. And do you play a musical instrument?
Girl: Yes, I play the guitar.
Woman: The guitar? Do you have to practice a lot?
Girl: Yes, I practice every day. But I don't mind. I love it.

Unit 9 How are homes different?

Page 134, Activity 1 2-14

Listen and repeat.

roof	wood	steep
balcony	stone	flat
attic	sweep	
view	build	

Page 134, Activity 2 2-15

Listen and number.

1 There's a beautiful view of the lake from here.
2 Look! There's a cat up on the roof!
3 This hill is very steep.
4 What do you want to make with that wood?
5 There's a lot of old furniture up in the attic.
6 I have to sweep the steps in the yard every week.
7 It's very flat here – there aren't any hills.
8 They want to build a lot of new homes in my neighborhood.
9 There's a stone wall around the field.
10 We often have breakfast on our balcony.

Page 140, Activity 1 2-17

Listen and repeat.

narrow	metal	elevator
wide	plastic	basement
concrete	move	
bricks	stairs	

Page 140, Activity 2 2-18

Listen and number.

1 There isn't any grass in my yard; there is concrete on the ground.
2 The streets here are too narrow for cars.
3 How many bricks do we need to build the wall?
4 Our kitchen is down in the basement.
5 The roof is made of metal, so it's very noisy when it rains.
6 The river is very wide here.
7 When did you move?
8 My bedroom is on the left, at the top of the stairs.
9 Is the door made of plastic or wood?
10 Let's take the elevator. I don't want to walk.

Page 145, Activity 6 2-20

Listen to a radio program: *Homes Around the World*. Number the questions and complete the answers.

Woman: On *Homes Around the World* this week, I'm talking to Ahmed about his home in Yemen. Welcome, Ahmed.
Boy: Thanks.
Woman: So, Ahmed, where do you live?
Boy: In an apartment building. It's in the city of Shibam, in the desert.
Woman: Which floor do you live on?
Boy: The sixth floor. There is no elevator, so I have to climb a lot of stairs every day.
Woman: What's your building made of?
Boy: Mud bricks. We have very hot weather in Shibam, and the thick walls and small windows keep the apartments nice and cool.
Woman: Why are the buildings so tall?
Boy: Well, in the past, there were a lot of attacks on the city. Tall buildings were safer – they had walls like a castle's. And tall buildings make shadows on the streets, so we don't get too hot when we go outside.
Woman: Who do you live with?
Boy: My mom, my dad, and my sister. And my uncle's family lives below us on the fifth floor.
Woman: When did your family move here?
Boy: We don't know exactly when, but it was a very, very long time ago. The buildings are around 500 years old. Other cities have taller skyscrapers, but the buildings in Shibam are the oldest skyscrapers in the world!

Unit 10 How do we take care of our body?

Page 150, Activity 1 2-21

Listen and repeat.

stomach	fever	pale
back	bandage	sick
neck	take medicine	
shoulder	rest	

Page 150, Activity 2 2-22

Listen and number.

1 Your face is very pale.
2 I can't carry you on my back. You're too heavy!
3 When you eat food, it goes into your stomach.
4 She likes to wear a scarf around her neck.
5 It's time to take your medicine.
6 He's sick, so he's staying in bed.
7 Don't go to school today. You should rest.
8 My pet mouse likes to sit on my shoulder.
9 You feel very hot. I think you have a fever.
10 You need a bandage on your arm.

Page 155, Activity 6 2-24

Number the dialog in order. Then listen and check.

Woman: Hello, Sam. What's the matter?
Girl: I have an earache. My left ear really hurts.
Woman: Let's look inside your ear. Oh yes, I can see the problem.
Girl: Am I very sick, Doctor?
Woman: No, you aren't. You're fine, but you have a doll's shoe in your ear.
Girl: A doll's shoe?!
Woman: Yes. It's purple. Don't move, and I can take it out for you… Yes, here you are.

Page 156, Activity 1 2-25

Listen and repeat.

muscle	cold	spread
skin	cough	save your life
brain	sneeze	
heart	vaccination	

Page 156, Activity 2 2-26

1 I can't do my math homework. I think I need a bigger brain!
2 If you fall into the water, I can jump in and save your life.
3 My little sister has to go to the doctor's to have a vaccination.
4 I do a lot of sports because I want to have strong muscles.
5 Mom! I can't sleep, because Ryan's cough is really noisy.
6 I can feel my heart inside my body.
7 The information spread quickly, and soon everyone knew.
8 My skin is always darker in the summer than in the winter.
9 I don't feel great. I have a cold.
10 I often sneeze when I'm outside in the summer.

Page 161, Activity 7 2-28

Who says these things? Listen and write *J* for Joe or *R* for Rachel.

Girl: Hi, Joe. What's the matter?
Boy: Oh! Hi, Rachel. Mom says I have to choose a sport and do it every weekend. But I hate sports!
Girl: Soccer is fun. You should try it! Why don't you come to soccer practice with me on Saturday morning?
Boy: No, thanks. I played some soccer last year. Everyone pushed me with their shoulders, and it hurt my foot when I kicked the ball.
Girl: Well, should you ask your parents for some better cleats?
Boy: No. I really don't want to play soccer again.
Girl: OK. What other sports can you try? Something without pushing and kicking. Maybe you should play tennis or badminton.
Boy: I don't know. I'm not very good at hitting balls or … what's that thing in badminton?
Girl: A shuttlecock. Or why don't you try something like kayaking?
Boy: No, I can't do watersports, because I'm bad at swimming. I'm bad at everything in sports – running and throwing and catching. I'm good at dancing, but that isn't a sport.
Girl: It isn't a sport, but that shouldn't stop you. Dancing is great exercise. You should go to a dance class every weekend.
Boy: Yes, maybe I should talk to my mom about dancing. I'd love to learn some more dance moves. Thanks, Rachel. You really helped.

Unit 11 Why is Antarctica special?

Page 166, Activity 1 2-29

Listen and repeat.

South Pole	degrees	crack
penguin	ice	deep
expedition	continent	
temperature	freezing	

Page 166, Activity 2 2-30

Listen and number.

1 At the bottom of the world you can find the South Pole.
2 Look there's a line on the wall. Is it a crack?
3 Whales live in deep water.
4 Africa, Asia, North and South America, and Europe are continents.
5 Penguins can't fly, but they are very good at swimming.
6 There are ten people in this expedition to cross the desert.
7 If you put ice in a drink, it gets colder.
8 I feel very cold. I'm freezing.
9 What's the temperature?
10 It's very hot today. It's more than 30 degrees Celsius.

Page 171, Activity 6 2-32

Listen and write the answers.

Man: Japan is a small country. There are four main islands, Honshu, Kyushu, Shikoku, and Hokkaido.
Woman: What's it like there?
Man: Well, there's a lot of history in Japan. There are castles and ancient places to visit.
Woman: Are there a lot of people?
Man: Yes, there are. The population is 127 million.
Woman: What's the climate like?
Man: There are four different seasons in Japan. It's cold in winter and hot and wet in summer. The climate in the north and south is quite different.
Woman: Is there any snow?
Man: Yes, there's a lot of snow in the north of Japan in January and February.
Woman: What's the temperature?
Man: In Tokyo, which is in the center of Japan, it can be 26 degrees in summer. It goes down to about five degrees in the winter.
Woman: Are there any famous animals from Japan?
Man: Yes, there are. There are monkeys called snow monkeys that live, guess where, in the snow!

Page 172, Activity 1 2-33

Listen and repeat.

fur	feather	wing
octopus	layer	waterproof
hunt	migrate	
krill	poisonous	

Page 172, Activity 2 2-34

Listen and number.

1 It's cold today. I'm wearing a lot of layers of clothes.
2 The water doesn't come through my hat. It's waterproof.
3 Krill is an important food for many sea creatures.
4 Birds need wings, so they can fly.
5 Birds who live in rainforests often have very colorful feathers.
6 Cheetahs usually hunt in the daytime.
7 People have hair, but many animals have fur.
8 Some animals migrate from one place to another.
9 Don't touch that plant. It's poisonous and you can get sick.
10 Look, it has eight legs. Is it a spider? No, it's an octopus.

Page 177, Activity 6 2-36

Listen and use the questions to write notes about one of the animals.

1 My presentation is about Emperor penguins. This beautiful, black and white bird lives on the ice and in the waters of Antarctica.
It's as tall as a first-grade student. Emperor penguins are starting to be in danger because of climate change. Changes to the ice mean big problems for them. Penguins depend on krill and they can't find enough to eat. Scientists are studying the numbers of Emperor penguins and they see that the world is losing them. There are approximately 595,000 Emperor penguins living in the Antarctic. We need to stop climate change to help the penguins.
2 I'm going to talk about the Southern Right whale. This enormous black whale lives in the south part of the world. It's as heavy as six school buses. It migrates from Australia, South Africa, and Argentina to Antarctica. Sadly, there are only about 4,000 of these whales in the world now. It's in danger because people hunted it in the past. Now it's protected so people can't hunt the Southern Right whale any more.
3 Today I'm going to tell you about the Sooty albatross. This big, brown bird lives on islands near Antarctica. There are only 42,000 in the world now. People take too many fish out of the water and the Sooty albatross can't find enough to eat. Another problem for these birds is pollution in the water, like oil and garbage. Some people are trying to stop fishing near the home of the Sooty albatross.

Unit 12 Why do we have festivals?

Page 182, Activity 1 2-37

Listen and repeat.

lantern	annoying	furry
parade	hang	fireworks
emperor	crowded	
stilt walker	costume	

Page 182, Activity 2 2-38

Listen and number.

1 Wow! That's an amazing costume. You really look like a cat.
2 In some countries they don't have a king. They have an emperor.
3 My dad hired a dragon stilt walker for my birthday party!
4 You can hang your jacket here, behind the door.
5 There are so many people! This street is very crowded.
6 Wow! I love fireworks. Which one goes higher, red or blue?
7 I made a paper lantern for the festival.
8 My brother has an annoying habit of playing pranks on everybody.
9 The parade starts at six o'clock. Let's go and find a place to stand.
10 This is a bear toy. See, it's furry.

Page 187, Activity 5 2-40

Look and match. Then listen and check.

1 Thanksgiving is an important holiday in the U.S. and Canada. It's not always on the same date, but it's always on a Thursday. It's the fourth Thursday in November. This year, like every year, we will eat turkey and pumpkin pie and we'll decorate the house with fall colors.
2 I love New Year's Eve in Canada. It's December 31st. I'll drink hot chocolate. At midnight I'll watch the fireworks with my best friend. My family sometimes spends all night on the ice catching fish through a hole. It's a lot of fun.
3 I'll spend Independence Day with my family. This July 4th, we'll have a barbecue, eat hot dogs and hamburgers, and then watch fireworks in the evening. We'll decorate the house in red, white, and blue. My parents will likely invite the neighbors to our house. It'll be great!
4 I like Valentine's Day. It's always on February 14th. My dad will buy flowers for my mom. This year I won't give a card to a girl. I'll do that when I'm older. I think this Valentine's Day I'll give chocolates to my friends.
5 It'll be Mother's Day next Sunday. It's the second Sunday in May. I'll make my mom breakfast in bed: an egg, toast, and a cup of coffee. I'll give her flowers and make her a card. Oh, yes, of course I'll tell her I love her.

Page 188, Activity 1 2-41

Listen and repeat.

eel	water fight	sticky
cathedral	spray	coconut
bell	have a day off	
get married	grown-up	

Page 188, Activity 2 2-42

Listen and number.

1 You can make a hole in the coconut and drink the milk.
2 I work all week and on Sunday I have a day off.
3 We can't go to the movies without a grown-up.
4 My brother and his girlfriend will get married in May.
5 At school they ring a bell when it's time for lunch.
6 Fill up this balloon with water and throw it. Let's have a water fight.
7 The floor is really sticky. What happened?
8 Blow the paint. That's right, spray the color everywhere.
9 It looks like a snake but it's a long fish. It's an eel.
10 We visited a beautiful cathedral on the weekend.

Page 193, Activity 5 2-44

Listen and write the questions in the chart. Add two more questions.

Boy: Wow! Look at this car. I love it. I really want to buy it.
Girl: You'll have to learn to drive first, Rob! When will you learn to drive?
Boy: I guess I'll learn when I'm seventeen.
Girl: Me, too. Then you can buy a car.
Boy: Well, I'll have to save some money first. I'll buy a car in ten years or so.
Girl: When will you get a job?
Boy: Well, in three years I'll be 13, so I can get a part-time job.
Girl: Oh, really? What job will you get?
Boy: I think I'll work in the café with my mom.
Girl: That'll be cool. Will you get married while you're young?
Boy: No, I won't. I'll wait until I'm 30.
Girl: So when will you leave home? When you're 30?
Boy: No. I guess I'll leave home when I'm 21.
Girl: That's quite young. … When will your next birthday be, anyway?
Boy: It's the day after tomorrow! Didn't you remember?!

Workbook 3

Unit 2 How do we know about the past?

Page 24, Activity 1 01

Listen and color.

1 **Woman:** Look at the big tomb. Can you see it?
Girl: Yes.
Woman: There's an archeologist next to the big tomb. Color his T-shirt yellow.
Girl: OK. I'm coloring his T-shirt yellow.
2 **Woman:** Now, can you see an archeologist looking at the pharaoh?
Girl: Yes. She's looking at a big statue of a pharaoh.
Woman: That's right. Color the archeologist's T-shirt red.
Girl: OK. Her T-shirt is red.
3 **Girl:** Look at those two men! They aren't archeologists.
Woman: That's right. Those two men are thieves. They want to steal the gold. Can you color their T-shirts black, please?
Girl: Yes, I can. Their T-shirts are black.
Woman: Thanks.
4 **Woman:** Can you see the archeologist on the steps?
Girl: Yes. What color is her T-shirt?
Woman: Her T-shirt is blue.
Girl: OK. She's on the steps and her T-shirt is blue.
5 **Woman:** There's one more archeologist. Can you see him?
Girl: Yes, I can. He's digging.
Woman: That's right. Color his T-shirt green, please.
Girl: OK. The archeologist who is digging has a green T-shirt.
Woman: Good job! The picture looks great now.

Unit 4 Why do we tell stories?

Page 52, Activity 2 02

Listen and check.

Narrator: One. Where's the boy?
Boy: Mom, where's Luke?
Woman: He's in the backyard.
Boy: Is he searching for something?
Woman: No, he's hiding. He's playing with Suzy.
Narrator: Two. Which movie are the children talking about?
Boy 2: It was a very good movie.
Girl 1: Was it about a scary monster?
Boy 2: No, it wasn't. It was about a man and his wife.
Girl 1: OK … is that it?
Boy 2: No. They were the king and queen of a big country!
Narrator Three. What is the girl looking at?
Girl 2: What are you looking at, Jessica?
Girl 3: I'm looking at a picture.
Girl 2: Is it a picture of a king?
Girl 3: No. Look! It's a picture of my favorite hero from myths.

Unit 6 Why do we use numbers every day?

Page 84, Activity 4 03

Listen and check.

Narrator: One. What time did John wake up?
Girl 1: Why were you late today, John? The lesson started at nine o'clock.
Boy 1: I know! I set my alarm clock for seven thirty, but I didn't hear it!
Girl 1: Oh, no!
Boy 1: Mom woke me up at quarter after 8 and I left home at quarter till nine!
Girl 1: Maybe you should get two alarm clocks!
Narrator: Two. What time is it now?
Boy 2: Hey, Selen. Can you tell me the time?
Girl 2: Sure … it's ten o'clock.
Boy 2: But it was ten o'clock when I got here.
Girl 2: Oh, my watch isn't working again. Let me look at my cell phone. Oh, it's an hour later!
Boy 2: Ah, so it's eleven. Thanks!
Narrator: Three. What did Patricia do at six forty-five?
Girl 3: I was very busy today. I came home at quarter till four and did my homework. Then I watched some TV. After that, at quarter till seven, I played tennis with my brother.

Unit 8 Why is space interesting?

Page 112, Activity 3 04

Listen and check.

Narrator: One. What does Cody do twice a week?
Boy 1: Hi, Cody. How often do you play sports?
Boy 2: Oh, I love sports! I go swimming every Monday and Thursday. On Tuesdays I play basketball and I go running at the park once a week.
Boy 1: Wow. That's a lot of sports. What do you do to relax?
Boy 2: I play video games to relax. My week is a little tiring, but it's fun!

Narrator: Two. How often do Mary and Lia visit their cousins?
Girl 1 and 2: Hi, Miles.
Boy 3: Hi, Mary. Hi, Lia. Where are you going?
Girl 1: We're going to see Danny and Will.
Boy 3: Are they your cousins?
Girl 2: Yes, they are.
Boy 3: How often do you visit them?
Girl 1: We visit them twice a month, on the weekend.
Boy 3: OK. Have fun.

Narrator: Three. Where does Vicky go once a month?
Boy 4: Hi, Vicky.
Girl 3: Hi, Javier.
Boy 4: Did you go shopping today?
Girl 3: No, I didn't. I went shopping on Saturday. I go shopping once a week.
Boy 4: I don't go shopping every week, but I always go to the library and to the swimming pool.
Girl 3: I go to the swimming pool every Monday and Thursday. I go to the library every four weeks to borrow some books.

Unit 10 How do we take care of our body?

Page 135, Activity 3 05

What's the matter with each person? Listen and match.

Girl: Hi, Steve.
Boy: Hi, Jenny. How are you?
Girl: I'm fine, thanks. But I know a lot of people who are sick or hurt.
Boy: Really? Who?
Girl: Well, my friend Zahra is sick.
Boy: What's the matter with Zahra?
Girl: She feels tired and hot.
Boy: Does she have a fever?
Girl: Yes, she does. She has to take medicine and rest.

Girl: Jason didn't come to school today either.
Boy: Really? What's wrong?
Girl: He fell off his bike. He hurt his arm and went to the hospital.
Boy: Oh, no!
Girl: Yes, the doctor said it's broken.
Boy: He has a broken arm?
Girl: Yes. He can't play any sports for six weeks.

Boy: Is anyone else sick?
Girl: Yes, my mom.
Boy: What's the matter with your mom?
Girl: She looks pale.
Boy: What's wrong? Does she have a headache?
Girl: No. She ate a hard cookie and now her tooth hurts.
Boy: A toothache? Well, she has to go to the dentist.
Girl: Yes, she's going today.

Girl: Did I tell you about Dominic's leg?
Boy: What's wrong with Dominic's leg?
Girl: Yesterday, he said his leg hurt.
Boy: Did he sprain his ankle?
Girl: No, I think he ran too much in the soccer game.
Boy: Can he run now?
Girl: Yes, he can. Look!
Boy: Well, there's no problem, then.
Girl: No, he's fine now.

Boy: Where's Holly this afternoon?
Girl: She's at home resting.
Boy: What's wrong?
Girl: Oh, she fell. She was outside and the teacher called her. She looked around too quickly and fell.
Boy: Did she break anything?
Girl: No, but her neck hurts. She just has to rest.
Boy: Ah, OK. Tell her to get well soon!

Unit 12 Why do we have festivals?

Page 162, Activity 1 06

Listen and draw lines.

1 **Girl:** Look, Grandpa. There are lots of people on the street today.
Man: Oh, yes, there are. Who's that over there, Rachel?
Girl: Who?
Man: That boy washing the car.
Girl: Oh, that's Dan.
Man: Wow! His parents will be very happy when they see their car.
Girl: Yes, they will.

2 **Man:** What's that man doing?
Girl: He's painting his house. Tomorrow, his house won't be white. It'll be blue!
Man: What's his name?
Girl: His name is Mario.

3 **Girl:** Oh, look! Here comes my friend, Alice.
Man: Alice? Where?
Girl: She's on the bike. Hey, Alice! … Look, she's waving!
Man: No, Rachel. Don't distract her! She'll crash into that tree.
Girl: Sorry … Phew – she's OK.

4 **Man:** That woman is getting ready for a party.
Girl: Oh, yes. That's Mom's friend, Elena. She'll be 40 soon. The party is tonight.
Man: Wow. It looks wonderful. It'll be a great party!
Girl: Sorry, Grandpa. You won't be there. You'll be at home taking care of me!

5 **Man:** Wait a minute … is that Harry over there?
Girl: What? Oh no! He's chasing the mailman. How did he get out?
Man: Oh, dear … The mailman won't want to come back. We won't get any more letters or packages.
Girl: Harry! Stop it! Come back here now.

6 **Man:** Oh, look. There's Azra sitting under the tree.
Girl: Oh, yes. What's she doing?
Man: Um … I think she's getting a book out of her backpack.
Girl: Hmm, she'll be there for hours. Azra loves reading.

Video Scripts

Unit 1 How do we find our way?

CLIL video

Big World Kids: Going to the Cinema 1-1

Miranda: Let's go to the cinema!
Lee: Yes, let's go!
Bob: Where are you going?
Miranda and Lee: We're going to the cinema!
Bob: Where is the cinema?
Miranda and Lee: There!
Bob: Hmm … We need a map.
Lee: What's the map?
Bob: It's a drawing. We use a map to see where you are and to find where you want to go. You read a map to see what buildings are around you.
Lee: Is it a big drawing?
Bob: No. It's not the same size as the buildings. It's small. It's to scale.
Miranda: Excuse me? To scale?
Bob: Map shows all of the things the same as they are in the town or centre but smaller.
Miranda: I see. I have a map. What are the red lines?
Bob: Red lines are the roads. Miranda, first you need to hold it the right way up. That's upside down.
Miranda: How do we know if it's the right way up?
Bob: Look, the bank is on our left. The library is on our right.
Lee: How do we know this is the bank? And this is the library?
Bob: Look at the symbols. This is the bank symbol. This is the library symbol. Every building has a symbol.
Miranda: The cinema, we need to hurry up! Come on!
Bob: OK! The bank is here and the library is the opposite. The cinema is over there! We go straight and turn right.
Lee: Yes! Look!
Miranda: What does 'i' mean?
Bob: I think it means 'information'. Look!
All: Oh!
Bob: Next, we turn left.
Lee: Oh! Look at the blue line on the map. What's that?
Bob: It's the river.
Lee: Uh! Can we go for a swim in the river?
Miranda: We haven't got time! Come on!
Lee: What is the symbol for a restaurant?
Bob: Look at the map! It's a knife and fork!
Lee: Uh! A restaurant!
Miranda: Mmm … I'm hungry! No, wait! We haven't got time! Come on!
Lee: How do we get to the cinema?
Bob: We need to cross the bridge. But there's no bridge!
Miranda: Ok, there's the cinema. Come on!
All: Yay!

Story videos

Doctor Who: I'm the Doctor! Part 1 1-2

Where am I?
Pollution! Yuck, it's everywhere.
It's above my head.
Eurgh! It's below the streets too
… square? Ah. Trafalgar Square. I'm in London!
There's Big Ben and the London Eye, up above the city. I don't need a map.
Right. First, cross the road here and then turn right. Hmm. I need my Sonic screwdriver.
How can I get to the fire station?
Hmm. OK, I do need a map to save time.
Sports centre. Bus station. Shopping Centre. Bank. Cinema.
What's that thing beside the cinema?
Got you!
Excuse me? Who are you?
Who are you? You need to say your name first.
Me? I'm the Doctor.

Doctor Who: I'm the Doctor! Part 2 1-3

Stop! What is that!
Who are you?
You weren't listening. I'm the Doctor. I use my TARDIS to travel in space and time and I use my sonic screwdriver to find aliens.
What is that thing?
It's my smogsucker. What are you doing here?
Well, first I was in my TARDIS. Then I went for a walk in the city.
London is in a mess!
Look at me. Turn your head to the left and show me your eyes? Quick, I need to see your eyes.
My eyes? Hold on. First, who are you?
I'm Kim. I'm an alien. A good alien.
I am here to save the world.
Save the world from who?
The Smogator.
It controls people and animals.
Their eyes turn green.
I see.
Then it pollutes planets. There were many smogators on my planet. There was pollution everywhere.
I went back in time to stop the Smogator. I don't want pollution in this world too. I want to end the pollution.
Right. I see. Let's end the pollution. You and I. Kim and the Doctor.
Hmmm. I don't know.
I do need to catch the Smogator but you see, I can use my smogsucker to catch the Smogator.
I know! Stop! I can help.
OK. How can we get to the city centre?
We need to walk back down that road.
I see. Let's go!

Doctor Who: I'm the Doctor! Part 3 1-4

What is it? What's wrong?
The smogsucker isn't working.
Let's see.
Look at the Sonic screwdriver! The Smogator was here.
Let's go down this road. Come on.
No, let's go up this road.
Fine. I can walk along this road and you can … Kim?
Kim! Where are you? Are you OK?
Yes, I'm fine!
The Smogator! There it is!
Where?
There, opposite the shopping centre.
No, there! Look above the cinema.
It's working!
It was working! Hmm.
We need the Sonic screwdriver and the smogsucker.
Oh dear! Quick, Kim, let's go back to the TARDIS!
The TARDIS!
That wasn't great! Next time can you help me Kim? I can help you too.
Yes Doctor. Let's find the Smogator. Let's save the world!

Unit 2 How do we know about the past?

CLIL video

Pencil and Rubber: Where Are the Dinosaurs? 2-1

Teacher: So, where are the dinosaurs? No, they're not hiding. The dinosaurs all died. That's right, they're all extinct.
Pencil: When did that happen?
Teacher: Dinosaurs died 65 million years ago. Can you draw a line back to the dinosaurs?
Pencil: Oh! I can do this! I can do this!
Ruler: Be careful!
Pencil: Are you ready?
Ruler: Go!
Rubber: Come on! Draw the line quickly!
Pencil: Be quiet!
Rubber: Write the year at the top of the page.
Pencil: Dinosaurs lived 230 million years ago and died 65 million years ago. The Stegosaurus.
Rubber: The what?
Pencil: The Stegosaurus. It ate plants and fruit. It was a herbivore.
Teacher: The Stegosaurus wasn't very clever. It had a very small brain.
Rubber: What's that?
Pencil: The Stegosaurus had a small brain.
Rubber: What's that? Oh!
Pencil: Yikes! That's the Tyrannosaurus Rex. It had really big teeth.
Rubber: Was it a herbivore or carnivore?
Pencil: A carnivore.
Rubber: Did it eat meat?
Pencil: Ah, yes, it ate other dinosaurs. The Triceratops.
Rubber: Oh, yes, I know. It had three three horns and had to be careful of the Tyrannosaurus Rex.
Pencil: Two horns?
Rubber: No, three horns. Tri- means three. It was a herbivore. I know one more dinosaur. The Diplodocus. It had a really long neck.
Pencil: The Diplodocus. Was it a herbivore?
Rubber: Yes.
Pencil: Right. What colour was it?
Sharpener: That's the strange thing. We don't know what colour dinosaurs were. We just don't know.
Pencil: Who are you? Are you a herbivore or a carnivore?
Rubber: He's a pencilvore. He eats pencils! Ah!
Pencil: Haha! Be careful!

Story videos

Doctor Who: Green Eyes! Part 1 2-2

Right. We have to go to the TARDIS.
But … No. We have to find the Smogator again. Come on!
You're walking too slowly.
The sonic screwdriver!
Let's look for it in that museum. Are you ready?
Open the door quietly.
What do we have to be quiet for?
Shh! It's a museum. There are rules! Talk quietly. Walk slowly and carefully.
Wow! Lots of rules! OK. Let's look for the Smogator. Quickly.
No, slowly!
I can't see. I need a torch.
Ah!
Argh! What's that?
Don't be afraid. It's a dinosaur and it's extinct. It lived on earth millions of years ago.
Oh, look at this one!
Be careful! You have to be good in a museum.
Kim! Look at these signs! 'Don't touch' and 'Don't climb' on things.
Rules, rules, rules. There are lots of rules in museums!
Do I have to walk on my hands?
No, you don't have to do that! But …
So, dinosaurs are from the past.
Yes. Shh. Kim be quiet. Can you hear that?
Kim!
Shh! You're speaking too loudly.
Ah! We need to go! Quickly!
I know!

Doctor Who: Green Eyes! Part 2 2-2

Mmm. That's not good! Green eyes.
Let's go!
No. Come here! That dinosaur is very fast, and it has got green eyes.
I know. Hold on, aren't dinosaurs extinct? They lived millions of years ago. In the past!
Yes, but this trip has lots of surprises! I have a plan. Come on.
Are you ready?
One, two, three. Ready?
Go!
Look at his eyes!
The sonic screwdriver stopped him.
The smogsucker sucked up the green smog.
Good. Now it can't run!
Be careful. He's got one green eye! Look!
Look behind that rock, with your torch.
No, the Smogator isn't here.
Right. Now let's go to the TARDIS.

Doctor Who: Green Eyes! Part 3 2-3

Kim, what's wrong? Come in. Don't be afraid.
I'm not afraid! Do I have to walk quietly and walk slowly and carefully?
You're funny!
Welcome to the TARDIS!
Wow! It's great!
I can travel in time and space. I can travel to lots of planets.
That's great! I love machines like this. I'm an engineer!
So, you're funny and clever.
Can I?
Yes, you can.
This is my planet in the past. There were mountains and forests. No dinosaurs!
Then the smogators arrived. Look at the pollution!
Oh, this is not good.
We have to stop the Smogator.
Mmm. I know!
Here we go!
What?
Hold on!
OK. Now I'm afraid!

Unit 3 Why do we go on vacation?

CLIL video

All Over the Place: Sandcastle Competition 3-1

Man: This is the 16th UK National Sandcastle Competition in Woolacombe in Devon. Today, 11 teams are battling out to build the best sandcastle. Ed is joining a team that have competed 3 times before. And not to be outdone, Naomi is joining a team that have competed a whopping 16 times. But will this be the winning year? Well, remember Naomi has won a trophy and it's only got rubbish jokes. The teams have 3 hours to build their sandcastles.
Ed: Maybe I shouldn't have brought a plastic shovel. I think I'd scoop out more sand with a mug.
Man: Yes, a mug, holding a mug. Each sandcastle plot is 10 meters wide and 10 meters long.
Naomi: This is going incredibly well.
Man: 6 to 7 people are alloyed in a team. Any design of sandcastle can be made. When the time's up the judges decide which sandcastle is their favourite.
Naomi: So, Leo, what are we trying to build today?
Leo: Basically, we're building an enormous dragon that's gonna be breathing fire and dragon's lying on a big table. That's the idea.
Naomi: A round table?
Leo: A round table, yeah.
Ed: So we're doing a 4x4 with Shaun the Sheep on it.
Andrew: Shaun the Sheep on the bonnet and a piggy in the mud next to the Land Rover. So the Land Rover is stuck in the mud, Shaun the Sheep's hanging on the bonnet.
Ed: This is really complicated.
Andrew: It is! Yeah.
Ed: Yeah.
Man: Complicated and slightly bizarre but previous ones have included a crocodile and an auto. But never a dragon on the table or a sheep on a 4x4. But whose team will have the edge?
Naomi: Doug here is our secret weapon because he is a sculptor, he's even drawn a picture. That is what we're trying to make.
Doug: From the top, looking down at it, so yeah, it gives us a plan.
Naomi: It's a bit more complicated than any sandcastle I've made before.
Doug: Haha!
Ed: Your normal job is … you're a builder, aren't you?
Andrew: Yeah, so you know how to use floats and…
Ed: Maybe I'm on the right team, team of builders.
Andrew: … they're all carpenters.
Ed: Oh.
Andrew: They're right out of their league here.
Ed: Maybe I'm on the wrong team then.

Naomi: How's Ed's doing?
Ed: Argh! Building, shovels, sand!
Naomi: This is looking pretty good! I think we need to work a bit faster.
Man: Oh, wow, look! Naomi's team have sped up. And at last Ed's found his calling – sticking his fingers in the sheep's nostrils.
Ed: I did that! I did the face and people are starting to walk past and go "Oh, it's Shaun the Sheep!". That's a good sign, isn't it? I did step on the pig earlier on. That annoyed one of the builders.
Man: Whilst Ed's picking noses, Naomi's working on teeth.
Naomi: Hey, so where should his teeth start from, half way up his jaw?
Man: Yeah.
Naomi: Oh no, this is not gonna be very straightforward. It's gonna end up looking like a crocodile.
Ed: What terrible teeth. And the dragon's teeth aren't pretty good, either.
Naomi: See you're busy helping your team then, to lose?
Man: While Ed's been away winding Naomi up, Andrew has been pretty busy.
Ed: Hang on! Andrew! What's happened to my Shaun the Sheep head?
Andrew: It melted in the sun.
Ed: The one bit that I was pleased with, my Shaun the Sheep head, they have completely demolished it and replaced it with that! I'm gutted, Andrew, I'm gutted! That was my masterpiece!
Man: You can see Andrew … Not long to go now, the sands of time are running out.
Naomi: It's pretty much there, we're just trying to keep it wet now, 'cause the sand is drying it out so quickly because of the sun and we don't want it to disintegrate before the judging.
Man: After 3 hours of building it's time for the judges to decide. Here's Naomi's finished dragon. And here's Ed's Shaun the Sheep on the four by four with some pigs. The competition is fierce and the sandcastle that took first place was – drum roll please – the seahorse! But did the judges prefer Ed's or Naomi's sandcastle?
Ed: So Caroline, you're an official judge here in the sandcastle competition. Who did best out of us two?
Caroline: Well, Ed, I can tell you that you came 7th …
Ed: Oh, out of eleven …
Caroline: Out of eleven, yeah. And Naomi, you came … THIRD!
Naomi: Third? Oh, finally!
Caroline: There you go, that's your trophy! Well done!
Naomi: I love diversion. No more Ed featuring jokes, yes! I am the queen of the castle! Yeah!

Story videos

Doctor Who: Get out of the Campsite Part 1 3-2

This rucksack is heavy!
Did you bring the blankets?
Yes. Look at my bike! Did you bring the towels?
Yes. I want to be dry. Where are we? What's a campsite?
Hmm. Let's put the tents here. Not too near to the trees.
Good idea.
Can you help me with this tent?
Sure. Oh no. I didn't bring the sleeping bags.
It's OK. We've got the blankets.
Look at the old man near the waterfall. Look at his fish!
Hello. Yes, what a nice day!
What a clean campsite! I love the countryside.
No, no pollution. It's great.
I love to fish. I caught five fish yesterday and six fish the day before yesterday. Hmm. No, the fish are OK. The water was clean in the river but … That's strange. It's dirty now.
Hello, hello?
Rubbish. Pollution. I want rubbish and pollution. I love rubbish and pollution.
Pick up the heavy bin. Take out the rubbish. Throw it on the ground.

Doctor Who: Get out of the Campsite Part 2 3-2

Mmm, Fish. Yummy! I love fishing.
Yesterday I caught a fish. It was this big!
Listen. Did you hear that?
Argh!
Be careful!
Get out of the campsite. Take your tents.
Look at his eyes! They're green!
Our bikes!
Come on! Let's catch a bus. I saw a bus stop. We have to get out of the campsite. Now!
Arghhh! Wait. It's OK. I'm the Doctor. What's wrong?
We came to the campsite by bike. We went swimming in the river. Then there was an old man …
and he threw rubbish at us.
He threw our bikes in the bin. We were really afraid.
Calm down. What did you do at the campsite?
We took the tents off the bikes and we put the blankets on the ground. Next we made a fire, we sang a song, and we swam in the river.
You slept! We caught a fish and ate some food.
That's all!
Wait here and be careful. Come on Kim!
Wait! Put it down. It's heavy!
Rubbish. Pollution. Ha, ha, ha!
Arghh!!

Doctor Who: Get out of the Campsite Part 3 3-3

We have to help the man.
Look at his green eyes. I can use the smogsucker.
Excuse me. Please get off the rubbish.
Rubbish. Pollution.
Over here!
Are you OK?
I don't understand.
Did you throw all this rubbish on the ground?
No, it was …
Look at the river! Did you swim in the river and make it green?
It was the Smogator.
The what?
It's OK. I can use my smogsucker to take the rubbish out of the river.
Your what?
Let's help clean up. Can you take the bins? They're light.
There's no rubbish in them.
Sure.
I can bring the rubbish to you.
Then you can come and eat some fish with me.
Yummy!
Right I need to get on the next bus.
Hello, hello?
I need to go home! Thanks for picking up the rubbish.
Doctor, we need to find the Smogator quickly!
Oh, yes. It's time to go.
Thanks for the fish!
Bye!

Unit 4 Why do we tell stories?

CLIL video

All Over the Place: Robin Hood Festival 4-1

Ed: Haha! I am here at the Robin Hood Festival in Sherwood Forest. Here's what people around here like to do to entertain themselves. And to attract a bit of attention I've decided to dress up as someone from medieval times.
Man: Ed, the merry men ain't looking too merry.
Ed: They're all right, there's nothing to show off.
Man: Nice medieval music. This is the 26th annual Robin Hood Festival.
Ed: This is exactly what it was like in medieval times. Apart from the figure. And the PI system. And the burger vans. Actually, it was nothing like this at all.
Man: The festival is held over a week in Sherwood Forest. Ed, you're wearing a bucket.
Ed: Right, so it's just ridiculously heavy!
Man: A medieval suit of armour weighs as much as an average man. Not one as big as Friar Tuck. That would be ridiculous!
Man 2: Hat off! Jay! Here, mate!
Ed: Opinions on fashion as birds, obviously.
Man 2: Here you go!
Ed: Ah!
Man: Oh, no! Don't lift his wig off!
Ed: This tree behind me is called The Major Oak and I reckon is 800 to 1000 years old. It's eleven meters in diameter and it's sixteen meters high and some people think that Robin Hood and his merry men used to hide inside in the middle, cause it's hollow. Just entered myself into the silver arrow competition. You get three chances to shoot an arrow into the target, best man wins. I've got the power and everything! I've got arrows, I've got a holder, I got a costume! Yes, yes! This is my moment!
Man: Robin Hood won the Sheriff's of Notthinghham silver arrow contest or so legend has it. Ed the Hood has never even used the bow.
Ed: Oh, no! Shot right off!
Instructor: More, more, more, good … and loose!
Ed: I hit it! I hit it!
Instructor: Draw more, draw more, draw more, good! And loose!
Ed: What was that then? Seven, the lowest score!
Judge: And last place, Ladies and Gentlemen, Ed the Hood!
Ed: Last place! Last place! Worst position, best costume!

Story videos

Doctor Who: Once Upon A Time … Part 1 4-2

Dad, please can you read me a fairy tale.
Of course. This story is called 'The Smog Princess'.
It's a wonderful story about a king, an alien and a special doctor.
What was the doctor called?
He was called 'The Doctor'.
Once upon a time there was a king. The king was in his castle. He had a problem.
He took his horse and rode out of the castle. He rode beside the river. He got off his horse. He stood there and said, 'Poor me. This really is a big problem! I need to speak to the queen.'
Ooo. What was the problem?
Listen! He got on his horse and rode back to the castle. The queen woke up. 'What's wrong?' said the queen. "The king told her the big problem. 'Our daughter the princess is twenty-one. She is the right age to get married to a prince.
She is very rich, and all the princes want to marry her!'
What is the problem?
Yes! What is the problem?
Shh
'We can have a party and invite many special people. The princess can choose any prince.'
In the kitchen they made the food and put the gold bowls, the gold knives, the gold forks and the gold spoons on the long, gold table. It was beautiful. They had a big party in the castle and many princes came from near and far. They wore beautiful clothes, said wonderful things to the princess, gave her presents and ate delicious food. That night, the princess met a wonderful man.
Was the King happy?
No. There was a problem.
What was the problem?
The alien!
The alien?

Doctor Who: Once Upon A Time ... Part 2 4-3

The Smogator alien heard the party and first, it hid behind the castle walls.
What did it want?
Listen.
Then, it came up to the castle doors and windows.
The king, queen and all the princes stood in the centre of the castle. This was a mistake! They were
Poor people!
The Smogator blew green smog at the people and there was pollution everywhere. All the princes had green eyes. The queen had green eyes, the princess had green eyes and the king had green eyes too.
Oh no! That's bad! Where was the Doctor?
Wait. The Smogator's smog was in all of the rooms of the castle. It was in the countryside, too. The people threw rubbish on the ground. They threw the gold bowls, the gold …
The knife!
The Doctor heard about the Smogator and flew in his TARDIS. He brought an alien with him and they found the castle.
Oh no! An alien!
She was a good alien not a bad alien like the Smogator.
'Quick, come this way!' said the Doctor.
'No!' said the king.
Cool! The Doctor wants to help.

Doctor Who: Once Upon A Time ... Part 3 4-3

Who are you?
I'm the Doctor.
Thank you.
We have to tidy this mess. Come on Doctor!
Your castle is clean now.
Thank you very much. The princess can get married now.
We have to go.
Goodbye! Thank you, my friends.
Bye!
The end.
The Doctor caught the Smogator?
Hmm. No. He didn't catch it!
They didn't catch the alien! That was a big mistake! I'm happy it's a fairy tale.
Hmm. You're right. It's not a fairy tale. The Smogator was bad and came to Earth with its pollution. Its smog was everywhere.
It's a fairy tale!
Hmm. Your older sister, The Princess, is married to a wonderful man.
Yes.
We held a big party in the castle.
Did you?
Yes, we did. You were very little.
The Doctor?! Aliens?
What! Who are you?
Hello, I'm the Doctor.
Come on Doctor. We have to go.
And you're an alien?
Who was that? What was that?

Unit 5 Why take care of the environment?

CLIL video

Brain Crunch: Pollution 5-1

Cereals: Hi, everyone! What are we learning about today?
Boy: Pollution.
Bowl: Wow! What was that noise?
Cereals: Noise pollution. Were you asleep?
Bowl: Yes, I was. I'm waking now.
Cereals: We're learning about pollution. That was noise pollution.
Bowl: Hm, right! How about inventing quieter machines?
Cereal: People shouting late at night can make noise pollution too.
Bowl: Last night I heard lots of music late at night, which woke me up.
Cereal: That's noise pollution.
Bowl: Right. I know about air pollution. There are dangerous gases and chemicals in the air from factories.
Boy: Yes, this is air pollution.
Bowl: Look, the air is really poor! Look at the poor plants! It's bad for the environment. Air pollution also comes from traffic.
Cereal: Yes! Look at the cars. That car is bad for the environment. This electric car is better.
Bowl: Is it better to drive an electric car?
Cereal: It's better to ride a bike or walk.
Bowl: That's not a bad idea. What about litter? Is that bad for the environment?
Cereal: Yes, why do people drop paper and cans on the ground?! It makes the place look ugly and it's dangerous for animals.
Bowl: What can we do to help?
Cereal: That's easy. Put your rubbish in the bin.
Bowl: Yesterday I took my rubbish home and put it in the recycling bin.
Cereal: Great idea!
Cereal and Bowl: Bye! Always pick up your litter.
Cereal: Walk to school.
Bowl: And be quiet at night.

Story videos

Doctor Who: Is It Dangerous? Part 1 5-2

We were too slow. Slower than the Smogator. We need to be quicker. We need to find the Smogator again. Let's try a new place.
Great idea! I can help you.
Look! There's the Smogator!
Yes, you're right!
Hmm. A field in Italy. That's a new place.
Let's go!
Hold on.
Rain!
Sun!
Smell that wet grass and cold fresh air! Look at the wonderful green fields! Look at the rainbow!
Rainbow?
Yes, rain and sun make a rainbow. Hmm strange. There's no rain now.
Yes, it's very strange. The Smogator was here. We saw it in the TARDIS but I can't see it now. It's not in this field.
Look at the flies and butterflies. They're very pretty.
The butterflies, not the flies.
They are pretty. They're very big, too. Are they always that big?
No.
There are lots of insects! Look at that striped and spotted one sitting on this leaf! Is it a fly? Doctor, is it dangerous? Doctor!
No, it isn't a fly and it isn't dangerous! It's a bee. Bees aren't dangerous.
That hurt! This kind of bee is dangerous!
Kim, did you say striped and spotted? Bees haven't got spots. Bees have got stripes.
Be careful!
What about these plants? Are they dangerous? The leaves are very, very green. I planted a plant like this on my planet.
The Smogators came and then the plants were dangerous. You planted plants on your … Oh. Green plants? Green leaves? Don't worry. This kind isn't dangerous.
Not dangerous? Really?
It's hot! Not cold. That's not cold.
How about that! Is that dangerous Doctor?

Doctor Who: Is It Dangerous? Part 2 5-2

OK Kim. The Smogator is here.
I can see that!
Are you ready?
Yes!
Oh, no. It's big and it's angry. It's bigger than us! What can we do?
I've got an idea. Where did you put your smogsucker?
I put it on the ground next to the TARDIS.
Right. Can you see it?
Yes, I can see it, but I can't get it. Now I can't see it. Oh! I can see the insects now. They've got green eyes.
The Smogator caught them. Run quickly. Now.
I can't get the smogsucker. There are too many insects.
Ah!
Doctor! The smogsucker's full of bees! Have you got any ideas? Doctor?
Up here!
Come down!
Great idea! How?
My arm! These bees, flies and butterflies are really dangerous! Help!

Doctor Who: Is It Dangerous? Part 3 5-3

I've got a great idea.
Yes, the sonic screwdriver works! Listen to the queen bee!
Thank you Doctor. You're very clever!
Kim, can you use your smogsucker to stop the dangerous plants and insects?
Hold still.
Arghh! I'm falling!
Yes. I fell to the ground.
Oops. Oh no. It's broken.
My head?
No, the smogsucker!
I hit my head. I can see insects again!
Well, the bees, flies and butterflies aren't dangerous now Doctor. The butterflies are the prettiest insects.
That's good.
That is good, and the air is fresh again not poor like it was earlier.
Doctor? What about the Smogator?
We were too late again.
The smogsucker is broken. I need to fix it.
Yes. Great idea! I know a good place. A new place!

Unit 6 Why do use numbers every day?

CLIL video

Nina and the Neurons: How Does a Clock Work? 6-1

Nina: Hi, guys!
BoyS: Hi, Nina.
Nina: Come in, welcome to my workshop and thank you very much for your brilliant question which was 'How does a clock work?'. So why do you want to know that?
Boy 1: In our house we've got a clock and every hour it makes a blunt sound and we jump.
Nina: Now, not all clocks are that noisy. I have some of my clocks here so let's have a listen. Can you hear anything?
Boy 2: The clock is ticking, Nina.
Nina: That's right. This clock is ticking here and that's the sound of this hand counting out the seconds. It's going quite fast, isn't it? Yeah, and there's two other hands on this clock as well and what speed are they going at?
Boy 3: Much slower.
Nina: Yeah, they're going much slower. This hand here is going quite slowly and it's counting the minutes and this hand in the middle is counting the hours. It doesn't look like it's moving at all, but it is, just really, really slowly. So can anyone tell me what time it is?
Boy 3: Five past twelve.
Nina: That's right. It's five past twelve. So, we've found out that there are three hands in a clock going at different speeds to tell us the time. But, how do the hands move? I think we need to get inside to have a closer look. So let me show you this clock here. Now, what do you think these round things are?
Boy 1: Cogs.
Nina: That's right. And if we look really closely and I'll use my Nina came here, hohoho, we can see that if one cog turns, they all turn. So we've got a little white cog here, it's moving quite fast, which is turning the red cog, which is moving the yellow cog, and so on. And each cog is moving a little more slowly and then the last. What is a cog and how does it work? I think it's time to make some cogs so we can find out! So the first thing you'll need to do is to cut the shapes out using your scissors and taking your time. So next we're going to place our circles onto flat piece of card and then we're going to glue them down. Good gluing, guys. And next, we need to cut the shapes out. Now, we're going to make a small cog and for this bit you need the green circle and we're going to attach this bottle top. Very good! And to complete making the small cog we need to attach on the bottom the blue one and one of those all-yellow ones. Well done! Grab along paper fastener, pop it to the hole in our cog, gently squeezing, mind your fingers at the other end, so now we're going to make the large cog, just like we did before. So it's really important that the large cog is pressed as tightly as possible against the inside of the small cog. So now we just need to put the paper fastener in here to attach the large cog in the right position. Ta da! We have made our very own set of cogs! So let's give them a twaddle and see what happens! Go for it!
Boy 3: When the nest cog moves, the other cogs start moving too.
Boy 3: Big cog is moving slower than a little cog.
Nina: That's right because different size cogs move at different speeds. The smaller cog is moving quite quickly so that would move the hand that counts the minutes in a clock. And the bigger cog is moving more slowly so that would move the hand that counts the hours in a clock. And that's how cogs inside a clock work. So well done, inventors!

Story videos

Doctor Who: It's Time to End This Part 1 6-2

What time is it?
It's time to go shopping and spend some money! I need a few things for the smogsucker.
It's two o'clock now. I know a market in the future. Let's go there.
I know this place. I did some work here in the past.
Hi!
Hi Kim!
When did you come here?
I spent a summer here. It was before I began university.
After school. It's busy. What time does the market close?
I have lots to buy.
Its open 24 hours!
Let's begin. What do you need to buy?
A few pieces of this and a box of that.
Hmm. A bag of those and a little of that. How much is it all?
For you Kim, it's cheap.
Doctor, have you got any money?
How much is your shopping?
Four million.
What? Four million pounds? That's expensive!
Don't be scared. In alien money. Four million is cheap in alien money.
What did you buy?
I bought a bag of this, a piece of that and a box of these.
I made a smogsucker mini-time hopper.
Like the TARDIS?
Yeah, it can move really fast. It can help us catch the Smogator.

Doctor Who: It's Time to End This Part 2 6-3

The Smogator was here.
What time is it?
It's three o'clock.
OK. Let's go back to the past. Half-past two.
It works! We're half an hour in the past at half past two.
No dinosaurs?!
But the Smogator isn't here.
Hmm. But it was. Let's go five minutes earlier in the past.
We need to move in time by seconds not hours or minutes.
How many seconds? Twenty seconds in the past?
Let's try.
We're moving too quickly.
The Smogator's not here. Hmm. It's not in the past or the future.
What's that smell? I smell burning.
Careful, don't burn your hand! The smogsucker is on fire.
It's broken.
Stop the fire!
Cheap alien market? Cheap and dangerous!
OK. Let's go this many second in the past …
Be careful! Don't destroy it Kim!
Let's use the sonic screwdriver and the mini-time hopper to find the Smogator.
Right. I'm ready.
Kim?

Doctor Who: It's Time to End This Part 3 6-3

Got you!
It took a long time to find you but now it's time to end this. We're not scared. Get up and come here.
Erm … It's very big!
Yeah! I followed you. You destroyed my planet. You can't destroy Earth.
We did it! Well done Kim!
Thank you. How good was that? It was a lot of work and took a long time but I'm very happy.
Yuck, what are these? They're very colourful … some are quite scary.
Bad, bad aliens. Lots of them. Take this.
Carefully!
Ready?
Yes, I'm ready!
Where is it?
Oh no! It's a quarter of an hour in the past. It isn't here!
We need to go back to the market for a few hours. We need to spend some time getting new pieces for the smogsucker!
We have to catch it in the future.
Or the past …
Or the present … !
Where is it? Where is the Smogator?

Unit 7 What do we do for entertainment?

CLIL video

Brain Crunch: Musical Instruments 7-1

Cereals: Hi, everyone! What are we learning about today?
Boy: Music. Families of musical instruments.
Bowl: Musical instruments are families?
Cereals: Yes! First, let's meet the brass family of instruments.
Bowl: Uh! Let's record the music on a CD. Let's put the CD into the CD player. OK, go! What's that?
Cereals: It's called a mouthpiece. Look, you play brass instruments with your lips.
Bowl: What instrument is that?
Cereals: It's a trumpet. Some brass instruments use valves to make music.
Bowl: What instrument is that?
Cereals: It's a trombone! Some brass instruments use slides to make music.
Bowl: It's really big! It's loud.
Cereals: It's the biggest member of the brass family.
Bowl: Which family of instruments is next?
Cereals: Percussion. These instruments are the easiest to play. You can use them to keep the beat. Tambourine. Drum.
Bowl: Tambourine. Drum. Tambourine. Drum. Cool!
Cereals: You use a beater with most percussion instruments.
Bowl: I think drums are the most exciting percussion instruments.
Cereals: They're the loudest!
Bowl: Which family of instruments is next?
Cereals: Woodwind. Most of these instruments are made of wood.
Bowl: What's that?
Cereals: It's called a reed. Some woodwind instruments use reed to make music.
Bowl: What instrument is that?
Cereals: It's a saxophone.
Bowl: Is it a brass instrument?
Cereals: No, it has a reed, so it's called a woodwind instrument.
Bowl: What's that?
Cereals: It's a tube and a hole. Some woodwind instruments use tubes and holes to make music.
Bowl: What instrument is that?
Cereals: It's a recorder.
Bowl: Hmm, I don't think the recorder had the most beautiful sound. Which family of instruments is next?
Cereals: Strings. String instruments use vibrating strings to make music. That's right.

Bowl: What instrument is that?
Cereals: It's a violin. It's the smallest instrument in the string family.
Bowl: What instrument is that?
Cereals: It's a cello. It's a bit bigger than the violin. To play the violin or cello, you need a bow over the strings.
Bowl: Let's listen to all the instruments together now. Let's listen to the CD.
Bowl and Cereals: Aaah!
Cereals: Ah! That's the most beautiful music!
Bowl and Cereals: Bye!

Story videos

Doctor Who: Lost in Vienna Part 1 7-2

What happened? Where am I?
Vienna?! I'm lost. Hang on. Who am I?!
A comic in my jeans! Cool! So, what's my name? That's strange. I can't remember!
Hmm. An MP3 player. Jack? OK, I think my name is Jack.
Mother, look at that boy. Look at his clothes!
Wait. It's OK. Don't be afraid. It's an MP3 player.
Oh! You're afraid of me!
Ah OK. I thought it was exciting. Like a film. But now it's more scary than exciting. Arghh!
A strange place and an alien. What's happening? Help!

Doctor Who: Lost in Vienna Part 2 7-3

Run, Jack, run.
You look lost! Have a ride.
What?
First an alien now a famous musician! Are you Mozart?
Yes, I am!
Cool!
Who are you? Are you lost?
Yes, I am. I'm … Jack.
Pleased to meet you, Jack. Welcome to Vienna.
Vienna? What's happening?
Where are you from?
I don't know. I can't remember. What happened?
What's that?
It's an MP3 player. You listen to music on it. What year is it?
What year is it? It's 1782.
1782! OK. Now it's really exciting!
Can I listen?
Of course. It's my favourite band!
Interesting!
Can you play?
Mmm …
No. I think most instruments are boring.
Boring! What does boring mean? That's a word I don't know!
I think I like watching DVDs, and listening to music on my MP3 player, but playing the violin is boring. I think. I don't know. I can't remember!
Well I think it's the most exciting instrument. I lost my job today.
Sorry to hear that.
Come with me. I can look after you and teach you to play the violin.
Hmm. OK. I am very lost. Strange! Thanks…
I think!

Doctor Who: Lost in Vienna Part 3 7-3

Very good. You need to practise more.
I like playing the violin more than running from aliens! …
Waah!
Where's the Smogator?
It's not here. We're too late.
Are there more aliens?
Shh.
Argh!
Hello! I'm the Doctor and this is Kim.
Erm. Pleased to meet you. My name is Jack and this is …
Mozart! You're the most famous musician in the world.
So, Jack, what are you doing here with our good friend Mozart?
I don't know. I can't remember.
Sorry but, are you a monster?
No, I'm an engineer … an alien engineer!
Did you say alien?
I'm a Time Lord
A what?
I can travel in time.
Am I a time lord?
Can you help me to find my family?
Doctor, we have to find the Smogator.
It's dangerous, Jack
Please?
OK. Put your comics, your MP3 player, your DVD player and your video game in this bottomless bag. Don't lose them.
Mozart you can have my MP3 player and most of my video games!
Thank you. Take the violin, Jack. It's a present.
Thank you. Thank you for looking after me, Mozart.
Goodbye!
Goodbye.
Come on, let's go.
Goodbye!

Unit 8 Why is space interesting?

CLIL video

Big World Kids: Space 8-1

Miranda: Wow! It's great to be on a journey through space. Look! This is better than the circus. There are stars everywhere. Space is very big. Somewhere up there, there are planets and stars.
Bob: Yes, space is very, very, very big. There are lots of solar systems in space. We are travelling through our solar system. Here the diameter, that means the distance across the Sun, is about 2 centimetres. But really it is one million four hundred thousand kilometres.
Miranda: That's a huge diameter. It's more than a hundred times the size of the Earth.
Lee: I can see a planet!
Miranda: That's our planet! How far is the Earth from the Sun, Bob?
Bob: Earth is more than one hundred thousand kilometres from the Sun. It's 150 million kilometres from the Sun.

All: Cool!
Bob: Look! We're moving away from the Sun. Can you see Mars?
Miranda: I can see it! It's red.
Bob: Yes, they call it the Red Planet.
Lee: How far is Mars from the Sun?
Bob: 227 million kilometres.
All: Amazing!
Miranda: Look, another planet!
Bob: That's Jupiter.
Lee: How far is Jupiter from the Sun?
Bob: It's 779 million kilometres from the Sun. We're travelling faster now. Can you see Saturn yet?
Miranda: It's lovely. Saturn has got rings. Look!
Lee: How far is Saturn from the Sun?
Bob: Let's see. Saturn is 1.5 billion kilometres from the Sun.
Miranda: Look! What planet is that?
Bob: That's Uranus. Uranus is 3 billion kilometres from the Sun. It's the first planet that the scientists discovered with the telescope.
Lee: Is Uranus the farthest planet from the Sun?
Bob: No, there's one more. There it is – Neptune. Neptune is 4.5 billion kilometres from the Sun. It's the farthest planet.
Miranda: Which is the biggest planet in our solar system? Is it Earth?
Bob: No, Earth is quite small. Jupiter is the biggest planet. It's got a diameter of about 143 thousand kilometres. And the smallest planet is Mercury with a diameter of just 5 thousand kilometres.
Lee: Where's Mercury?
Bob: Mercury is the nearest planet to the Sun.
Lee: Is it very near?
Bob: Not really. It is 58 million kilometres from the Sun.
Miranda: That's a long way!
Bob: And Venus is between Mercury and Earth. It is 108 million kilometres from the Sun.
Miranda: Venus?
Bob: Yes, Venus is the hottest planet in our solar system.
Miranda: How big is Earth? What is Earth's diameter?
Bob: Earth is just over 13 thousand kilometers in diameter. Now, talking of Earth, it's time to go home!

Story videos

Doctor Who: The Quest Part 1 8-2

Look at the moon high above the city of Dublin. What a wonderful universe we live in.
I'm happy here. I love it and I love you too!
Ah! I love the weekends because we often look at the stars.
This telescope is great. I can see everything; the sky, the moon, the stars. It's beautiful.
I know. You're beautiful!
You always say that.
Ooo. That's a cold wind.
Everyone looks unhappy.
Look at the dark clouds move across the sky.
I can see. Everything is dark green. It's never dark green!
We need to travel to Dublin. I think the Smogator is there
I'm frightened.
Hmm.
I'm worried too. I don't understand. Why are the clouds green? We usually see some clouds.
The sky is full of green clouds. Look! The rain is green.
Look at everyone. They're all frightened. What's happening?
That's strange. I feel unhappy, but I don't know why.
Look! I can see something or someone really high in the sky!
Look!
Pollution! Pollution everywhere!
What's wrong?

Doctor Who: The Quest Part 2 8-3

Hmm. The whole sky is very dark. Where is everyone?
I don't know.
I'm worried. Sometimes I worry. Not often but sometimes.
What day is it?
It's the weekend?
Ah! Ah! On Saturdays and Sundays, I worry. I don't worry in the week.
Doctor?
Where are we? Why are we here?
Look! There's someone across the street.
Why are his eyes green?
Help!
Oh no!
Jack, don't worry. Look after that woman. Kim let's help the man.
I can use the smogsucker to help the man
Kim, can you use the smogsucker for the clouds in the sky, too?
I can try.
Hmm. It doesn't work for the sky.
Let me help.
Great. That's better.
That felt strange.
Thank you.
Who are you? Why is the ground dry? I thought it was raining?
What's that? Can I use your telescope please.
Yes, of course.

Doctor Who: The Quest Part 3 8-3

Interesting! I thought I saw something.
What is it?
It's a note!
The Quest.
That's strange. It's for me!
To Jack. This note is a clue.
Hold on a second. A clue? A clue for what?
There's more! Look behind.
I think it's a map!
Find ten clues.
Who's it from?
I don't know. There's no name.
Why are you quiet? Are you worried?
I'm not worried! I love quests! How often do we have quests?! I love a good quest!
I don't! We have a quest. We don't want a new quest every week! We have to find the Smogator.
Yes, but we have to help Jack too. The clues can help us to take Jack back to his family.
OK. I understand. Jack can you help me too with my smogsucker? We can use it to catch the Smogator.
Yes, of course. I love gadgets – I think! I can't remember!
Put the note into your pocket and let's go back to the TARDIS and start this quest.
Jack's quest
OK. What do we do first?
Here, put the note into this.
Let's find the Smogator and my family!

Unit 9 How are homes different?

CLIL video

Little Human Planet 9-1

Woman: We're off on a colorful journey around the world.
Boy: I wonder whom we'll come to meet today!
Woman: All over the world children live in different kinds of homes as you can see.
Boy: Hello!
Woman: Come, take a closer look on a journey now with me.
Boy: Yes, please!
Woman: Some children live deep in the jungle, just like Duah.
Boy: Hello, Duah!
Woman: Duah's home is in a treehouse. Yes, way up there! She has to carefully climb up and up and up a special ladder to get to her home, right at the very top of the tree. There!
Boy: What a view, Duah!
Woman: This family live in the hot sandy desert of the Sahara. Look at their home. It's made from a special cloth. They can put up their home wherever they want. Some children live on the ocean. Look at these special homes built on high wooden stilts. The stilts make sure the homes are kept dry from the sea. Now, we're off to a place called Rajasthan in India. The homes here are made from mud with hut roofs made of straw. The weather here is so warm and sunny. Families spend most of their time outside.
Boy: Sweeping the floor.
Woman: Tidying up. Relaxing in the sunshine with granddad. Here's another hot country called Madagascar. Five-year old Suzette and her family live here.
Boy: Suzette is showing us her family!
Woman: And this is Suzette's home. Let's see inside. Thanks for showing us your home.
Boy: It was lovely to meet you!
Woman and Boy: Bye!

Story videos

Doctor Who: Basement Escape Part 1 9-2

Hong Kong is great. Tall buildings are great. Swimming pools on the roof are great!
It's untidy here. I need to fetch the brush from the balcony downstairs and I need to dry the clothes.
'Wow! Look at the streets. That's not untidy. That's a big mess!'
Argh! There's an alien at the bottom of my building!
Look at the mess and the pollution!
Look!
The Smogator. It's here in Hong Kong.
You two go and find the Smogator.
Use these special glasses. Then I can see the Smogator and I can tell you the way.
Come on! Let's go.

Doctor Who: Basement Escape Part 2 9-3

Go upstairs. Don't use the lift this time. Use the stairs.
Can you see it?
No. Which way did it go?
Go downstairs.
It's not on this floor!
Go and try another?
… first floor, second floor, third floor.
… eighteenth, nineteenth, twentieth …
… twenty-first floor. Doctor? We can't see the Smogator.
Can you see it?
No. Can you ask somebody?
Hello. What is that?
It's a kitten. It's my pet.
It's lovely
Pet?
Another pet?
What's wrong with that puppy? Can you go to the balcony?
We're visiting Hong Kong for the first time. Can we come in and see the city from your balcony?
Yes. Welcome to Hong Kong.
Look!
What can you see?
It's the Smogator. It's going into the building next door.
Into the basement.
Wait! That's strange.
What's strange?
I can see something round on the kitten.
It's an earring. It's another clue. Cool!
Great, let's go!
Goodbye. Thanks!

Doctor Who: Basement Escape Part 3 9-4

The Smogator is in the basement. I can hear it.
Wow! It's really big now. The smogsucker isn't working.
Try again.
Quick. It's escaping.
Oh no! Doctor what can we do?
What floor is it on now?
It's upstairs on the roof. I can see it next to the swimming pool.
Oh no. More stairs?
No, why do you always want to use the stairs? Let's use the lift!
OK.
The Smogator is too big and too strong. It's too strong for the smogsucker
Next time I can help you with the smogsucker.
What next?
Hmm. First we need to think about the quest.
Who am I? Where are my family?
Another clue. First the note. Second the earring. Two clues. Two letters. N and E. Hmm.

Unit 10 How do we take care of our body?

CLIL video

All Over the Workplace: Doctors 10-1

Man: So, Reyhan and Lubna, you both wanna be doctors?
Lubna and Reyhan: Yes.
Man: So quite a tough profession, I would say. What do you think that might be tough about it, Reyhan?
Reyhan: We're definitely dealing with tragedies, something very big.
Man: OK, that's the negative side. What do you think you could bring to that job?
Lubna: Well, I'm good with kids, so I think I can make them calm and tell them that everything's gonna be alright and there's nothing to worry about.
Man: A good bedside manner, very important, yes. And what about you, Reyhan?
Reyhan: Well, I want to be a surgeon, so to be a surgeon you have to have a steady hand …
Man: Yeah.
Reyhan: … I like painting so when you paint you have to have a steady hand.
Man: So, do you have any idea what we're gonna be doing next?
Lubna and Reyhan: No, no idea.
Man: Well, we're gonna see the GP. Hurry up, we can get an appointment.
Narrator: GP means General Practitioner. Basically, another term for doctor. A GP would usually be a patient's first port of call if they notice something wrong. Doctor Natalie Crowe has been a GP for twenty years and she's also responsible for training junior doctors, so she should be a great mentor for Lubna and Reyhan. Have you got three top tips that you can give us about being a GP?
Dr Natalie: Well, my first top tip would have to be that you have to listen really well to people and make them feel at ease so that they don't mind talking to you. My second top tip would be that you need to think about the person as a whole person. Not just about why they're poorly, but how that affects their everyday life. And my third top tip would be that you have to be able to work under pressure and you have to be able to work quite quickly and make quick decisions.
Narrator: Dr Natalie's top tips are: listening – you've got to pay attention as a medic; treat the patient as a whole – improving the everyday life of the patient is the aim; handling pressure – you've got to keep you cool in those time critical moments.
Dr Natalie: Well, I think that it's about time we saw some patients, OK?
Lubna and Reyhan: OK.
Dr Natalie: So what I'd like you to do is to find out a little bit about his history.
Narrator: Dr Natalie's wants Reyhan and Lubna to investigate the patient's medical background and any medication it might be taking. Remember her top tip? Treating the patient as a whole? This is exactly what she means.
Mr. Barnes: I've got a history of high blood pressure and it is controlled by medication.
Dr Natalie: OK, so what do you think we should do for Mr. Barnes?
Reyhan: Take his blood pressure?
Dr Natalie: That sounds like a very good idea.
Lubna: Yeah.
Dr Natalie: Lubna, do you want to see if you could help me? Fit this on Mr. Barns. So, we need to put this on his arm. So you need to wrap this round so that this bit is just above the crease of his elbow. So you start pumping. That's it, press a bit harder. Very good. Can you see what's happening here? So can you put that in your ears? So if you can tell me when you can hear some sounds starting.
Lubna: Now.
Dr Natalie: Excellent. And then when they disappear.
Lubna: It's gone.
Dr Natalie: Fantastic, so you've checked his blood pressure.
Mr. Barnes: Thank you!
Dr Natalie: What they are round about here, around 140.
Lubna: Yeah.
Dr Natalie: And then when they disappeared?
Lubna: At about …
Dr Natalie: About 70. Excellent. So your blood pressure is 140/70.
Mr. Barnes: Thank you! Thank you for that.
Lubna: You're welcome.
Dr Natalie: Well done, that was really good. So, I think if we have a listen to his heart, would you like to have a go with that?
Reyhan: OK.

Dr Natalie: OK, so I'll put the stethoscope on Mr. Barnes's chest, and you can tell me what you can hear, OK?
Dr Natalie: Is that alright?
Mr. Barnes: Cool, cool.
Dr Natalie: Lovely. Let's put it down there.
Reyhan: His heart beating.
Dr Natalie: Good, that's a good sign.
Mr. Barnes: I'm alive!
Reyhan: It's going: beep, beep beep, beep, beep beep … like that. So it's going a regular rythm. So, well done!
Mr. Barnes: Thank you.
Dr Natalie: That sounds fantastic! Excellent job! Good. Thank you!
Mr. Barnes: Thank you.

Story videos

Doctor Who: The Green Spots Part 1 10-2

What's the matter with you?
I'm ill. I've got a stomach-ache and green spots.
I'm sicker than you. I've got a stomach-ache, an earache, and green spots.
I'm the sickest. I've got a stomach-ache, earache, a bad cough, a headache, a bad neck and green spots. Oh, and my shoulder hurts. I need to go to the doctor's first
What's the matter with me, doctor?
I'm not sure. Have you got a cough or a headache?
Yes. My stomach hurts, my ears hurt, and I've got these green spots
Hmm. You do look pale. Well, pale and green. You should rest and take this medicine.
Yuck! Lots of sick people!
Oh no. We should do something to help.
What can I do? I am a doctor of many things. I am not a doctor of medicine.
The Smogators got everyone sick on my planet too.
First the Smogators came to my planet and they polluted everywhere. Then everyone was ill.
But you were fine?
No, I was sick too. It really hurt but I didn't die.
Our medicine didn't work for us.
Does this medicine work for humans?
I don't know. We have to try
OK. Let's go. Jack, you should stay here in the hospital. It's too dangerous on Kim's planet for you to come too.
Hmmm … Woah
Be careful of the ambulance!

Doctor Who: The Green Spots Part 2 10-3

Why should I stay here? I want to come with you.
You can't. It's dangerous.
It's dangerous in the hospital too. Remember all the sick people?
You look a little pale.
I'm fine. I've got a cold. You see. I'm fine.
Are you sure?
Ouch! You should go!
Is this your planet?
Are you OK?
Yes.
Are you sure?
No, I'm not sure. It's very bad. The Smogators are very bad aliens.
Quick. This way.
Look! There it is.
That's the medicine?
Doctor!
Ouch! My back!
Ah!

Doctor Who: The Green Spots Part 3 10-4

Doctor, do something!
Right. Hello. Erm. Mr Smogator? Mrs Smogator? Well, Kim and I have to be somewhere. We've got our medicine. Thank you very much. Nice to meet you!
That didn't work. You shouldn't ask me! You do something!
Erm.
Hurry up!
Run!
Now? Exercise?
Yes now! Go! I've got the medicine.
Be careful!
That was a lot of exercise!
Doctor! Let's go. Now!
Jack, we're back.
I was worried … and bored!
We've got the medicine.
Let's try it! Can you give it to the sick people?
You shouldn't drink it all. I haven't got much.
Look, no more green spots! I feel fine now.
The medicine works!
Everyone is well again.
Maybe we should go back to Kim's planet and get some more medicine.
Erm. Maybe. But not now. First, we need to find the Smogator and save this planet.

Unit 11 Why is Antarctica special?

CLIL video

Frozen Planet: Antarctica 11-1

The Antarctic continent is smothered by the world's greatest ice sheet. One and a half times the size of Australia, and up to three miles thick. A staggering 75% of the Earth's freshwater is locked up in this ice. Global sea levels would rise by some 60 meters if all this was to melt.
Killer whales. It's teamwork that makes killer whales so dangerous and this is a big team.
There is no real need for the penguins to be alarmed. These killer whales are a kind that only eats fish. Rising out is simply the best way for the whales to work out which cracks lead towards the coast and better fishing.

Story videos

Doctor Who: The Coldest Place on Earth Part 1 11-2

Look at my violin now!
Jack! That's wonderful!
Mozart was right. This is a very special instrument.
Maybe it can help us defeat the Smogator.
Maybe it can! You play it very well. You're very good at playing the violin. I play it very badly.
Yes, but you're very good at … smogsuckers!
What are you doing Kim?
Watch!
What?
The Smogator is growing bigger every day.
The smogsucker can stop it. I think.
Ah! The Smogator.
Where is it?
Antarctica!
What is this place?
It's the coldest place on Earth. There's ice everywhere, whales in the sea, lots of penguins, dolphins, sharks …
… and lots of snow?
Yes, it snows a lot in Antarctica.
Did you say sharks?!
Sharks? Erm … no. It's too cold for them here. I think it's safe on land. Or are you thinking of going for a swim?
Ha, ha!
Do people live here?
No, just a few scientists. It's the cleanest place in the world.
People are very dirty you know. It's not just the Smogator.
Arghh!
Can you land more carefully next time?!
Hmm.
Shh. We have to move more quietly. Maybe the Smogator is around here somewhere.

Doctor Who: The Coldest Place on Earth Part 2 11-3

Brrr. It's really cold!
What's the temperature, Doctor?
I don't know. Ooo … It's maybe minus one hundred degrees. Jack's right. It's cold. It's Antarctica. It's one of the coldest places on Earth.
The Smogator is here somewhere.
I can't see it.
Look.
I've got an idea. Who can crack the ice the most quickly?
Hmm. Jack, play your violin the loudest you can.
Play my violin the loudest I can? Are you sure?
Yes, it's fine. I read about it in a book once. Ice cracks quickly with very loud music.
Arghh! Never mind! Stop!
It worked!
That's strange. I don't think crabs usually live in Antarctica because of the cold.
Doctor, look! They've all got green eyes. Do something!
The Smogator is causing it. Use the small thing on your smogsucker.
Oh, yes!
Oh, no! They're growing!
Phew! I think we're safe. Look, their eyes aren't green now.

Doctor Who: The Coldest Place on Earth Part 3 11-3

Look at the oil on the ice!
We're safe but we have to find the Smogator. The sea is very deep. I think it's under the sea.
Yes. We have to help Jack find his family too.
I know. Let's look for clues!
Doctor! The doors are open.
What?!
Oh, it's fine!
Under the sea with the doors open … it's just not natural!
I can use the smogsucker to clean up the oil.
Good idea! It's important.
Great. The smogsucker worked again. Now there's no oil in the sea. What else can I do to help?
The sea is clean again but the Smogator isn't here.
We didn't find it under the sea.
What else can we do?
Not much else we can do here. Let's close the doors.
Wait! Look at that octopus. What's it doing here?
Maybe it's a clue.
Yes, it has something.
Come here Octopus. You can live more happily in warmer water.
It's a clue for our quest. What does it say on the note?
'O' is for Octopus. O-N-E ONE. Do you think it's a word puzzle?
Hmm.

Unit 12 Why do we have festivals?

CLIL video

All Over the Place: Japanese Nebuta Festival 12-1

Ed: Argh!
Man: Don't be scared Ed, that's just a Nebuta. A big light afloat showing amazing scenes from Japanes myths, legends, or history. For a few nights at the start of every August, these floating works of art get carried the road *Aomori* with thousands of people joining the celebrations. If you miss the parade, you can always see some Nebuta all year round at this museum. The floats are made from wooden frames and wire covered with paper and painted and then lit up from the inside and I can promise you boys, this is like no event you've ever tried before.
Johnny: It starts to really hurt now. Tell you what, these floats are incredible, but the problem is we still don't know what we're doing for tonight's festival.
Ed: Yeah, we should probably find out.
Man: The Nebuta floats are followed around *Aomori* by dancers called *haneto*. And, there are gonna be two extra *Hanetos* this year. After the changing room with you, I can't wait to see how this turns out.
Johnny: OK.
Ed: So you got a pink skirt and a dressing gown on. Good look for you, Johnny. Think you might have to lose the hat.
Johnny: No, I think I'm going for the contemporary *Aomori*. OK, here we go. Come on then. And I put this maybe on top?
Ed: That's definitely your style, Johnny.
Johnny: Yeah, I'm rocking this totally. Yeah, definitely. Now your turn.
Ed: Errm, OK there we go, my turn for the pink skirt. So it's like Santa's part is reindeer.
Johnny: Even breathing makes everything rattle. I do feel a bit like a living, breathing Christmas tree.
Man: Ed and Johnny, you're going to be *Haneto* dancers tonight. And the winner will be the one of you who does the most dancing. Just so it's all fair, we're going to give you this. It's a pedometer and it counts every step you take. You both will be wearing one for tonight's parade and the winner would be the one who takes the most steps dancing while following the floats.
Ed: He's the mayor. We're dancing with the mayor!
Man: About half way through, Ed and Johnny have certainly mastered the chanting and dancing. But how is the step count shaping up?
Ed: I've got 3762.
Johnny: What?! I've got 1737. That's not … ! There's no way! You've gone like twice as many steps as I have.
Ed: Maybe, maybe I have!
Johnny: If you fixed it! I swear that's a fix!
Ed: Who fixed this?
Man: That's it Johnny, you've got a lot of catching up to do! Meanwhile, Ed is taking it easy.
Ed: Oh, I recognise this crossroads! You know what this means.
Johnny: You go on!
Ed: Last two hundred meters.
Man: The fireworks signal the end of the parade. How have All Over the Place's two *Haneto* dancers performed?
Ed: OK! Gonna have Naomi a pedometer, to the independent adjudicator.
Johnny: There's no way, I just wanna let it be known, I accidentally set the reset button on when I dropped my pedometer. Eh, so, so that … .
Man: Oh, Johnny! He was putting so much into his dancing that he dropped his pedometer and it reset. So who knows how many steps he's managed to fit in. Dancers should be graceful, and Johnny's clumsiness has probably cost him the competition. Despite Johnny's complaints, there was a clear winner.
Man 2: And the winner is … Ed!
Ed: Oh, thank you! La loser, la loser!
Johnny: It wasn't a real victory. I'd say I want to do it all again to get the revenge. But I really don't.

Story videos

Doctor Who: Flying Fireworks Part 1 12-2

1782, 2692, 1936 …
What's the matter? Why are there all of these different dates on the control panel?
Don't worry. The TARDIS is trying to find the Smogator. It will stop in a minute … or two.
Hmm. OK.
The problem is the Smogator is moving in time. It's trying to escape.
Christmas. Ah! A Christmas tree. I love Christmas trees!
Ah, Thanksgiving. That's an American festival.
Diwali?
It's a famous festival from India.
Chinese New Year. What's that?
It's a Chinese holiday. From China. You'll love it. Great country. Great festival. Hmm. The Smogator is there.
Brilliant. We'll see lots of fireworks.
Fireworks?
You remember Jack?
Yes, I do! Fireworks are cool. They're bright lights in the sky.
Oh yes, I know.
There'll be dumplings, lanterns, a dragon dance and great costumes. Lots of people dancing in the streets too.
A dragon?
Yes. Don't worry! It's a paper dragon. You'll see.
Fireworks, lanterns, a dragon …
Remember. We are looking for the Smogator.
Yes. We have to find it.

Doctor Who: Flying Fireworks Part 2 12-2

We're in Shanghai! I love Asia and Asian festivals
A dragon dance in the city centre.
Look, lots of people wearing bright, colourful clothes.
Look at the lanterns decorating the street. They're beautiful.
Yes and the dragon is really cool!
What's the matter Doctor? Can you see the Smogator?
No.
We'll find him after the dragon dance.
No, we won't! It's too late! Look at the smog.
Oh no! Can you see the dragon's eyes?
Watch out! Don't look.
Help!
Doctor!
Jack!
Kim!
Doctor, what can we do. We have to save him. He'll fall to the ground!
Wow! Exciting! Look at the dragon! Hooray
Help!
I understand now. The Smogator doesn't want Jack to end his quest.
Because he will find his family and remember everything again?
Yes, that's right. I've got an idea.

Doctor Who: Flying Fireworks Part 3 12-3

Quick, help me with these fireworks.
What will you do?
You'll see.
Can you tie the fireworks together with this? Then in 30 seconds, I'll need your smogsucker to save Jack.
Why in 30 seconds?
You'll see. In 25 seconds now.
I'm scaaaared!
Poor Jack. He's flying very high in the sky. Quick Doctor.
OK. Now! Point your smogsucker at the dragon. I'll put the fireworks on the dragon's back.
Look, it's working.
Be careful. The fireworks will explode in 3, 2, 1 …
Quick!
Get the big bright flag to catch Jack.
Flag?
Kim!
Jack! Are you OK?
Yes, thanks!
The Smogator is very angry.
It escaped again. Hmm. We'll get it next time.
You always say that!
Come on. We have to get it. No time to lose. Let's get back to the TARDIS.
OK!

Notes

Pearson Education Limited
KAO TWO
KAO Park
Hockham Way
Harlow
Essex CM17 9SR
England
and Associated Companies throughout the world

www.English.com

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First published 2019

ISBN: 978-1-292-26881-1

Set in Daytona Pro Primary 13pt over 15.6pt

Printed and bound by Neografia in Slovakia

Acknowledgements
The publishers and author would like to thank the following people for their feedback and comments during the development of the material: Susana González Boschetti, Maria Constanza Ezcurra, Denise Lecot, Nancy Ramirez, Andrea Rodriguez, Sibel Ulukoy

Image Credit(s):
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