



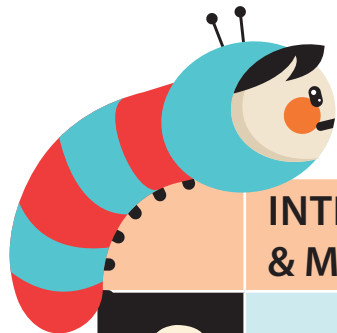
# SMARTY

INTEGRATED ENGLISH LEARNING





Jane Howes  
Peter Loveday

7/1






# Contents map

		FUNCTIONS	
	<b>INTRODUCTION &amp; METHODOLOGY</b> (4 - 9)		
<b>0</b>	<b>MY DAILY LIFE</b> (10 - 14)	Making a personal chart. Describing routines. Writing about your daily life.	
<b>1</b>	<b>SCHOOL DAYS</b> (15 - 21)	Describing and talking about school situations. Writing a letter to a pen friend.	
<b>2</b>	<b>HELPING AT HOME</b> (22 - 29)	Describing everyday chores. Talking about requests. Describing illnesses. Describing food. Writing a description.	
	<b>GAME AND INTEGRATION</b> (30)		
<b>3</b>	<b>THE CITY I LIVE IN</b> (31 - 38)	Describing a town or a city. Describing a painting and learning about Picasso. Writing an article.	
<b>4</b>	<b>LET'S GO CAMPING!</b> (39 - 45)	Describing camping activities. Talking about plans. Giving directions. Writing a composition.	
	<b>GAME AND INTEGRATION</b> (46)		
<b>5</b>	<b>PLAY IT SAFE</b> (47 - 54)	Describing outdoor activities. Talking about activities you practise. Writing a story.	
<b>6</b>	<b>A CITY PARK</b> (55 - 61)	Talking about parks and their designs. Offering to help. Writing an action plan.	
	<b>GAME AND INTEGRATION</b> (62)		
	<b>EXTRA ACTIVITIES</b> (63 - 70)		
	<b>GRAMMAR REFERENCE</b> (71 - 73)		

© ediciones sm s.a. Prohibida su fotocopia. Ley 11.723

	GRAMMAR	VOCABULARY	CLIL
			
	Simple Present. Present Continuous. Simple Past. Frequency words.	Daily routines. School subjects. The time. Shops and goods you can buy.	
	Simple Past in sentences and questions.	School subjects. Verbs: <i>Learn</i> and <i>study</i> . A museum exhibition.	The Maya civilization and the Egyptians.
	Simple Present. Infinitives in requests. Personal pronouns.	Household chores. Items used in household chores. Illnesses and injuries. Foods and where they come from.	Common illnesses.
			
	Comparatives and superlatives.	Places and kinds of buildings in a city. An art studio.	Famous buildings around the world.
	Future with <i>going to</i> .	Camping activities. Items needed for camping. Rules to follow while camping.	Visiting a National Park.
			
	<i>Must</i> and <i>should</i> . Rules and obligations. Giving advice.	Outdoor activities and equipment. Rules in school. Parts of the bicycle.	Kayaking and riding a bicycle.
	Volunteering to do something: <i>!//...</i>	Park activities. 'The rule of the three Rs': reduce, reuse, recycle. Pollution.	Physical exercises to keep fit.
			



© ediciones sm s.a. Prohibida su fotocopia. Ley 11.723



## Introduction



*Smarty* is an innovative **seven-level series** for children at primary level. It is **designed to cater for all types of learners** and it respects each individual within the learning process.

The Teacher's Book allows you to tailor the material to the number of class hours you have available.

### Key Features

- *Smarty* makes learning **English fun, engaging** and **enjoyable**.
- **Social values** underpin the learning opportunities, for example, accepting that all families are different.
- *Smarty* encourages meaningful language learning through **purposeful interaction**.
- **Craft activities** give learners ownership of their learning.
- Texts reflect **natural language use** and encourage active participation from the learners.
- *Smarty* offers a comprehensive approach to literacy by alternating the unit focus between **fiction-based and content-based introductory texts**.
- Learners experience **a variety of fiction types**, for example traditional stories and poems.
- *Smarty* **integrates the learning of English with the learning of content** related to curricular subjects like Science, Art and Music.



### Methodology

*Smarty* draws on **three main approaches to learning that have been carefully integrated** within a clearly structured, easy-to-follow, systematic framework:

- experiential learning;
- the Communicative approach;
- Content-and-Language Integrated Learning (CLIL).

#### ***Smarty's* approach ensures that:**

- Learners can understand and use language for everyday functions such as requesting, describing, expressing likes and dislikes.
- The syllabus reflects learners' needs and communicative goals.
- Children use language to learn and develop thinking skills.

## Experiential learning

Experiential learning ('learning by doing') is at the heart of *Smarty*. Learners are actively involved in the learning process, which allows them to discover and make sense of the world around them through their personal experience of English. In *Smarty*, the experiential learning cycle **begins with a concrete experience which exposes learners to a text in written and/or spoken form**. The opening of each unit lays the foundation for the theme of the unit. It constitutes a reflective observation stage built around tasks and exercises which encourage students to reflect on the new language. **At the next stage, abstract conceptualization, learners continue to reflect on and draw conclusions about the new language**. In the active experimentation stage, students use the new language in a variety of ways, gradually moving from controlled to freer activities.

## The Communicative approach

The Communicative approach in the language classroom sees the goal of language as communicative competence. This approach is at the heart of *Smarty*. *Smarty* integrates the communicative approach with experiential learning.

**It provides opportunities for learners to develop their communicative competence through motivating activities and topics, and involves them in authentic use of language.** *Smarty's* communicative activities:

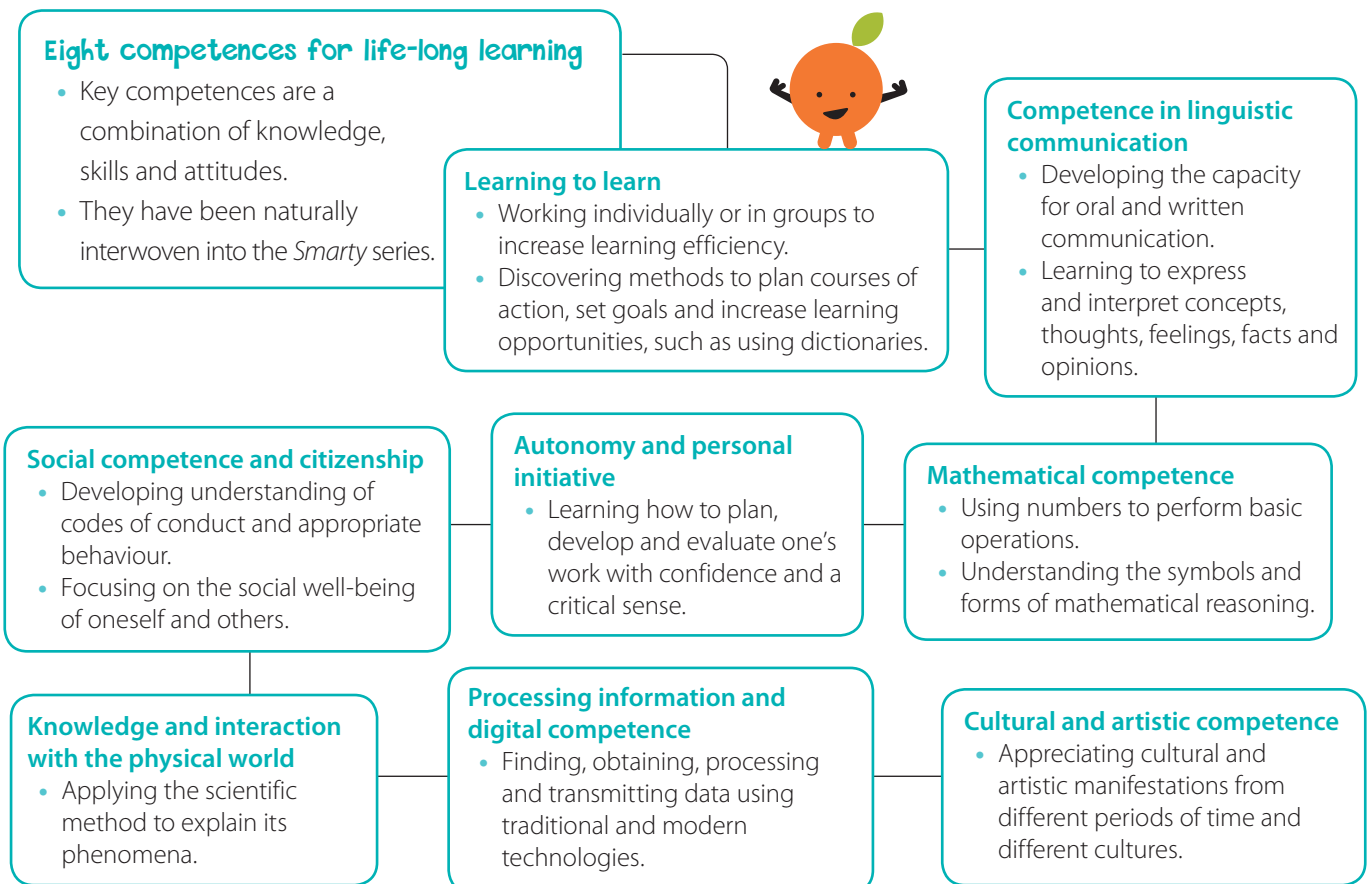
- have clear social, linguistic and academic objectives;
- encourage the exchange of ideas and information between learners;
- include activities such as information-gap exercises;
- develop opportunities for creativity through acting out, drawing and content-based tasks.

## Content-and-Language Integrated Learning (CLIL)

The 4 C's of **CLIL - Content, Communication, Cognition and Culture** - are an integral part of *Smarty*. *Smarty* introduces content in two main ways.

The **fiction-based units** introduce learners to literature, develop cultural awareness and encourage imagination.

The **content-based units** introduce content from subject areas such as Science and Music. They enhance learners' awareness of the world around them. These units develop communication skills and language typical of other curricular subjects.



# TEACHER'S BOOK

## Key Features and organisation

- The Teacher's Book provides teachers with complete lesson plans, including comprehensive teacher's notes, and highlights the objectives, key language and materials in each section.
- It includes suggestions for Extra practice and Extension activities.
- It provides the answers for all the activities in the Learner's Book, including Games and Integrations.

## Step-by-step approach

- The lesson plan for each unit provides a carefully designed framework that is repeated in each section of the unit:

### Initial chart

#### Objectives

- Primary communicative goals and functional language.

#### Key language

- Predominant vocabulary that will be used throughout each section.

### Warm-up

- Warm-ups activate students' prior knowledge through fun games and activities.
- The topic and main language of the unit is introduced.

### Presentation

- Each section is presented in a meaningful context. Students are encouraged to make inferences and predictions.
- Each activity in the Learner's Book is developed step by step and the answers are provided.

### Wrap-up

- Wrap-ups provide closure and follow-up for each section.
- They usually encourage error analysis and reflection on the work done.

### Extra practice

- The optional Extra practice provides ideas for enlarging the lesson through fun activities and group project works that encourage creativity.

### Extension

- The optional Extension activities provide ideas for consolidation.
- Teachers can use them as resources for mixed-ability classes.

## Key Features and organisation

### Smarty

Smarty, the running character, provides continuity within the cycle and introduces content-area vocabulary and grammar.



### Icons

- The graphic images next to the activity instructions go hand in hand with the competences mentioned before: linguistic communication, learning to learn, social competence, autonomy and personal initiative, mathematical competence, knowledge and interaction with the physical world, processing information and digital competence, and cultural and artistic competence.
- The icons help students know what they are expected to do in each activity:



Listen



Read



Draw or colour



Talk or say



Interact with a classmate



Write

## UNIT 0

- This introductory unit is a good resource to motivate the children and, from Level 2 onwards, to review basic language.

## UNITS 1-6

- Each unit deals with a different theme, language function, vocabulary and grammatical structures.
- Units 1 to 6 are divided in the following sections:

### OPENING

- A fictional or factual text introduces the unit theme.
- Child-focused content.
- The prediction stage sets the context and stimulates thinking skills.
- Colourful pages capture attention.
- Simple and short exchanges.
- Activities foster observation and comprehension skills.

### SONG

- This section works on vocabulary through songs.
- Songs foster oral skills, create harmony, and facilitate classroom management.
- Illustrations establish a meaningful context.
- Thinking-skills are promoted.

The songs in *Smarty*:

- Make language memorable.
- Improve rhythm and intonation.
- Bring the classroom to life.
- Motivate the learners on a short- and long-term basis.
- Support language learning through music and dramatisation.





## CLIL

- Focuses on the new language and develops communication skills.
- Allows students to engage in key language.
- Learners make their own materials to develop autonomy and a sense of ownership.
- Continues with the unit theme from two different content-area perspectives: science content and content-based projects that foster creative thinking and group work, while developing fine motor skills.



## WRITING

- The Writing section in levels 6 and 7 focuses on different text formats. It provides a model example and it encourages learners' creative production.



## I can

- At this point, students reflect on what they have learnt in the unit and select the answers that are most appropriate for them. It is a very important step for developing self-confidence and a sense of achievement.

## ROUNDUP

- Enables learners to work with text, either written or spoken.
- Learners apply what they have learnt to produce a meaningful text in the unit genre.
- Includes a song related to the unit theme.
- Offers consolidation and self-evaluation activities.



## GAME & INTEGRATION

- Every two units, there are four pages of Game and Integration.
- The games integrate unit vocabulary, structures and skills.

## ACTIVITIES

- The Activities section reinforces language and provides further opportunity for skills development.

## EXTRA ACTIVITIES

- The Extra activities at the end of the book provide optional extra practice for fast-finishers or students who need reinforcement.



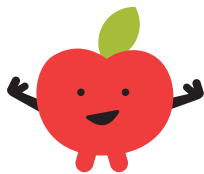
## All in all

*Smarty* is a series designed to walk the children through their English learning journey at schools in an EFL context.

*Smarty* is a series that intends to assist teachers in their everyday task of aiding the learning of a foreign language.

All the people who were involved in making *Smarty* deeply hope both students and teachers find the series suitable for their needs.

Get ready to enjoy and make the most of *Smarty*!



# SMARTY



# 0 My daily life

## Objectives:

- Making a personal chart
- Describing routines
- Writing about your daily life

## Key language:

- Daily routines
- School subjects
- The time
- Shops and goods you can buy



## Priority learning cores

[e-sm.com.ar/guidelines\\_NAP](http://e-sm.com.ar/guidelines_NAP)  
Pages 4, 9-13.

## Foreign Language Guidelines of Autonomous City of Buenos Aires

[e-sm.com.ar/guidelines\\_CABA](http://e-sm.com.ar/guidelines_CABA)  
Pages: 99-101, 103, 104.

## Foreign Language Guidelines of Province of Buenos Aires

[e-sm.com.ar/guidelines\\_7-1\\_PBA](http://e-sm.com.ar/guidelines_7-1_PBA)  
Pages: 157-159, 163-166.

## Page 6

### Warm-up

- Invite volunteers to tell the class about what they did in the summer holidays.
- If you have any new students, invite them to introduce themselves to the rest of the class.
- Ensure that the class has their Learner's Books closed, then write these jumbled sentences on the board:
  1. *football / like / playing / I*
  2. *TV / like / don't / I / watching*
  3. *do / after / I / my / always / school / homework*
  4. *school / Saturday / never / on / have / I*
- Ask students to put the words in order to make sentences.

**Answers:** 1. I like playing football. 2. I don't like watching TV. 3. I always do my homework after school. 4. I never have school on Saturday.

- Encourage the rest of the class to say if the sentences are true for them and if not, to say why.
- Write the heading *Me* on the board:  
*I like... I don't like... I always... I never...*
- Invite students to write four sentences about themselves using the starters.

- Encourage discussion about any interesting points they may have written about. *I like karate. Really? When do you do karate?*

## Presentation

### Setting the context

- Ask the class to open the Learner's Book at page 6. *Where are the children? (In the classroom), What can you see in the classroom?*
- Ask the suggested questions, so that students predict what is happening. *What is the teacher doing? (Reading something to the students), What are the students doing? How do the students feel?*

### A Listen and read.

- Ask students to read the story quickly to check if they predicted correctly.

**Answers:** 1. The teacher is checking the students' homework. 2. The student is standing up because the teacher is asking her about her homework.

- Write the following questions on the board.
  1. *What did the students do for homework?*
  2. *What is strange about the homework the teacher reads?*
  3. *Who is Max?*
- Ask students to answer the questions in their folders. Play Class CD Track 2.



### Listen and read.

*Teacher: I've got all your personal charts that you did for homework. Let's read one out without saying the name. You have to guess who it is. Remember, it's a pupil in this class. Let's begin. This personal chart hasn't got any pictures. Who am I? I always eat meat and I never eat vegetables.*

*I like chasing cats ... I don't like having a bath ... When I was younger, I liked to catch balls and chew shoes, and now I always lie on the sofa ...*

*Wait a minute! Who wrote this? Who is Max?*

*Kym: I did. I didn't know I had to write about me... I wrote about my dog!*

- Review in open class.

**Answers:** 1. They wrote a personal chart. 2. It describes things a student doesn't normally do. 3. Max is a dog.

**B Look at the pictures and complete Kym's personal chart.**

- Revise the objects in the six pictures: jeans, dress, soft toy/teddy bear, tomato, hamburger, tennis racquet and tennis ball.
- In pairs students complete the information using the pictures.

**Answers:**

My name's Kym.	I don't like hamburgers.
I always wear jeans.	When I was younger I played with my teddy bear/soft toy.
I never wear a dress.	Now I play tennis.
I like tomatoes.	

**Now talk about Kym.**

- Tell the class to read their answers: *Kym always wears jeans. When she was younger she played with her teddy bear.*

**C Make a chart about yourself and discuss it with a classmate.**

- To review vocabulary for this activity, ask students to think of two more objects related to each picture. Write them on the board under the headings *Clothes, Toys, Food* and *Activities*.
- Ask students to copy the personal chart from exercise B.
- Tell them to draw a picture of themselves in the box and to complete the chart with information about themselves, but not to write their names on the chart yet.

**Wrap-up****Who am I?**

- Once the personal charts are complete, they can be displayed on the walls around the classroom.
- Ask students to circulate to guess who they belong to.

**Extra practice****Fun personal charts**

- Remind students about the story on page 6.
- Tell students to work in pairs to make another chart for a pet, a cartoon character or a celebrity.

**Warm-up****Revise adverbs of frequency.**

- Explain to the class that they are going to play the 'hangman' game with words which describe how often things happen: *always, usually, often, sometimes, never, hardly ever*.
- Students suggest a letter. Write the letter in the appropriate place if it is in the word, or write it on the side if it isn't.
- Ask students to put the words in order from least to most frequent.

**Answers:**

(0%) never, hardly ever, sometimes, often, usually, always (100%).

**Presentation****A Sing along and complete the missing words.**

- Ask students to open the Learner's Book at page 8.
- Review possible answers in open class and write the students' suggestions on the board.

**Possible answers:** (from top to bottom, left to right): do my homework, go to sleep, go to the pool / go swimming, read a book, eat sweets, get the flu / have a cold.

- Tell students to copy the song in their folders and to leave a line for the missing words. Play Class CD Track 3.

**Sing along and complete the missing words.****My daily life**

*I always do my homework.  
I'm usually on time for school.  
I often read a book at night.  
I sometimes go to the pool.  
I hardly ever eat sweets.  
And I never get the flu!*

- Ask students to compare answers with their partner, then play Class CD Track 3 again.

**Answers:** always, usually, often, sometimes, hardly ever, never

**Now answer questions about yourself using these words.**

- Demonstrate the activity by saying: *I always do my homework, I sometimes tidy my room.*
- Invite volunteers to report back. *Ana never goes to the cinema, but I often go to the cinema.*
- To wrap up, write the common mistakes you heard on the board and correct them together.

## B Write a similar song about your daily life.

- Tell students that they now have to write a song about their own daily lives.
- Ask students to read their songs to their partners and then invite volunteers to read their songs to the class.

### Wrap-up

#### Remember the song

- Tell the class to close the Learner's Book. As you read the song, they have to help you by saying the missing word each time you pause.
- Repeat the song a second time and pause before the last two words. Finally, repeat the song, omitting the last three words.

### Extra practice

#### Missing words

- Ask the class to close their books again. Write the last word of each line of the song on the board. Tell them to work in pairs to reconstruct the song.



## Page 9

### Warm-up

#### Odd one out

- Write the following lists of words on the board:
  1. *minutes, January, hours, days*
  2. *clock, table, time, chair*
  3. *better, water, faster, slower*
  4. *sand, stones, hour, rocks*
  5. *different, wear, make, use*
- Ask students to work in pairs.
- Check answers with the class.

**Answers:** 1. January (the others are periods of time) 2. time (the others are objects) 3. water (the others are comparative adjectives) 4. hour (the others are solids) 5. different (the others are verbs)

### Presentation

#### C Put the *time* words in order, from the smallest to the biggest.

- Ask the class to open the Learner's Book at page 9. Help students to pronounce the words correctly, especially the vowel sound in *month* (/ʌ/ as in *up*), and the word stress in *seconds*, *minutes* and *centuries*.

**Answer:** seconds, minutes, hours, days, months, years, centuries

#### D Read the text and put the pictures in chronological order.

- Explain what chronological order means (the order of things, events or people in time or history).
- Check answers in open class.

**Answers:** 2, 5, 1, 3, 4

- Write the following questions on the board:
  1. What is the name of each clock?
  2. Who invented the mechanical clock?
  3. When did the electric watch first appear?
- Tell students to answer the three questions.

**Answers:** 1. a. water clock b. digital watch c. sundial d. hourglass e. mechanical watch 2. Chinese inventors 3. In the 20th century

#### E Answer the questions in your folder.

- To reinforce vocabulary, ask: *Where are the clocks in your home? Why is it important to arrive on time?*
- Help students with the language they need.

### Wrap-up

#### Discussion

- Ask students what other functions watches have got these days (some have alarms, timers and stopwatches, others show times in different countries, or work underwater, etc.).
- Ask what other things have got clocks (mobile phones, computers, etc.).

### Extra practice

#### True or false

- Write the following sentences on the board:
  1. *You can't use a sundial at night.*
  2. *The Egyptians made better water clocks than Arab inventors.*
- Check answers with the class.

**Answers:** 1. true 2. false

- Ask students to work in pairs to write three more 'true or false' sentences about the text in activity D.
- Tell students to swap their sentences and decide whether the sentences are true or false.
- Wrap up by asking students to read their sentences. Ask the class to say if they are true or false.

Warm-up

Missing letters game

- Draw the following lines on the board. Explain that each line represents a letter in the six words.  
 \_ \_ \_ \_ / \_ \_ \_ \_ / \_ \_ / \_ \_ \_ / \_ \_ \_ / \_ \_ ?  
 (What time do you get up?)
- Tell the class that they can guess 10 letters to discover the hidden question.
- When the class has used its ten guesses ask them to try and guess the question.
- Ask different students what time they get up and what they do before they come to school.

Presentation

**A Use the sentences in the box to complete the dialogue.**

- Tell the class to open the Learner's Book at page 10. Invite volunteers to read the times in the box.
- Ask students: *What is the girl holding?* (a clipboard) *What are they doing?* (a school project / a survey). Highlight the dialogue: *What is the survey about?* (routines / times).
- Ask students to work in pairs.

Listen and check your answers.

- Play Class CD Track 4.



Listen and check your answers.

Helen: What time do you get up?  
 Andy: At quarter past seven.  
 Helen: What time do you go to school?  
 Andy: At half past eight.  
 Helen: What time do you have lunch?  
 Andy: At two o'clock.  
 Helen: What time is it now?  
 Andy: It's lunchtime!

**Answers:** At quarter past seven. / At half past eight. / At two o'clock.

**B Match the times to the clocks.**

- Highlight the group of clocks: *It's half past one.* Ask students to find the correct clock (clock 1).
- Invite them to match the times to the clocks.

**Answers:** 1. It's half past one. 2. It's four o'clock. 3. It's a quarter past twelve. 4. It's a quarter to eleven. 5. It's five to six. 6. It's five past one. 7. It's ten past ten. 8. It's twenty-five past seven.

**C Do a class survey. Ask your classmates these questions.**

- Write the heading *A class survey about routines* on the board. Ask students to suggest questions for the survey.
- Read the questions in exercise C.
- Tell the class to close their Learner's Books. Then write on the board: 1. *What time / go to bed / Friday night?* 2. *What / do / Saturday morning?* 3. *What time / get up / Saturday and Sunday?* 4. *What time / have breakfast / Sunday?* 5. *What / do / Sunday?*
- Tell students to write the answers in a table in their folders.

Wrap-up

Reporting back

- Ask students to report back with any interesting findings they discovered about their classmates.
- To wrap up, write on the board the common mistakes that you heard during the activity. Tell students to work in pairs to correct them.

Extra practice

Survey conclusions

- Write the following sentence starter on the board: *Most students go to bed at...*
- Tell students to work in pairs and to compare their surveys and write a sentence for each of the five questions. For example: *Most students go to bed before eleven o'clock on Friday night.*
- Ask volunteers to share their findings with the class.



Warm-up

Revision of irregular plurals.

- Write: *1 book > 2 \_ \_ \_ \_* on the board, and elicit the answer: 2 books.
- Write the following words on the board and explain that they have irregular plurals:  
*child > \_ \_ \_ \_ \_ \_ \_ \_*    *man > \_ \_ \_*    *fish > \_ \_ \_ \_*  
*woman > \_ \_ \_ \_ \_*    *person > \_ \_ \_ \_ \_ \_ \_*
- Tell students to work in pairs and write the plural of the words in their folders.

- Check answers by asking different volunteers to write an answer on the board.

**Answers:** children, men, fish, women, people

- Check that students can pronounce the plurals correctly, especially *women* /wɪmɪn/ and *people* /pi:pəl/.

## Presentation

### D Help Kym choose the correct word in these sentences.

- Tell the class to open the Learner's Book at page 11. Ask students if they recognise the girl. Explain that she is Kym, the girl from the story on page 6, and that she is revising language from the previous year.

**Suggested answers:** comets, dolphins, the Greenwich meridian, adventure parks, Australian Aboriginals, Leonardo da Vinci, shopping, volcanoes, etc.

- Tell students to look at sentence 1. Ask them if the word *people* is singular or plural.
- Ask students to compare answers with their partner.

**Answers:** 1. were 2. lived 3. fished / collected 4. destroyed 5. was 6. have 7. went / played 8. didn't

### E In your folder, write a list of three items you can buy in each shop.

- Tell the class to close their Learner's Books and then write the heading *Shops* on the board. Read out the six shops in exercise E: *a pet shop, a clothes shop, a grocer's, a stationer's, a bakery, a shoe shop* and ask students to write them in their folders.
- Ask students to think of things you can buy in a pet shop and list them on the board.

**Suggested answers:** A pet shop: dog, cat, pet food. A clothes shop: shirt, dress, jacket. A grocer's: sugar, milk, tomatoes. A stationer's: notebook, folder, pen, eraser. A bakery: bread, cake, croissant. A shoe shop: shoes, boots, sandals.

### F Cross the odd one out.

- Ask students to look at the first line of words and explain that one word is different and doesn't belong with the others.
- Ask different students which word is different and to explain their answers.

**Answers:** 1. map (the others are geographical areas) 2. valley (the others are all natural disasters) 3. cave (the others are all bodies of water) 4. shelter (the others are professions) 5. robot (the others are forms of transport)

## Wrap-up

### Vocabulary game

- Invite a volunteer to come and sit with his/her back to the board. Write a word from page 11 on the board.
- Tell the class that they have to describe or give a definition of the word so that the student can guess the word.

## Extra practice

### Questions for Kym

- Tell students to work in pairs to write another exercise for Kym's homework.
- Ask students to write their exercises in their folders and then give them to another pair to answer.





# 1 School days

## Objectives:

- Describing and talking about school situations
- Writing a letter to a pen friend

## Key language:

- School subjects
- Verbs: *learn* and *study*
- A museum exhibition

## Priority learning cores

[e-sm.com.ar/guidelines\\_NAP](http://e-sm.com.ar/guidelines_NAP)

Pages: 4, 9-13.

## Foreign Language Guidelines of Autonomous City of Buenos Aires

[e-sm.com.ar/guidelines\\_CABA](http://e-sm.com.ar/guidelines_CABA)

Pages: 105-110.

## Foreign Language Guidelines of Province of Buenos Aires

[e-sm.com.ar/guidelines\\_7-1\\_PBA](http://e-sm.com.ar/guidelines_7-1_PBA)

Pages: 157-159, 163-166.

## Page 12

### Warm-up

#### School subjects

- Ask students to name the school subjects they know and write them on the board. For example: *Maths, English, Science, History, Geography, Music, Art, P.E.*
- Point to one of the subjects: *What do we learn in this subject? We learn to... or We learn about...*

### Presentation

#### Setting the context

- Ask students to open the Learner's Book on page 12. *Where are the children? (In the classroom) What can you see in the classrooms? (The board, a window, a bookcase, students, a teacher, desks, a poster).*
- Ask students to work in pairs.
- Review by looking at each picture.

#### A Listen and read.

- Invite students to read the story in silence to check their prediction.

**Answers:** **1.** They are writing about their time at primary school. They are twelve years old. **2.** They are painting pictures. They are five years old. **3.** They are in a Maths class. They are seven years old. **4.** They are learning about Egyptians in a History class. They are nine years old.

- Write on the board: *Lucy, Ms Hill, Molly, Mr Thomas, a Maths class, a History class.*
- Tell students that they have to find these words. Play Class CD Track 5.



#### Listen and read.

*Lucy is twelve. She's in year 6 at Salford Primary School in Kent. It's her last year of primary school. Lucy's teacher asks the children to remember all their years at Salford Primary School and write about the things they remember most.*

*'When I was five I came to Salford Primary School. The teacher was Ms Hill. She was very kind. We sang lots of songs and painted pictures. I learnt to read and write too. I still remember our first reading book, it was called Duck's Birthday.'*

*'When I was seven, my teacher was Mr Thomas. He was very strict. In Mr Thomas's class, I met my best friend, Molly. We sat next to each other. After school, I often went to Molly's house. In Mr Thomas's class we worked very hard. We learnt a lot of new things about plants and animals in Science. In Maths, we learnt to divide and multiply.'*

*'When I was nine I was in year 4. Our teacher was Ms Martin. I liked our Geography and History lessons best because we learnt about the Egyptians, life in the past and life on Earth.'*

- Check answers as a class.

**Answers:** **1.** Lucy is the blonde girl in all the pictures. **2.** Ms Hill is the teacher in picture 2. **3.** Molly is Lucy's best friend, she is in all pictures. **4.** Mr. Thomas is the teacher in picture 3. **5.** Picture 3 shows a Maths class. **6.** Picture 4 shows a History class where they are learning about the Egyptians.

- Write the verbs on the board: *be, sing, paint, learn, call, meet, sit, go, work, like, study.*
- Ask students to find the Simple Past of all the verbs in the story. Check orally.

## Page 13

#### B Put the events from Lucy's school days in the correct order.

- Tell the class to read the four sentences and explain which one happened first.
- Ask students to put the other three sentences in order. Check answers as a class.

**Answer:** **d.** (age 5) **a.** (age 7) **b.** (age 9) **c.** (age 12).

#### C Read and say True or False. Correct the False statements.

- Tell students to read the story again and decide if the sentences are true or false.

- Review.

**Answers:** 1. False. She learnt about the Egyptians when she was nine. 2. True. 3. False. Ms Hill was very kind. 4. False. Lucy learned about life in the past in History. 5. False. She liked Geography and History best. 6. False. Lucy painted pictures and sang songs in Ms Hill's class; with Mr. Thomas, she worked very hard.

## Wrap-up

### True or false

- Ask students to write three more true or false questions.
- Then, ask them to swap folders with their partner and answer the questions.

## Extra practice

### My school days

- Ask students to remember their own early school days and to write sentences about what they liked or didn't like. *I remember, I learnt to/about, I liked/didn't like, I sat next to, I studied, I met.*



## Page 14



### Warm-up

#### Revise the Simple Past

- Brainstorm verbs and write them on the board. You will need at least 15: *What do we do at school? And at dinner time? And at bed time?* Crumple up a piece of paper.
- Ask them to stand in a circle. Tell them that when you throw the ball, you will say a verb from the list and the student you throw the ball to must say it in the Simple Past.

### Presentation

#### A Listen and sing.

- Ask students how often they have homework. Ask if they had homework when they were 5, 7 and 10 years old.
- Teach them the expression *so much... that...* Write the first part of the sentence and ask students to complete it: *I've got so much homework that there's no time to...*
- Ask them if they feel the same way. Play Track 6.



### Listen and sing.

TRACK 6

#### Study hard and do your homework

*I'm nearly 12 now but I started school when I was three.  
My teachers in the first years were all very kind to me.  
But now I've got so much work that there's no time for TV.  
And the teachers always say...  
'Study hard and do your homework,  
and then it's time for bed.'  
At school I study English, Spanish, Music and P.E.  
And Science, Art and Maths, which is very hard for me!  
I'm waiting for the summer time when I can just be free  
And the teachers will not say...*

#### B Match the subject to the school book.

- Write a simple addition on the board, for example:  $67 + 42 = \dots$  and say: *If you see this in your book, what subject are you studying?*
- Invite the class to open the Learner's Book on page 14. Ask students to identify the Maths book in the picture.
- Review the answers in open class.

**Answers:** 1. Maths 2. Geography 3. Science 4. English 5. History 6. Music

#### C Write sentences in your folder using *learn* or *study* with the words in the box.

- Ask students to focus on the fact that *study* is followed by the school subject, while *learn* is followed by *to* and a verb. Mention that *learn* can be followed by *about* and a topic.
- Write the word *Biology* on the board. *In Biology we learn to do experiments. We learn about plants and animals.*

### Wrap-up

#### Remembering the song

- Ask the class to close their books. Play the song with pauses. Students have to say the missing words. Pause the CD before the last word in each line.

## Extra practice

### Practising *learn* and *study*

- Write the following sentences on the board and ask students to correct the wrong ones.
  1. *In History I studied about the Egyptians and the Aztecs.*
  2. *In Maths, we learnt to add and subtract.*
  3. *I studied Biology last year.*
  4. *I learnt Maths when I was five.*

**Answers:** 1. Incorrect (In History I learnt about the Egyptians and the Aztecs). 2. Correct 3. Correct 4. Incorrect (I studied Maths when I was five).



Warm-up

Spot the odd one out

- Write:  
1. *went, ate, jump*; 2. *sit, play, meet*; 3. *do, want, like*
- Invite students to work in pairs.

**Answers:** 1. jump (the others are in the Simple Past). 2. play (the others are irregular verbs). 3. do (the others are regular verbs).

Presentation

**D** Read this summary of Andy's life at primary school.

- Write the following true or false sentences on the board:  
1. *Andy learnt to read when he was five.* 2. *Andy and Henry always went to the park to play.* 3. *Andy didn't like Geography.*
- Ask students to open the Learner's Book at page 15.

**Answer:** 1. True 2. False (They often went to the park to play) 3. False (He loved his Geography class!)

Write the verbs from the text in your folder. Then write the Simple Present of the verbs.

- Ask students to write the Simple Present of each verb.  
**Answers:** started/start, was/be, learnt/learn, painted/paint, met/meet, sat/sit, went/go, did/do, enjoyed/enjoy, loved/love, play is in the infinitive.

- Write: *start, play, watch* and ask students how to form the Simple Past (by adding *-ed*).
- Read each of the Simple Past forms aloud slowly and ask students how *ed* is pronounced in each case (*started* /sta:tɪd/ *ed* is pronounced /ɪd/, *played* /pleɪd/ *ed* is pronounced /d/, *watched* /wɒtʃt/ *ed* is pronounced /t/).
- Ask students to repeat the words, paying attention to the three different pronunciations.
- Then, write: *painted, lived, enjoyed, washed, worked, invented*. Students read each one aloud and decide which group it belongs to.

**Answers:** /ɪd/ painted, invented /d/ lived, enjoyed /t/ washed, worked

Revision of the Simple Past

- Write the sentence *Andy started primary school when he was five* on the board and ask the class if the sentence is in the past, present or future.
- Write the gapped sentence: *Andy \_\_\_\_\_ primary school when he was six* on the board and elicit the Simple Past negative form of *start* (didn't start). Check they understand the structure: *What does didn't mean?*

*Which word makes it negative?; Which extra verb do we use in a negative sentence about the past?; Do we always need to use this extra verb?; What is the difference between the main verb in the positive and negative sentences?*

- Write: \_\_\_\_\_ *Andy* \_\_\_\_\_ *primary school when he was five?* and elicit the past question form of *start* (did *Andy start*). Highlight the use of *did* and the infinitive in the question.
- Ask students to answer.

**E** Read the text again and take turns to ask three questions about it to your classmate.

- Invite students to use the grammar table to write the questions. Circulate and note down common mistakes.

Wrap-up  
Correction

- Write the list of common mistakes on the board. Tell students to correct them and then review the answers in open class.



Warm-up

Number series game

- Write the following series of numbers on the board and ask students which number comes next and what the pattern is: *1, 4, 7, 10, 13, 16...*

**Answer:** 19 (addition of 3).

- Now ask students to complete the following series in pairs and explain what the pattern is:

*12, 24, 36, 48...*

*1, 2, 4, 7, 11, 16...*

*1, 2, 3, 5, 8, 13, 21...*

**Answers:** 60 (multiples of 12), 22 (addition of 1, 2, 3, 4, etc.), 34 (This is the Fibonacci series, where each number is the sum of the previous two).

- Ask students to work in pairs and make new series for the class to solve.





















## Presentation

### A Read about the Maya civilization.

- Write the Maya symbols for numbers 1-4 on the board and ask students what numbers they think they represent. Then add number 5 and ask the students to guess the symbol for 6.
- Invite students to open the Learner's Book on page 16. Ask them to find out if their guesses for the symbol for number 6 were correct.
- Ask students what kind of numbers they think they are and accept all possible answers. Then, tell them to read the text in exercise A quickly to check their answers.
- Show students a map of the world and ask if anyone can point to Mexico. Ask if they know where Central America is.
- Ask students to read the text carefully to find out how Lucy learnt about the Maya people. Ask: *Where did Lucy go last summer?* (Mexico), *What was Lucy interested in?* (Mexican history), *Who taught Lucy about Maya numbers?*

### B Read about these Maya children and answer the questions. You have to find out the Maya numbers!

- Explain that the symbol for zero is based on a shell. Write some of the Maya numbers and ask students what they are.

 0	 1	 2	 3	 4
 5	 6	 7	 8	 9
 10	 11	 12	 13	 14
 15	 16	 17	 18	 19

- Work through the calculation for question 1 on the board: *Ixchel bought (5) necklaces and (10) bracelets = 15 pieces. Atziri also bought (5) necklaces and (10) bracelets = 15 pieces. Together they have 15 + 15 = 30 pieces.*
- Ask students to work in pairs and answer the remaining questions. Review the answers.

**Answers:** 1. 30 2. 18 3. 20

- Invite students to work in pairs to write two more problems based on the Maya numbering system. When students have written two problems, ask them to swap folders with another pair and to solve the problems.

## Wrap-up

### Dictation

- Collect some of the students' folders and read their problems aloud. Ask the rest of the class to do the necessary calculations using the Maya numbers.

## Extra practice



### Other numbers

- Ask students to use the Internet or a reference book to research information on one of the following topics for homework:
  1. How to write higher Maya numbers.
  2. Another numbering system from another culture.
  3. The Fibonacci series of numbers (introduced in the Warm-up).

## Page 17

### Warm-up

#### Verb dictation

- Tell the class that you are going to do a verb dictation. Ask them to write the Simple Past in their folders.
- Start with the verb *play*. Give students time to write the answer and then check with the whole class.
- Read the following list of verbs: *sit, ask, meet, do, start, go, learn, be, like, study, sing, paint*.

**Answers:** sat, asked, met, did, started, went, learnt, was/were, liked, studied, sang, painted.

- Check that students can pronounce the Simple Past forms correctly, especially the *-ed* ending in *started* and *liked*.

### Presentation

- Ask students what they know about the Egyptians and write their ideas on the board. Help with vocabulary and structures if needed. Words they may know include: *pyramid, pharaoh, mummy, sarcophagus, tomb*.
- Ask students to open the Learner's Book on page 17 and look at the pictures. Ask the class to say what each picture shows. Write the keywords on the board.

**Possible answers:** 1. jewellery, treasure 2. mummy, sarcophagus 3. museum, building 4. chair, golden, throne 5. pyramids, desert, camels 6. mask, face, Tutankhamon

### C Read and match the texts to the pictures.

- Read the introduction and the report to the class once. Then, ask students to match the pictures to the texts as they read it again.
- Review in open class.

Answers: a. 3 b. 2 c. 1 d. 6 e. 5

### D Which picture did Lucy not write about in her report?

- Ask the class to find the image that Lucy did not write about. Then, ask volunteers to say the answer.

Answer: 4 (the throne)

- Tell students to read the text again carefully and, in their folders, write three questions based on the text.
- Ask students to swap folders with a partner and answer the questions.

### Wrap-up

#### Vocabulary game

- Invite a volunteer to come to the front of the class and to sit with his/her back to the board. Write one of these words on the board: *mummy, pharaoh, sarcophagus, Tutankhamon, tomb, pyramid, desert, Egypt, camels, jewellery, museum, cloth, mask, gold, treasure.*
- Tell the class that they have to describe or give a definition of the word so that the student at the front can guess the word.

### Extra practice

#### Research

- To learn more about the Ancient Egyptians, encourage students to research Ancient Egypt. Ask them to use the Internet (or reference books in English) to find the information they need in English.



## Page 18

## WRITING

### Warm-up

#### Remembering

- Tell the class about a lesson, a class or a teacher that you remember well from your own past.
- Ask the class if they would like to ask you any questions about your story. Answer their questions. Then tell the

class that you want them to try to remember a lesson or a class from their past.

- Read the stories and ask them which they really liked, and why.

### Presentation

#### A Rachel is writing to a new pen friend. Read her letter and then answer the questions.

- Explain what a pen friend is. Compare pen friends to other types of friends, such as school friends or friends at home. Ask students how their relationships are different with each kind of friend.
- Explain that Rachel is writing to a new pen friend.
- Focus the students' attention on questions 1-6 on page 18 of the Learner's Book and ask them to read through all the questions carefully. Tell them to read the text again in more detail and write the answers to the questions in their folders.
- Invite students to compare their answers with a partner and then review the answers in open class.

Answers: 1. She was three. 2. Because she didn't want to leave her mother. 3. She painted pictures, sang songs and played lots of games. 4. She was six. 5. She didn't sing or paint, she practised reading and writing and she learnt to add and subtract. 6. No, she's a bit sad.

#### B Write a letter to a pen friend about what you remember from school.

- Ask students to read the instructions for part B and to ask any questions about the task. Explain that you want them to plan their letters before writing.
  1. Pre-school, age 4, teacher Ms Ada, drawing and singing.
  2. First year, age 5, teacher Mr Davids, writing, singing, music, trip to the zoo.
  3. Fourth year, age 8, teacher Mrs Jones, school trip to science museum, doing experiments.
- Invite the class to make their own notes and show them to you before they start to write their letters in their folders. When you read their notes, ask them questions to encourage them to include as many details as possible.

### Wrap-up

#### Correction

- Write the list of mistakes on the board. Tell students to work in pairs to correct them. Review the answers in open class.

## Extra practice



### Reading each others' work

- If possible, display the students' letters on the classroom walls and allow them to walk around and read each others' letters. Ask them to read carefully and to look for anything particularly interesting, for example, something funny, sad or strange.
- When students have had time to read four or five letters, ask them to sit in groups and discuss what they read and what they found interesting about each one.

## Page 19

## ROUNDUP

### Warm-up

#### Definitions game

- Prepare about 10 game cards, each with a main word (underlined) and three related words written below. For example:  
study  
learn  
subject  
school
- Explain that the class will be divided into two teams (A and B). A volunteer from Team A will look at the first card. The volunteer must define the underlined word without saying the related words, while the rest of the team tries to guess the word.
- When they have guessed the word, Team B will check that the volunteer didn't use any of the related words in the definition. Then, they will choose a volunteer to define another word.
- Suggested words to include: *friend (person, like, class); sit (chair, floor, down); teacher (school, teach, class); Maths (number, add, subtract); History (past, Egyptians, Romans).*

### Presentation

#### A Read the poem.

- Ask the class to open the Learner's Book on page 19.
- Invite students to read the first verse of the poem in silence, and to decide if they feel the same way. Ask them to compare ideas with a partner and explain their answers.
- Ask students to read the second verse, and talk with the class about whether this situation has ever happened to them.

#### B Answer the questions.

- Ask students to comment on the questions in pairs. Give them at least five minutes to do this in order to give them time to read over the poem as carefully as possible. Discuss the questions in open class and invite volunteers to share and explain their answers.

**Answers:** 1. **a.** The mother says the first sentence. **b.** The boy says the second one. 2. The boy scratches his head because he is confused. He doesn't know why his mother is telling him to go to school when it is Saturday.

- Ask the class to look at the heading for each verse. Ask them which words tell us that the first verse is in the past and encourage them to find all the verbs in the Simple Past.
- Ask them to compare this with the verbs in the second verse and to identify the verbs in the Simple Present.

### Wrap-up

#### Remembering the poem.

- Ask the class to close their Learner's Books. Write the words to the poem on the board, but leave out all the verbs.
- Ask students to copy the poem in their folders and complete it with suitable verbs in the Simple Past or Simple Present.
- Invite volunteers to read the missing verbs and write them on the board. Use this as an opportunity to revise the pronunciation of the Simple Past.

## Extra practice



### My experience

- As students have already written about their early school days, ask them to read what they wrote again and write new sentences about their life at school today.
- Ask them to compare the two periods in their lives. Encourage them to consider the following points when they write about their present school life and routines:
  - *Is it difficult to wake up on school mornings? Does anyone wake them up? Do they use an alarm clock?*
  - *What do they have for breakfast?*
  - *Do they shower in the morning or in the evening?*
  - *How do they go to school?*
- When they have completed the exercise, invite volunteers to tell the class about themselves and discuss their differences as a class.

# I can

- Ask the class to choose the option they feel suits them best. Ask students to write down some of the new words they have learnt and can relate to the topic they chose.
- Then, invite students to swap books with a classmate to check their choices. Invite volunteers to share their answers with the class.

## Page 20

### ACTIVITIES

#### 1 Complete the sentences using the words in the box.

- Ask the class to tell you all the subjects that they study at school and make a list on the board.
- Invite volunteers to say what they learn in each subject listed on the board.
- Tell students to complete the sentences using the school subjects in the box.
- Review answers in open class.

**Answers:** a. History b. English c. Music d. Science e. Geography

#### 2 Listen and circle the subject.

- Explain that they are going to listen to conversations in different classrooms and they have to decide which subject is being studied in each one.
- Play Class CD Track 7.



#### Listen and circle the subject.

- a. Okay, now, who can answer this question: When did Emperor Caligula rule Rome? And who was the Emperor after Caligula?
- b. Can we paint anything we like or do we have to do a picture like the one in the book? Try to paint a picture like the one in the book. Use the same colours, the same patterns...
- c. I don't understand: if I want to find out the area of a triangle, and one side is 34 cm long and the other side is 28 cm long, then how do I calculate the area?
- d. Today we're going to learn about the oceans. Do you know which is the biggest ocean in the world? Is it the Pacific Ocean? Yes, that's correct. The Pacific Ocean covers one third of the earth.

- Tell students to compare their answers in pairs and then play Class CD Track 7 again.

**Answers:** a. History b. Art c. Maths d. Geography

#### 3 Put the words in the correct order.

- Explain that all the sentences are about school, but the words are not in the correct order.
- Tell students to put the words in order and write the correct sentences in the spaces.
- Ask volunteers to read out sentences to review the answers.

**Answers:** a. In Science, we do experiments in the laboratory. b. We play games and do exercises in the gym. c. Last year, we learnt about the circulatory system.

## Page 21

#### 4 Write the past tense of these verbs.

- Tell students to write the past tense of each verb and then compare their answers in pairs.

**Answers:** a. asked b. wrote c. enjoyed d. painted e. read f. started g. went h. sang

#### 5 Complete the sentences using the past tense of the verbs in the box.

- Tell students to read each sentence carefully and decide which verb goes in the space. Remind them that they must use the verb in the past tense. Review answers in open class.

**Answers:** a. sang b. studied c. met d. sat e. painted f. learnt

#### 6 Write sentences about yourself using some of the verbs in the box.

- Tell students to complete the sentences using the verbs in the box. If they can't think of enough sentences, tell them they can invent sentences which aren't true.

**Answers:** Students' own answers.

#### 7 Read and complete the questions and answers.

- Explain that in this activity students have to complete questions in the past tense. Focus on the use of the auxiliary verb *did*.
- When they have finished, ask volunteers to read out the questions and answers.

**Answers:** a. Did you paint b. I did. (I learnt to write when I was five.) c. Did you have to do d. I didn't. (I didn't sit with the same partner last year.)



## 2 Helping at home

### Objectives:

- Describing everyday chores
- Talking about requests
- Describing illnesses
- Describing food
- Writing a description

### Key language:

- Household chores
- Items used in household chores
- Illnesses and injuries
- Foods and where they come from



### Priority learning cores

[e-sm.com.ar/guidelines\\_NAP](http://e-sm.com.ar/guidelines_NAP)

Pages 4, 9-13.

### Foreign Language Guidelines of Autonomous City of Buenos Aires

[e-sm.com.ar/guidelines\\_CABA](http://e-sm.com.ar/guidelines_CABA)

Pages: 105-110.

### Foreign Language Guidelines of Province of Buenos Aires

[e-sm.com.ar/guidelines\\_7-1\\_PBA](http://e-sm.com.ar/guidelines_7-1_PBA)

Pages: 157-159, 163-166.

## Page 22

### Warm-up

#### Brainstorming vocabulary

- Write *In the kitchen*. Ask students to name items that you can find in a kitchen. Write them under the heading.

**Possible answers:** table, chairs, fridge, oven, plates, dishes, knives, forks, spoons, cups, dishwasher, washing machine, microwave oven, toaster

### Presentation

- Ask the class to open the Learner's Book at page 22.
- Ask: *Is it morning or evening? What is the boy's father wearing? What is he doing? Why does he tell the boy to be quiet? What is the boy holding?*

### Setting the context

- Point out the suggested questions. Ask students to answer. Accept all possible answers at this stage.

### A Listen and read.

- Ask students to read the story quickly to check if their predictions were correct. Ask them to compare answers with a partner before reporting back to the class.

**Answers:** 1. The story is about a boy and his father. 2. Sam wants to go skateboarding. 3. Sam's father wants him to help with the housework because he and Sam's mother are ill.

### Now list the things Sam's father wants him to do.

- Ask students to listen carefully and read the story again, but this time ask them to write down all the things that Sam's father wants him to do. Play Class CD Track 8.

## Page 23



### Listen and read.

TRACK 8

*It's Saturday morning. Sam wants to go skateboarding in the park. 'Can you help me to clear up the kitchen?' says Dad. 'Look at this mess. Put all these dishes in the dishwasher. And don't make a noise. Your mother is ill in bed. She's got the flu.'*

*'Now get the broom and sweep the kitchen floor, and put these dirty clothes in the washing machine, please. Then I want you to come to the supermarket with me.' 'But Dad!' says Sam, 'I want to go skateboarding in the park!'*

*'I know you do, Sam. But, your mother is ill, and... I don't feel that well either. I think I've got the flu, too. Oh, no... I think I need to go back to bed...'*

*'Sam,' his father calls from the bedroom. 'Before you go to the supermarket, can you make us a hot lemon and honey drink, please?'*

- Tell students to check their answers in pairs, then play Class CD Track 8 again to check.

**Answers:** 1. clear up the kitchen 2. put the dishes in the dishwasher 3. sweep the floor 4. put the dirty clothes in the washing machine 5. go to the supermarket 6. make a hot drink

### B Read and say True or False. Correct the False statements.

- Tell students to work in pairs and read the sentences carefully to decide if they are true or false. Remind them to refer to the story when necessary.
- Check answers with the class and invite volunteers to give the answers.

**Answers:** 1. False. Sam's mother and father are ill. 2. True. 3. False. Sam's father asked Sam to help clear up the kitchen. 4. True. 5. True.

### C Read and match.

- Explain that the two columns contain expressions from the story. Ask the class to read the first half on the left

(clear up) and find the correct ending in the second column (the kitchen). Then, ask them to work on their own to match the remaining examples.

- Ask students to compare their answers with their partners and then check them with the whole class. To ensure that they all understand the commands, invite volunteers to mime the answers when they hear them.

**Answers:** 1. clear up the kitchen 2. sweep the floor 3. put dirty clothes in the washing machine 4. put the dirty dishes in the dishwasher 5. make a hot drink

## Wrap-up

### Speaking

- Ask students to work in pairs to think of what they can do to help if their mother and father are ill. Tell students to report back to the class and list their ideas on the board.

**Suggested answers:** clear up the kitchen, go to the chemist's, buy the newspaper and the bread, take out the rubbish, prepare simple meals, answer the telephone, be quiet and not make too much noise

## Extra practice

### Role play

- Tell students to work in pairs and to use the pictures on pages 22 and 23 as prompts to act out the story. Encourage them to improvise and add what they like to the conversation. After eight or ten minutes, invite volunteers to stand up and act out the scene.



## Page 24



### Warm-up

#### Vocabulary game

- Write the following list of verbs on the board. Tell students that they have one minute to think of something to follow each verb: *go, help, wash, sweep, make, have*.
- Do the first one with the class as an example. After a few minutes, ask students to report back and list their ideas on the board.

**Suggested answers:** **go:** home, to school, skateboarding...

**help:** your father / mother, your parents, your friend... **wash:** the dishes, a car, the floor... **sweep:** the floor, the path, the stairs...

**make:** a drink, dinner, a sandwich... **have:** a drink, lunch, the flu...

## Presentation

### A Listen to the song and underline the objects used to clean the house.

- Ask students to cover the lyrics of the song. Tell them to listen to the song carefully and point to the things they hear. Play Class CD Track 9. Play the song a second time and invite students to read and follow the lyrics as they listen.
- Play the song again and tell students to sing along. Play as many times as you consider necessary.



### Listen to the song and underline the objects used to clean the house.

#### Let's clean

*Get the bucket, get the mop!*

*Help at home, never stop.*

*Get the brush, get the broom!*

*Come on now, let's clean the room.*

*Get the basket, the dirty clothes!*

*All of these and all of those,*

*Wash the dishes, wash the mugs!*

*Sweep the floor, sweep the rugs.*

*Get the sponge, get the brush!*

*No need to hurry, no need to rush,*

*Work clothes on and then the gloves!*

*A clean house is what everyone loves.*

### B Match the words to the pictures.

- Ask the class to open the Learner's Book at page 24. Invite students to find the word to match the first picture and then work in pairs to match the remaining words. They may use a dictionary if necessary.
- To check the answers, say the numbers one by one and ask for volunteers to say the corresponding object. As they say the objects, check pronunciation.

**Answers:** 1. basket 2. brush 3. mug 4. trolley 5. thermometer  
6. sponge 7. broom 8. dishes 9. mop 10. bucket 11. rubber gloves

- Ask students to cover the words in the box with a piece of paper and work in pairs. One says a number and the other has to say the name of the object. Now classify the words into two categories.
- Write the two category headings on the board: *for cleaning / not for cleaning*. Tell students to copy the headings in their folders.

**Answers: for cleaning:** brush, bucket, sponge, broom, mop, rubber gloves; **not for cleaning:** basket, mug, trolley, dishes

## Wrap-up

### Memory game

- Ask the class to close their Learner's Books. Read the song slowly. Pause before the last word of every second line. Invite the class to say the missing word.
- Play Class CD Track 9 again, but turn down the volume before the last word of every second line and ask students to sing the words.

## Extra practice

### 20 questions game



- Tell the class that you are thinking about one of the things on page 24 and they have to discover what it is. Write the following question prompts on the board: *Do you clean with it? Do you clean the... with it? Do you put things in it? Do you... with it?*
- Explain that they can ask you questions but you can only answer *Yes* or *No*. Play until you have reviewed all the household vocabulary.

## Page 25

### Warm-up

#### Verb game

- Write the following jumbled verbs on the board: *nawt, dene, kas, lelt, phel*.
- Give students one minute to decipher the words. When they have finished, ask them to write the Simple Past of each one.

**Answers:** want (wanted), need (needed), ask (asked), tell (told), help (helped)

- Write the following jumbled sentence on the board: *to helped Tim homework do me my*.
- Ask students to help you to put the words in the correct order and to say which is the verb, the subject and the object.

**Answer:** Tim helped me to do my homework. verb = helped, subject = Tim, object = me

- Explain that *me* is an object pronoun.
- Tell the class that you are going to dictate a sentence and they have to write it in their folders. Say: *His mother told him to do his homework*.
- Ask students to compare with a partner and then open

the Learner's Book at page 25 to find the sentence in the table and check their answers.

- Ask students to underline the verbs in the sentence (told / do). Then, ask them to circle the subject (his mother) and finally the object pronoun (him). Ask what form the second verb is in (infinitive). Explain that all the verbs in this table follow this pattern.
- If necessary, list the subject pronouns on the board and then ask students to refer to the table to give you the corresponding object pronouns.

## Presentation

### A Listen and read.

- Tell students to cover the dialogue and to look at the picture in exercise A. Ask: *Who is the boy wearing the red cap? (Sam) Who is the other boy? (His friend) Where are they? (In the park) What are they talking about? (Sam is explaining that his mother and father are ill and that he had to help at home.)*
- Tell students to listen to check their predictions. Play Class CD Track 10 and ask them to say if they were right or wrong. Finally, ask them to uncover the dialogue to listen and read.



TRACK 10

### Listen and read.

**Sam:** My father asked me to go to the supermarket.

**Brian:** Really?

**Sam:** Yeah, and he wanted me to clear up the kitchen, too.

**Brian:** No way!

**Sam:** Mmm... and he asked me to sweep the kitchen floor!

**Brian:** Oh!

**Sam:** And he wanted me to make him a hot lemon drink!

**Brian:** Phew! I don't believe it!

### B Brian's parents want him to do some chores. Look at the example and write their requests in your folder.

- Tell students to read the example: *His mum wants Brian to go to the supermarket*. Ask students what other verbs they can use instead of *wants* (needs, asks, tells).
- Tell students to work in pairs to complete the remaining examples. Check answers with the whole class.

**Possible answers:** 1. His dad asked Brian to do his homework.

2. His mum wants Brian to wash the car. 3. His dad helped Brian to fix his bike. 4. His dad asked Brian to stop shouting. 5. His mum wants Brian to buy some bread.



## Wrap-up

### Word order

- Write the following jumbled sentences on the board: 1. *help I my to me sister want.* 2. *Jack brother to room tidy the wants his.* 3. *asked me Irene visit her to.* 4. *us We need the to help teacher.*
- Tell students to work in pairs to put the words in the correct order. Check as a class.

**Answers:** 1. I want my sister to help me. 2. Jack wants his brother to tidy the room. 3. Irene asked me to visit her. 4. We need the teacher to help us.

## Extra practice

### Dialogues

- Tell students to imagine that their parents are ill. Invite them to work in pairs and write a dialogue where one explains all the things their parents want them to do and the other expresses surprise.
- Ask volunteers to act out their dialogues.



## Page 26



### Warm-up

#### Build a dialogue

- Draw two faces on the board, a sad face and a worried face. Draw a speech bubble above the worried face and ask the class if they know what the character is asking (What's the matter?).
- Draw a speech bubble above the sad face. Add lines to indicate a headache. Ask students to guess what this person could be saying. Start the sentence if necessary (I've got a headache).
- Ask students to list other ways of replying. List them on the board. Examples: *I feel ill. I don't feel well,* etc.
- Write: *I've got the flu* on the board. Ask students if they can say how we feel when we have flu and describe the symptoms. List their ideas on the board.



## Presentation

### A Read and match the underlined words to the pictures.

- Invite students to open the Learner's Book at page 26. Point out the title of the article (The flu).
- Ask students to read the text to see if the symptoms they thought of previously are mentioned.
- Tell students to read the article again more carefully and to match the underlined words to the pictures.
- Check answers as a class.

**Answers:** 1. sore throat 2. muscle pains 3. a headache 4. a cough 5. a sneeze 6. a fever

- Check that students can pronounce the words correctly by saying a picture number and asking students to say the symptom. Revise the words *throat*, *muscle* and *cough*.

### B Answer the questions in your folder.

- Tell students to work in groups of three and to use their dictionaries to answer the questions, if necessary.
- Check answers with the class. List the new vocabulary that comes up on the board.

**Possible answers:** 1. Open answer. 2. Fever is when your body temperature is higher than normal. Normal body temperature is between 36.5 and 37.5. 3. Fever (drink liquids, stay in bed, have a cold bath or shower). A sore throat (drink warm liquids, keep warm, take a throat lozenge). A headache (take a painkiller and rest). The flu (take a painkiller, drink liquids, stay in bed).

### C Make a list of what you can do to protect yourself and others from catching the flu.

- Copy the example on page 26 on the board: *Use a tissue when you sneeze.*
- Ask students why you do this (because the virus travels through the air). Point out that there may be more ideas in the article. Invite them to work in groups of three, discuss ideas and then write three or four sentences.
- Compare answers with the class. List the different ideas on the board for students to share.

## Wrap-up

### Symptoms

- Tell students to work in pairs. One student describes some of the symptoms from exercise A and the other gives advice (see exercise C).
- Encourage students to start their dialogues with the question *What's the matter?*

## Extra practice



### Make a poster

- Invite students to work in pairs to make a flu poster. Tell them that the poster must have: a title, illustrations or photos, facts about the flu and advice.
- When their posters are finished, they can be displayed in the classroom.

## Page 27

### Warm-up

#### Revision

- Write the heading *The flu* on the board. Mime one of the symptoms from the previous page, *sore throat, headache, sneeze, cough, fever* and *muscle pains*. Ask students to say what your symptom is.
- Invite volunteers to come to the front and mime the other symptoms. The rest of the class will guess what they are.
- Ask students if they have ever been ill or had an accident and what happened to them.
- Help with the new vocabulary and say: *Oliver had an accident in the park. He fell off his bike. His mother took him to hospital because he had a broken leg.*

### Presentation

#### D Match these health problems to the definitions.

- Ask students to open the Learner's Book at page 27.
- Tell students to work alone to read the descriptions and match them to the pictures. Check with whole the class.

**Answer:** **1.** This illness makes you sneeze a lot and have a runny nose, especially in the spring. **2.** This illness gives you a fever and makes you tired. You get itchy spots all over your body. **3.** This illness makes your muscles hurt and gives you a fever and a headache. **4.** Your arm hurts a lot and you can't bend it. Your arm has to be in plaster for a few weeks.

- Discuss the different health problems and ask students if they know what the treatment is for each one. List any new vocabulary on the board.

#### E Talk to your classmate and find out what health problem he or she has got.

- Write the following gapped dialogue on the board and ask students to guess what the missing words are:

*How are you feeling?*

*I don't feel \_\_\_\_\_ (well)*

*Have you got a \_\_\_\_\_? (fever)*

*No, but I \_\_\_\_\_ a lot. (sneeze)*

*Have you got a \_\_\_\_\_? (headache)*

*No, but I have a runny nose.*

*I think you have got \_\_\_\_\_ (hay fever)*

- Ask students to practise the dialogue in pairs.
- Tell students to change partners and change the health problems so that they can practise different dialogues. Circulate and note down any common mistakes students make.
- Invite volunteers to demonstrate their dialogues for the class.

### Wrap-up

#### Correcting mistakes

- Write a list of common mistakes on the board. Tell students to work in pairs to correct the sentences.

## Extra practice



### Writing

- Invite the class to close their Learner's Books and write the four health problems on the board: *hay fever, chicken pox, flu, a broken arm*.
- Tell students to work in pairs to describe each problem. Set a time limit of ten minutes. Circulate and help with sentence construction. For weaker classes you could give key words for each description. For example: *Hay fever: sneeze, runny nose, discomfort*, etc.
- After ten minutes, ask students to open their books and compare their descriptions with the ones on page 27.

## Page 28

### WRITING

#### Warm-up

#### 20 questions game

- Write the heading *Fruit and vegetables* on the board and tell the class that you are thinking of a fruit or a vegetable. Tell them to ask you questions to guess it and explain that you can only answer *Yes* or *No*.
- To demonstrate the game, tell a volunteer to ask questions such as: *Is it green? Is it round? Do you eat it in a salad? Do you eat it for dessert?* etc.
- When students have guessed the answer, write it on the board.

- Tell students to continue the game in groups of three. After five minutes ask the groups to say the fruit and vegetables they guessed and write them on the board.

## Presentation

- Write the heading *Tomato* on the board. Ask students to work in pairs to list everything they know about tomatoes and then list the different facts on the board.

**Suggested answers:** It's considered a vegetable, although as it has seeds, it is technically a fruit. It's round. It's red. We use it in salads and sauces. It comes from South America.

- Leave the sentences on the board for the next stage.

### A Read about the foods we eat.

- Invite students to open the Learner's Book at page 28. Tell students to read the description to see if any of the facts listed on the board appear in the text. Set a time limit of five minutes before asking them to compare with a partner.
- Ask students to report back and say which of their facts appear in the description.
- Tell them to work in pairs and to write down three words from the text that they do not understand.
- Ask each pair to say their three words. List the words on the board as they are explained.

### B Write a list of foreign foods and the country they come from. Share your list with the class.

- To get students started, tell them to look at the two examples in the book: *risotto* and *crêpes* and ask them if they have ever tried these foods and if so if they liked them.
- Ask them to think of one or two more examples and write their lists individually.
- Invite volunteers to report back to the class. List their examples on the board.

### C Write a description of your favourite food. Read it to your classmates so they guess what it is.

- Write the three headings in exercise C on the board: *Colour, Where it comes from, How it is cooked.*
- Give students an example. Say: *This food is yellow or light green. It has hard skin but it is soft inside. It comes from the Canary Islands or South America. You can eat it alone or you can cut it up in fruit salad or in your cereal for breakfast. What is it? (Banana)*
- Ask students to write a similar description about their

favourite food. Circulate and help as they are writing and make a note of any common mistakes you see.

- To end the activity, invite volunteers to read out their descriptions to the class while the other students listen and guess what the food is.

## Wrap-up

### Feedback on writing

- Write sentences on the board that highlight the common mistakes students made when they were writing.
- Ask students to work in pairs to correct the mistakes or explain the new language points that came up during the writing activity.

## Extra practice

### Research

- Give each student a number and tell them to write it at the top of their food description. Attach the sheets of paper to the board or hang them on the walls around the classroom.
- Ask students to read as many descriptions as they can and write the numbers and draw the foods in their folders.
- After ten minutes, ask students to compare answers in groups of three.



## Page 29

## ROUNDUP

### Warm-up

#### Rhyme brainstorming

- Write the heading *Words that rhyme* on the board, and then the following list: *1. ball 2. me 3. two 4. star*
- Give students five minutes and ask them to work in pairs to think of as many words as they can that rhyme with each of the four words.
- Elicit one or two examples before they begin. When they have completed their lists, ask students to report back. List the words on the board.

**Possible answers:** **1.** ball: fall, call, hall, tall, all. **2.** me: be, see, three, tree, key, he, we, she. **3.** two: too, shoe, do, new, you, few. **4.** star: car, are, far, guitar.

## Presentation

### A Complete the poem using the words in the box.

- Ask students to open the Learner's Book at page 29.
- Tell students that they are going to read a poem. Ask them to look at the pictures and predict what the poem is about. For example: *It's about a girl. Her mother is ill.* Ask them to work in pairs to describe what is happening in each picture and to report back to the class.
- Check that students understand the five words in the box. Explain that they have to use these words to complete the poem.
- Do the first gap with the class. Read out the first three lines and ask students to guess the first missing word.

### Listen and check your answers.

- Invite students to listen to the poem carefully to check their answers. Play Class CD Track 11 twice and then check the answers with the whole class.

**Answers:** sweep / ill / asked / mop / see



### Listen and check your answers.

#### Useful me

*I want to, I need to, I need to, I want to  
Go to the park to kick a ball.*

*But my dad asked me to sweep the hall.*

*I want to, I need to, I need to, I want to  
Go on my bike with Jill.*

*But my mum told me she was feeling ill.*

*I want to, I need to, I need to, I want to  
Play the guitar with my new band.*

*But my brother asked me to give him a hand.*

*I want to, I need to, I need to, I want to  
Go with my friends to the shop.*

*But my sister wants me to get the mop.*

*Why does everyone in this world see  
So many useful things in me?*

### Wrap-up

#### Speaking

- Play Class CD Track 11 again. Then tell students to work with a partner and take turns at saying one line of the poem each. Circulate and help with pronunciation. If they do this well, repeat the poem around the class with each student saying one line.

## Extra practice



### Memory game

- Make a copy of the poem in exercise A on a sheet of card. Cut the card into strips so that each line is on a separate strip. Shuffle the strips and stick them on the board.
- Tell students to close their books. Ask volunteers to come to the board and put the strips in the correct order. Encourage the rest of the class to help if the volunteer gets stuck.
- When the poem is complete tell students to open their books to check that they have got the correct order.

## I can

- Ask the class to choose the option they feel suits them best. Ask students to write down some of the new words they have learnt and can relate to the options they chose.
- Then, invite students to swap books with a classmate to check their choices. Invite volunteers to share their answers with the class.

## Page 30

## ACTIVITIES

### 1 Complete the story about Sam using the words in the box.

- Ask students what they remember about the story on pages 22 and 23.  
Ask:
  - *What is the boy's name? (Sam).*
  - *What is the problem with Sam's parents? (they are ill).*
  - *What does Sam want to do? (go skateboarding).*
  - *What does Sam's father want him to do? (clean the kitchen, go to supermarket, etc.)*
- Tell students to work individually to complete the sentences with the words in the box.
- Ask them to compare answers in pairs and then review in open class.

**Answers:** a. morning b. ill c. flu d. skateboarding e. help f. drink  
g. lemon h. supermarket

**2 Put the words below in order to find out what Sam's father says to him.**

- Tell students to look at the picture and ask them what Sam's father is saying. Accept all possible answers.
- Explain that the sentences below are all things that Sam's father says, but the words are not in the correct order.
- Tell students to put the sentences in order and then ask volunteers to read the completed sentences aloud.

**Answers:** **a.** Get the broom and sweep the kitchen. **b.** Put the dishes in the dishwasher. **c.** Help me to clear up the kitchen.

**Page 31**

**3 Complete the chart using the words in the box.**

- Tell students to look at the words in the box and to identify the verbs, then the subject pronouns and finally the object pronouns.

- Tell them to read the examples in the table carefully and to complete it with the words in the box.

**Answers:** **Subject:** She, I. **Verb:** tells, help. **Pronoun:** me, her, us.  
The sentences are the students' own answers.

**4 Read about how to keep fit and healthy and answer the questions.**

- Ask students what we should do to stay fit and healthy and write suggestions on the board.
- Tell students to read the text quickly and see which of their suggestions are included in the text.
- Invite them to read the text again in more detail and answer the questions below.

**Answers:** **a.** It is important to eat well and exercise often to keep fit and healthy. **b.** To keep fit and healthy, we should eat a variety of foods and a lot of fruit and vegetables and also sleep nine or ten hours every night. **c.** We should sleep nine or ten hours every night.





# GAME & INTEGRATION UNITS 1 - 2

## Pages 32 - 33

### Game

- Students play in pairs and follow the instructions.
- They will need a die and two counters.
- They can resort to their Learner's Book when needed.
- Students throw the die. The one who gets the highest number starts the game.
- The winner is the student who first gets to "Finish".
- Walk around to help and monitor.
- Encourage students to listen to each other carefully and do peer correction.
- Keep record of the mistakes you hear to work on them later on.

## Page 34

### Integration units 1 - 2

#### A Order the letters to make frequency words.

- Students look at letters and think of frequency words they have seen in class. Then, they put the letters in order to make the frequency words.

Answers: 1. never 2. sometimes 3. often 4. always 5. hardly ever 6. usually

#### B Complete the sentences using the words in the box.

- Students look at the words in the box.
- Encourage students to try to remember the order of the *time* words, from the smallest to the biggest as a hint to complete the sentences.

Answers: 1. hours 2. month 3. minutes 4. century 5. days 6. seconds 7. year

#### C Complete these sentences with *some* or *any*.

- Students revise the use of *some* and *any* before completing the sentences.
- If they do not remember the use, as a hint you can tell them that in general, *some* is used in positive sentences, and *any* in negative sentences and questions.

Answers: 1. some 2. any 3. any 4. some 5. some 6. any 7. any

## Page 35

#### D Circle the correct word to complete the sentences.

- Students try to remember the text from page 9 to choose the correct word.
- Then, they can read the text to check answers.

Answers: 1. shadow 2. water clock 3. was 4. sand 5. began 6. mechanical 7. electric 8. digital

#### E Choose the correct answer for each sentence.

- In pairs, students select the correct option. The whole class corrects the activity together.

Answers: 1. broom 2. trolley 3. disease 4. spots 5. poisonous

#### F Find 10 school subjects in the wordsearch.

- In pairs, students find the 10 school subjects in the wordsearch.
- Then, volunteers come to the front and write the answers in order on the board. First the *across* words, then the *down* words.

Answers:

Across: French, Geography, Science, History

Down: Biology, Music, Art, Maths, Physics, P.E.





# 3 The city I live in

## Objectives:

- Describing a town or a city
- Describing a painting and learning about Picasso
- Writing an article

## Key language:

- Places and kinds of buildings in a city
- An art studio

## Priority learning cores

[e-sm.com.ar/guidelines\\_NAP](http://e-sm.com.ar/guidelines_NAP)

Pages: 4, 9-13.

## Foreign Language Guidelines of Autonomous City of Buenos Aires

[e-sm.com.ar/guidelines\\_CABA](http://e-sm.com.ar/guidelines_CABA)

Pages: 102-110.

## Foreign Language Guidelines of Province of Buenos Aires

[e-sm.com.ar/guidelines\\_7-1\\_PBA](http://e-sm.com.ar/guidelines_7-1_PBA)

Pages: 157-159, 163-166.

## Page 36

### Warm-up

#### Brainstorming vocabulary

- Write the heading *Places in the city* on the board. Ask students to name places that you can visit in a city. Write the words under the heading.

**Possible answers:** museum, church, cathedral, hospital, stadium, theatre, opera house, cinema, park, aquarium, planetarium, shopping centre, palace, bus / railway station, gymnasium, restaurant, etc

### Presentation

#### A Listen and read.

- Invite students to open the Learner's Book at page 36. Ask the two suggested questions. Write *The United States of America* and *Australia*. Encourage students to say what they know about these two countries.
- Ask which city is marked on each map and what they know about these two cities (San Francisco and Sydney).
- Dictate: 1. *Which city do you think is the largest?* 2. *Who lives near the beach?* 3. *Who likes museums?*
- Tell students to close their books and to listen for the answers to the three questions. Play Class CD Track 12. Read the descriptions and check their answers.

**Answers:** 1. Sydney 2. Robert 3. Mia



#### Listen and read.

TRACK 12

#### My city - by Mia

*I live in San Francisco, which is in California, in the United States. San Francisco is the 4th most populous city in California, with a population of about 800,000.*

#### Places I like

*There are a lot of places that I like in San Francisco. I like the Golden Gate Bridge and Golden Gate Park. I like to see the skyscrapers at night and also to ride on the cable cars. But for me, the most exciting place is a museum, the Academy of Sciences, which contains a planetarium, an aquarium and a rainforest with four floors!*

#### My city - by Robert

*I live in Coogee. This is a beach suburb about 8 kilometres from the centre of Sydney. Sydney is the largest city in Australia, about 4.5 million people live there.*

#### Places I like

*I like the beach, of course. But I like the city too. I like to catch a ferry across Sydney Harbour. I also like to see the Sydney Opera House. It is one of the most famous buildings in the world.*

## Page 37

#### B Read again. Match the pictures to the cities, Sydney or San Francisco.

- Ask students to match the photos to the cities and explain why.

**Answers:** San Francisco: 1, 2, 5 Sydney: 3, 4, 6

#### C Answer the questions in your folder.

- Ask students to describe each photo.

**Possible answers:** a museum, a bridge, a beach, boats, a harbour, a tram / cable car, an opera house

- Invite them to work in pairs to answer the questions.
- Check answers with the class.

**Answers:** 1. Robert 2. San Francisco 3. 800.000 4. Sydney Opera House 5. About 8 kilometres 6. In San Francisco, in the Academy of Sciences

- Check that students understand new vocabulary. You may have to explain: *skyscraper* (a very tall building), *rainforest* (a tropical forest), *suburb* (part / area of a city), *ferry* (a boat for public transport).

#### D Look at the photos and say which city you like the most and why.

- Demonstrate this dialogue with a volunteer. Give reasons why you like one of the cities.
- If you have time, invite volunteers to describe the photographs on page 37.

## E Think of places you like in your city and explain why.

- Demonstrate the activity by asking for one or two examples of places that students like in their own city.
- Invite students to work in groups. Have a brief discussion about interesting places that students chose.

### Wrap-up

#### True or false

- Write the following sentence on the board: *Coogee Beach is in Sydney.* Ask the class to say if the statement is true or false.
- Invite them to work in pairs to write three more sentences like the example.
- They can then either swap sentences with another group or, as an alternative, take turns to read out their sentences to the class.

### Extra practice

#### Role play

- Tell the class to imagine that exchange students from another country are coming to visit them. Ask them to plan two whole days of activities in their city for them. Draw the following table on the board:

	Morning	Lunch	Afternoon
Day 1			
Day 2			

- Invite students to work in groups of three to decide where to go and what to do. Take into consideration the following points: where to take their visitors, what they can do there and where they can have lunch.
- When they have finished planning, ask them to take turns to tell the rest of the class about their plans.

## Page 38



### Warm-up

#### Jumbled letters

- Write the heading *Things in a city* on the board with the following jumbled words below. 1. *dlgbunli*, 2. *drlbeg*, 3. *emusum*, 4. *recnet*, 5. *rusbub*
- Tell students that they have two minutes to work with

a partner and put the letters in order. If students have difficulty with the last two, give extra clues. For example: *Where are all the most important shops and banks in a city? If you don't live in the centre of the city, where do you live?*

**Answers:** 1. building 2. bridge 3. museum 4. centre 5. suburb

- To strengthen the unit vocabulary, write the following definitions on the board. Ask the class to copy them in their folders and guess what they are. 1. *It is a large metal construction over a river.* 2. *It is a very tall building with a lot of apartments and offices.* 3. *It is the place where we can study the sky and the universe.* 4. *We can see lots of fish and sea animals here.* 5. *We use them to travel up and down a mountain or a hill.*

**Answers:** 1. bridge 2. skyscraper 3. planetarium 4. aquarium 5. cable cars

## Presentation

### A Listen to the song and point at the places you hear.

- Invite students to open the Learner's Book at page 38.
- Ask students to cover the lyrics of the song, listen and point to what they hear. Play Class CD Track 13.



### Listen to the song and point at the places you hear.

#### *The city I live in*

*I love the old buildings, and the city square.*

*People in the street, everywhere.*

*Weekends playing football, down in the park*

*And the city skyscrapers, shining in the dark.*

*All in my city, the city I live in.*

*Traffic on the bridge, ships in the port,*

*Walking on the beach, and so much more.*

*I walk to the market, it's busy there.*

*Busy in the main street, busy everywhere.*

*All in my city, the city I live in.*

- Ask students to uncover the lyrics. Play the song again and tell them to listen, read the song and make a note of any words they don't understand. Possible unknown words are: *everywhere* (in all places), *shining* (lamps giving bright light), *busy* (with a lot of activity).
- Write the words they don't understand on the board and ask if anyone in the class can help by explaining the words or giving a definition.
- Play the song once more and ask students to sing along.



## B Match the words to the pictures 1 - 6 from exercise A.

- Invite students to read the words carefully and match them to the corresponding photographs.
- Check answers by saying each word to elicit the correct number.

**Answers:** 1. building 2. park 3. bridge 4. square 5. market 6. skyscraper

- Students can then work with a partner to take turns at covering the words in the box. One student points to a picture and the other says the correct word.

### Wrap-up

#### Memory game

- Invite students to close their books. Read out the song slowly. Pause before the last word of every second line and ask them to say the missing word.
- Tell students to continue the game in pairs. One student reads from the book while the other listens and says the missing words. Walk around the room and make a note of any words that students are mispronouncing.
- To wrap up, list the mispronounced words on the board. Ask the class what the correct pronunciation is.
- For further practise, invite volunteers to make sentences with these words.

### Extra practice

#### Writing

- Tell the class to work in pairs to read the song again and find new nouns that they did not see in exercise A. Invite them to list the words in their folders.
- Ask students to report back and write their words on the board.

**Answers:** street, traffic, ships, port, beach



## Page 39

### Warm-up

#### Adjective game

- Write the heading *Adjectives describing cities* on the board. Ask students to think of adjectives we can use to describe cities. List their suggestions on the board. For example: *busy, crowded, large, noisy, small, beautiful, old, new, amazing, popular, unusual, pleasant*, etc. Write the adjectives in three

groups, *short adjectives* (one syllable), *long adjectives* (two or more syllables) and *adjectives ending in y*, like *noisy*.

- Check that all students understand the meaning of the adjectives and leave the list on the board during the class.

### Presentation

#### A Write the missing words for the rules.

- Ask students which two cities they read about in the previous pages (San Francisco and Sydney).
- Write the following on the board: 1. \_\_\_\_\_ is bigger than \_\_\_\_\_. 2. The biggest city in our country is \_\_\_\_\_.
- Tell students to complete the first sentence using *San Francisco* and *Sydney* (Sydney is bigger than San Francisco).
- Ask them to complete the second sentence.
- Underline *bigger than* and explain that this is the comparative that we use to compare two things.
- Underline *The biggest*. Explain that this is a superlative. It tells us which is the most important in size, shape, form, height, intelligence, etc.
- Invite students to open the Learner's Book at page 39. Tell them to look at the examples in the table and to complete the rules. Check answers with the whole class.

**Answers:** short, long, y

- Refer students to the list of adjectives on the board. Ask them to make the comparative and superlative forms of each one.

#### B Listen, read and say how many places Ana likes.

- Explain that Ana is talking about places in her city. Tell students to follow the dialogue to find out how many places she likes.
- Play Class CD Track 14.

**Answer:** She likes three places: the Science Museum, the Royal Theatre and the Silver Bridge.



#### Listen, read and say how many places Ana likes.

TRACK 14

**Interviewer:** What's the most exciting place in your city?

**Ana:** I think it's the Science Museum.

**Interviewer:** Ah, yes. That's great! And what do you think is the most beautiful building?

**Ana:** Well, I think it's the Royal Theatre.

**Interviewer:** The Royal Theatre? Do you think it's more beautiful than the White Palace?

**Ana:** Yes, I think it is. And I don't like the White Palace, but I love the Silver Bridge.

## C Complete the sentences.

- Ask students to read and give you the missing word in the first sentence. Tell them to work alone to complete the other sentences.
- Invite them to share their answers with a classmate before checking them with the whole class. Different answers are possible.

**Suggested answers:** 1. longest 2. highest 3. taller

### Wrap-up

#### Word order

- Write the following jumbled sentences on the board:  
*Australia / the / Sydney / in / city / is / biggest / .  
bigger / is / New York City / than / San Francisco / .*
- Tell students to put the words in order to make true sentences.
- Check answers with the whole class.

**Answers:** Sydney is the biggest city in Australia. New York City is bigger than San Francisco.

### Extra practice

#### Quiz questions

- Write the heading *Quiz* on the board and the following example questions below: *Is Oxford bigger than London? What is the highest mountain in this country?*
- Tell students to answer the two questions. Then, ask them to work in groups to write more questions.
- The groups ask their quiz questions to the class.



## Page 40



### Warm-up

#### Mystery word

- Ask a volunteer to sit at the front of the class with his/her back to the board. Write a word on the board. Tell students to take turns to put up their hands to give a clue, definition or example to help the volunteer to guess the mystery word.
- Repeat the game with different students and use the following words: *building, beautiful, skyscraper, bridge, tall, square, London, Sydney.*

## Presentation

### A Read and match the photos to the texts.

- Invite students to open the Learner's Book at page 40. Ask them if they have ever seen any of the three buildings before. Ask: *Which one is like a spiral? Which one is a skyscraper? Which building has got parts that look like the front of a boat?*
- Tell the class to read and match each text to a photograph. Finally, check answers with the whole class.

**Answers:** 1. c 2. a 3. b

### B Read each sentence and decide which building it describes.

- Do the first example with the class. Check that students understand question 7 and the word *energy-saving*.
- Tell students to work in pairs to complete the other examples.
- Then, check the answers with the whole class.

**Answers:** 1. Guggenheim Museum 2. 30 St Mary Axe 3. Guggenheim Museum 4. 30 St Mary Axe 5. Guggenheim Museum 6. Guggenheim Museum and Sydney Opera House 7. 30 St Mary Axe 8. Sydney Opera House

- Tell students to read through the texts again and write any words or phrases they do not understand in their folders.
- Ask them to report back to the class and encourage volunteers to explain the words.

### Wrap-up

#### Listen and say

- Read out random sentences from each of the three texts. For example: *It opened in 1973. (Sydney Opera House.) It is an office building. (30 St Mary Axe.)* Students then have to listen and say which of the three buildings it describes. They can continue the activity in pairs.



## Extra practice



### Writing

- Tell students to look at their list of interesting buildings on the board. Invite them to work in groups of three, to choose one building and write a short description of it. If they have access to the Internet they will have no difficulty in finding all the information they need. As an alternative, choose one building for the class to describe.
- Brainstorm what students know about it and list their ideas on the board. Use the information to construct a text on the board with the students' help. Students then copy the text in their folders.

## Page 41

### Warm-up

#### Revision

- Stick three photos of well-known paintings on the board. Ask students if they know who painted them (for example: works by Picasso, Dalí, Da Vinci). Write the names of the artists below each picture. Ask students to work in pairs to list what they can see in each picture.
- Students report back while you list their words under each picture.
- Leave the photo of the Picasso painting on the board. Ask students what they know about him and list their ideas on the board. If they seem to know little, ask these questions: *Do you think he is alive now? Where was he from? When do you think he was born? Can you describe any of his paintings?*
- Encourage students to guess the answers. It doesn't matter if their guesses are incorrect. Leave these sentences on the board.

### Presentation

#### C Read.

- Invite students to open the Learner's Book at page 41.
- Ask students if they know who the man in the photo is (Picasso).
- Tell students to read the text to check if their sentences from the Warm-up activity are correct or incorrect. They may use their dictionaries if necessary.
- Ask them to report back to the class and tick the factually correct sentences on the board.

#### D Answer the questions in your folder.

- Invite students to read through the four questions.
- Tell them to work in pairs to read through the text again and answer the questions.
- Make sure students report back with complete sentences and say where the information is in the text.

**Answers:** 1. He was good at painting and drawing. 2. He was seven years old. 3. He experimented with pieces of coloured paper and old newspapers and introduced 'collage' to fine arts. 4. You need scissors, glue, old newspapers and coloured paper.

#### E Look at the picture and match the words to the numbers.

- Read out the words in the boxes and ask the class if they know what they mean. Invite students to match the words to the different elements in the picture. Check the answers with the whole class and focus their attention on the pronunciation and stress in each word.

**Answers:** 1. palette 2. paintbrush 3. portrait 4. pencils 5. watercolours 6. crayons 7. easel 8. canvas

#### Now describe the picture using the words above.

- Read out the words in exercise E and invite volunteers to make a sentence with each one. To continue strengthening this vocabulary, ask students to write a sentence with each word in their folders.

**Possible answers:** The painter is holding a paintbrush. The watercolours are on the table. The crayons are on the table. The pencils are in the cup. The painter is painting a portrait. The painter is painting on the canvas. The painter has got an easel. The painter is holding a palette.

### Wrap-up

#### True or false

- Write the following question on the board: *Picasso didn't complete his studies at art school. Is this true or false?* (True). Ask students to answer the question.
- Invite students to work in pairs to write three more sentences. They take turns to read out their sentences for the rest of the class to answer.



## Extra practice



### Key information

- Write the following key words on the board: *Málaga, seven, 1900, Cubism, newspaper, painter, sculptor and ceramicist, 1973.*
- Tell students to close their books. Explain that the words are all in the text. Ask students to say why *Málaga* is important in the text. Elicit the sentence: *Picasso was born in Málaga.* Invite them to work in pairs to write sentences for the words on the board.
- Tell students to open their books again to compare their sentences with the original text.
- Invite volunteers to report back and write their sentences on the board.

## Page 42

## WRITING

### Warm-up

#### Brainstorming

- Write the heading *Scotland* on the board. Ask students if they know where it is. Ask them what they know about it. If they need help, write the following information on the board under the heading. For example: *It's a country. It's part of the United Kingdom. It is to the north of England. The men in Scotland wear traditional skirts called kilts. There is a famous lake there called Loch Ness. The legend says there is a monster in Loch Ness.*
- Show them where Scotland is on a map of the UK.

### Presentation

#### Writing an article for a travel magazine

- Tell the class that they are going to read an article about a city in Scotland. Write *Glasgow* on the board. Invite students to write the following questions about Glasgow in their folders: *1. Is Glasgow bigger than your city? 2. Is there a river in Glasgow? 3. What places can you visit in Glasgow?*

#### **A** Read this article about Glasgow.

- Invite students to open the Learner's Book at page 42.
- Tell students to look at the photos and describe what they can see.
- Ask them if they think Glasgow looks similar to their own city or to explain how it is different.

- Read the article with the class and ask them to find the answers to the three questions they have copied in their folders.
- Invite them to compare their answers with a partner and then check them with the whole class.

**Answers:** **1.** Open answer which will depend on the size of the students' city. **2.** Yes, there is. The River Clyde. **3.** You can visit the Glasgow Science Centre, the Museum of Transport and the Clyde Auditorium, as well as the Kelvingrove Art Gallery and Museum.

- Allow time for students to ask about things in the article that they don't understand. Ask them why they think the title of the article is Glasgow, a city of contrasts. Encourage them to come to the conclusion that it is because there is a variety of old and modern things to see there.

#### **B** Now write your own article about a city or a village you like. Follow these steps.

- Read through the steps with the class. Give students the option of either working individually or with a partner. Encourage them to copy parts of the article in exercise A that may be useful to them. For example, they can copy the beginning of each sentence and fill them in with the new information about the city of their choice.
- Invite students to find the photos for homework and type up their articles on a computer, if possible. As students are writing, walk around the classroom and offer help where needed. Note down the common mistakes they make.

### Wrap-up

#### Feedback on writing

- Write the mistakes you saw in the students' writing and ask the class to correct them with you. At the same time, correct any mistakes they may make when they are offering suggestions.



## Extra practice



### A dialogue

- Write the following questions on the board: 1. *What is the name of your city?* 2. *Where is it?* 3. *What is the population?* 4. *What can you visit in your city?* 5. *What are the most interesting places to visit?*
- Demonstrate the exercise. Pretend you are from Glasgow and invite a volunteer to ask you the questions. Repeat the exercise and change roles. Ask the volunteer the same questions about the city or village that he or she has chosen to write about.
- Invite the class to work in pairs to ask each other questions using the same questions to talk about the cities they wrote about, and then about their own city.
- Ask different pairs to demonstrate their dialogues to the class.

## Page 43

## ROUNDUP

### Warm-up

#### Jumbled letters

- Write the following jumbled words on the board. Explain that they are all words from page 41. Ask students what that page was about (Picasso). Tell them that they have two minutes to put the letters in order to discover the words. 1. *galaMá*, 2. *loosch*, 3. *hepas*, 4. *tinap*, 5. *critupe*
- When they have completed the exercise, ask questions to elicit the six answers. For example: 1. *Where was Picasso born?* 2. *Where do you go to learn new things?* 3. *What is a square or a circle?* 4. *What do you use to make a painting?* 5. *What did Picasso paint?*

**Answers:** 1. Málaga 2. school 3. shape 4. paint 5. picture

### Presentation

#### A Complete the poem about Picasso using the words in the box.

- Invite students to open the Learner's Book at page 43. Explain that they are going to read a poem about Picasso. Do the first example with the class and then ask them to work in pairs to complete the poem.
- Check answers by asking different students to read out one line of the poem.

**Answers:** Málaga / painted / styles / lines / newspapers / sculptures / Picasso

- Focus on any words in the poem that students may have difficulty pronouncing. Tell them to practise the poem in pairs and read a verse each. Repeat the poem with the whole class until all students have had the opportunity to read one line.

### Wrap-up

#### Jumbled dictation

- Dictate one of the jumbled words from the Warm-up exercise, for example: *critupe*. Ask students to put the letters in order to form the mystery word (picture).
- Tell students to jumble the letters of three or four of the words in exercise A. In pairs, students dictate the jumbled letters to each other. They then check that they have written the letters correctly and decipher the mystery words.

## Extra practice

### Reconstruction

- Prepare enlarged photocopies of the poem in exercise A beforehand. Cut each poem into strips with one line on each strip. Shuffle the strips and give one set to each group of three or four students. Tell students to close their books and work together to put the strips in order to reconstruct the poem.
- Ask students to open their books to check that they have got the correct order.

## I can

- Ask students to choose the option they feel suits them best. Ask students to write down some of the new words they have learnt and can relate to the options they chose.
- Then, invite students to swap books with a classmate to check their choices. Invite volunteers to share their answers with the class.

## ACTIVITIES

### 1 Write the words under the correct picture.

- Invite volunteers to tell the class as much as they can about San Francisco and Sydney. Encourage the rest of the class to give any further information the volunteers may have forgotten.
- Then, invite students to complete the exercise.
- When they have finished, tell them to compare answers in pairs, then review in open class.

**Answers: San Francisco:** about 800,000 people, cable cars, Golden Gate Bridge, the Academy of Sciences, the United States, California.

**Sydney:** about 4.5 million people, Coogee Beach, Opera House, Australia

### 2 Complete the sentences using the words in the box.

- Invite students to complete each sentence using the words in the box.
- Check that students are familiar with all the words in the box. If necessary, provide sentences using the unknown words as an example.

**Answers: a.** California **b.** places **c.** skyscrapers **d.** about **e.** famous

### 3 Write about where you live.

- Invite volunteers to describe the city or village where they live. Encourage them to say what you can see and do there.
- Students then have to complete exercise 3 with their own personal information.

### 4 Read the sentences and write *comparative* or *superlative*.

- Review the comparative and superlative adjectives to ensure that all the class can distinguish them clearly.
- Students then have to read the seven sentences and answer comparative or superlative.

**Answers: a.** comparative **b.** superlative **c.** comparative **d.** superlative  
**e.** comparative **f.** comparative

### 5 Put the adjective in the correct form.

- Point out the adjectives in brackets and ask students to name the comparative and superlative of each one.
- They then have to complete the eight sentences with the adjective in the correct form.

**Answers: a.** larger **b.** prettiest **c.** tallest **d.** more beautiful **e.** most clever **f.** shortest **g.** dirtiest **h.** younger

### 6 Match the words to the definitions.

- Invite the class to read the words and the definitions slowly and carefully before they match them.
- When they have completed the activity, read out the definitions one by one to elicit the correct word.

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





# 4 Let's go camping!

## Objectives:

- Describing camping activities
- Talking about plans
- Giving directions
- Writing a composition

## Key language:

- Camping activities
- Items needed for camping
- Rules to follow while camping

## Priority learning cores

[e-sm.com.ar/guidelines\\_NAP](http://e-sm.com.ar/guidelines_NAP)  
Pages: 4, 9-13.

**Foreign Language Guidelines of Autonomous City of Buenos Aires**  
[e-sm.com.ar/guidelines\\_CABA](http://e-sm.com.ar/guidelines_CABA)  
Pages: 105-110.

**Foreign Language Guidelines of Province of Buenos Aires**  
[e-sm.com.ar/guidelines\\_7-1\\_PBA](http://e-sm.com.ar/guidelines_7-1_PBA)  
Pages: 157-159, 163-166.

## Page 46

### Warm-up

#### Talking about camping

- Draw a sketch of a tent on the board and ask the class what it is. Ask what the activity is (camping) and if anyone in the class has ever been camping: *Where did you go? Who did you go with? What did you like best about it?*
- Point out the difference between camping in a campsite with all the amenities and camping in the woods or the countryside where there are no facilities.

### Presentation

- Ask students to open the Learner's Book at page 46.
- Ask them to name as many objects as they can. Encourage them to ask about unknown objects.

### Setting the context

- Read out the title of the unit and point out the two suggested questions. Let students discuss them briefly.
- Accept all opinions at this stage. If students use the target language (going to + infinitive) write it on the board.

## A Listen and read.

- Invite students to read the story on page 46 to find out whether their answers to the suggested questions are correct. Ask them to compare their answers with a partner. Allow students to refer to the text if needed.

**Answers: 1.** They like fishing and camping. **2.** They are going to eat bread, cheese, fruit and fish.

- Tell students that they are going to listen to the story. As they listen, ask them to point to the objects mentioned in the story. Stop at the end of each paragraph and ask them how many things they pointed to and what they were.

**Answers: Paragraph 1:** one or two (only the tent is named; the action going fishing is also mentioned). **Paragraph 2:** eight (rucksack, tent, fishing rod, bread, cheese, fruit, map, compass, torch).



## Listen and read.

*Rob is going on holiday with his grandfather. They are going camping! They're going to leave on Friday after school. Rob's father is going to drive them to the national park. Then, Rob and his grandfather are going to walk through the woods for about two hours. When they get to the river, they are going to put up the tent and go fishing. Rob is going to take a rucksack, a tent, a sleeping bag and a sleep mat. He's also going to take his new fishing rod! He's not going to take any food because his grandfather is going to teach him to fish. Rob's grandfather is going to take some bread, some cheese and some fruit. He's also going to take a map, a compass and a torch.*

- After listening, ask them which items they heard and correct pronunciation if necessary.

## Page 47

## B Look at the pictures.

- Ask students to look at the pictures on page 47 in their Learner's Books. *Who will take the map, Rob or his grandfather?* Help students to find the reference to the map in the text. Explain how to scan a text to look for a specific word with their finger.
- Invite students to draw two columns in their folders, one headed *Rob* and the other *Grandfather*. Ask them to write the names of the things that Rob will take in the first column and the names of the items that his grandfather will take in the second column.

**C Imagine you're going camping with a friend. Choose the five most important things to take with you.**

- Ask students to complete this task individually. When they have made a list of five items, ask them to compare their list with a partner and explain their reasons for including or not including each item.

**Wrap-up**

**Writing**

- Ask students to write a brief explanation of their joint lists. Ask them to explain why they think each item is important and why they have not chosen other items in their lists.

**Extra practice**

**Complete the gaps**



- Invite students to work with a partner. Write the following words on the board and ask them to try to remember what they refer to in the story: 1. *Friday*. 2. *Rob's father*. 3. *Two hours*. 4. *Fishing rod*. 5. *Food*.

**Answers:** 1. They are going to leave on Friday. 2. Rob's father is going to drive them to the national park. 3. They are going to walk for about two hours. 4. Rob is going to take his new fishing rod. 5. Rob is not going to take any food.

- Check answers in open class. Encourage the students who answer to make a complete sentence.

**Page 48**



**Warm-up**

**Imagining**

- Ask the class to look at the picture on page 48 of the Learner's Book. If students are looking at their own books, ask them to cover the text and look at the picture.
- Ask: *Where are the people in the picture camping? Are they staying in a campsite? Would you like to go camping like this?*
- Ask them to discuss their answers in groups of three and then invite volunteers to explain their answers.

**Presentation**

**A Listen and complete the song.**

- Tell students to look at the photo and describe it. Ask them what things you need for a camping trip.

- Explain that they are going to listen to a song about camping. Ask them to read the song in pairs and try to guess what the missing words are.
- Play CD Class Track 16 to do the activity.



**Listen and complete the song.**

*We're going camping*

*We're going camping,  
Deep in the wood,  
Far away from the city  
It's going to be good.*

*We're not going to take much*

*Just a tent and a map,  
A torch and a compass  
A jumper and a cap.*

*We're going fishing*

*Hope we catch something soon,  
To eat by the river  
In the light of the moon.*

- Ask them to compare their answers with their partners.

**Answers:** camping, city, tent, compass, fishing, river

**B Describe the pictures using the words in the box.**

- Ask students to work in pairs for this part of the lesson. Explain that one person will describe something in picture 1 and the other will compare it with picture 2 and comment on similarities and differences.
- Demonstrate the activity with a volunteer. Ask him or her to describe something in picture 1 and then make a comparison yourself. For example: Student: *In picture one there's a man*. Teacher: *In picture two there is man, a woman and a boy*. Student: *In picture one the man has got a sleeping bag*. Teacher: *In picture two, they haven't got a map but they have got a torch*.
- Invite students to work with a partner to practise a similar conversation. When they have finished, ask them to tell the class some of the differences between the two pictures.

**Wrap-up**

**True or false**

- Tell students to close their books and work in pairs. Explain that one student will say something about one of the pictures and the other will say whether the statement is true or false. Student 1: *In picture one there is a dog*. Student 2: *False, the dog is in picture two*.



## Extra practice



### Memory game

- Invite students to keep their books closed. Read out the first verse of the song slowly and pause before the last word of every second line. Tell the class to say the missing word.
- Tell students to continue the game in pairs. One student reads from the book, the other listens and says the missing words. Circulate and note down any words that students are mispronouncing.
- To round up, list the mispronounced words on the board and practise them with the whole class.

## Page 49

### Warm-up

#### Picture guessing game

- Select items from the previous pages and write them on cards. Possible words include: *map, tent, compass, fishing rod, fish, fruit, torch, sleeping bag, sleep mat*, etc.
- Ask one student to come to the front and show him/her one of the cards. He/she has to draw a picture of the word so that other students can guess what it is.

### Presentation

#### A Listen and write down what Laura and Michael are going to do today and at the weekend.

- Display the picture on page 49 of the Learner's Book. Ask students to work in pairs and imagine the conversation.
- Invite them to help you make up an imaginary dialogue on the board.

**Note:** As this audio has not been included in the Class CD, tell the class that you are going to read the following dialogue out loud and that they have to listen and compare it to the one on the board.



TRACK 17

#### Listen and write down what Laura and Michael are going to do today and at the weekend.

**Note:** Audio not included in Class CD.

**Laura:** Hi, Michael. What are you going to do today after school?

**Michael:** I'm going to help my brother with his homework. And you?

**Laura:** I'm going to the cinema with my friend Rose. What are you going to do at the weekend?

**Michael:** I'm going to the mountains with my parents and my brother. We're going to camp by the lake and we're going to do some hiking. What about you?

**Laura:** I'm going to visit my grandparents. I'm going to stay with them until Sunday afternoon.

**Michael:** That's great, have fun!

- Invite students to look at the chart on page 49. Ask them to fill it in with everything they remember. Play Class CD Track 17 and allow time for students to complete their answers.
- Refer to the examples in the grammar box. Point out that the verb *to be* changes depending on the subject, but that *going to* and the verb which follows it, stay the same. Ask students to read out a contracted form of each of the sentences in the first table.
- Point out that when the verb *to go* is the main verb, we often omit it. We do not usually say *going to go*. *I'm going (to go) to the cinema*; *I'm going (to go) cycling*.

#### B Work with your partner. Ask each other what you are going to do.

- Model the task with a volunteer. Ask him/her what he/she is going to do tomorrow. When the student answers, reply to the answer in a natural way, before asking another question. Encourage your partner to ask you questions too, so that the dialogue is similar to the one the class has listened to.
- Then, ask students to work with a partner to practise a similar dialogue. Walk around the classroom and correct any mistakes.

### Wrap-up

#### Answer my question

- Ask the class questions about their partners' plans. Ask several students: *What is [partner's name] going to do tomorrow / next summer?* Encourage the rest of the class to help to correct any mistakes their classmates make.

## Extra practice



### Put the sentences in order

- Write these jumbled sentences on the board:
  1. *beach / going / sleep / on / I'm / to / a / .*
  2. *to / Is / rock-climbing / he / learn / going / ?*
  3. *to / at / do / the / you / are / weekend / going / What / ?*
  4. *going / with / to / She's / her / stay / grandmother / .*
- Tell students to work with a partner and put the words in order.
- Check answers with the class.

**Answers:** 1. I'm going to sleep on a beach. 2. Is he going to learn rock climbing? 3. What are you going to do at the weekend? 4. She's going to stay with her grandmother.



## Warm-up

## Mime

- Prepare some cards with examples similar to the ones given below. Mime the first one and ask the class: *What am I going to do?* to elicit the sentence *You are going to throw the banana skin in the bin.* Show students the card that you were using. Cards may include: 1. *Peel a banana and eat it. Look for a bin and hold the banana skin over the bin.* 2. *Stand at the top of a mountain, ready to ski down. Put on your gloves and pull down your ski mask, bend your knees.* 3. *Sit at the breakfast table with your cereal in front of you. Pick up the milk and hold it over your bowl, ready to pour.*

## Presentation

**A** Imagine that your class is going on a trip to a national park. Your teacher explains some of the rules.

- Ask the class if they have ever been to a national park. Talk about what national parks are like and what people can do there. Ask them if there are any special rules for people who visit them.
- Ask students to open the Learner's Book at page 50. Invite them to look at the pictures and discuss each one. Finally, ask them to decide which pictures show something they must do and which something they mustn't do.
- Check answers in open class.

**B** Use verbs from list 1 and nouns from list 2 to write some rules about the pictures in exercise A.

- Do the first rule together as a class. Write *pick / don't pick* on the board and ask students which noun they think it goes with (flowers). Ask them if they should or shouldn't pick flowers. Write the correct sentence on the board: *Don't pick flowers.*
- Ask students to do the rest of this exercise individually.
- Invite volunteers to write their answers on the board. Students may come up with rules that are different from the answers given here; accept all correct answers.

**Answers:** 1. Don't pick flowers. 2. Don't make fires. 3. Don't throw rubbish in the river. 4. Respect birds and other animals. 5. Don't take eggs / birds' eggs out of nests. 6. Throw rubbish in the bins.

**C** Think of two more rules. Make a small poster explaining how to behave in the countryside.

- Ask students to work in pairs to think of more rules and note them down in their folders.
- When students have written some ideas, ask them to plan how they will illustrate their poster.
- Ask students to draw a quick sketch of their poster in their folders and show it to you so that you can check the grammar and the spelling of any writing in their posters. Finally, give them a sheet of poster paper and coloured pens to make their posters.

## Wrap-up

- When all students have finished their posters, display them in the classroom. Encourage students to walk around and read each other's work. Ask them to find one unique feature in each poster.

## Extra practice



## Dictation

- Dictate the following text to the class. Ask them to write it down exactly as you read it out (you can say that it will be surprising):  
*When you go to the countryside, you must always throw your rubbish on the ground. You should also pick flowers and make fires. And don't forget you must always take birds' eggs home with you.*
- When they have finished, ask them to compare their text with a partner to check they have copied the dictation correctly.
- Ask them what is wrong with the text you have dictated. Invite volunteers to give their opinions before asking the whole class to write a correct version of the text in their folders.

**Suggested answer:** When you go to the countryside, you must always throw your rubbish in the bins or take it home with you. You should never pick flowers or make fires. And don't forget; you must never touch or take birds' eggs out of their nests.



Warm-up

Picture dictation

- Invite students to take out a pencil and open their folders. Give them the following instructions: *Draw a long road that goes through a valley to a high mountain. On one side of the mountain, draw a tree. On the other side of the mountain, draw a boy and a girl. Next to the tree, draw a cow. In the tree, draw a small bird. At the foot of the mountain there is a lake. Draw the lake. Draw a small island in the middle of the lake. Draw a boat sailing on the lake.*
- Tell students to compare their drawings in pairs and focus on the similarities and differences.

Presentation

- Ask students to open the Learner’s Book and cover the text.
- It is important that students observe the map carefully before reading the dialogue. Ask them to name all the features they can see on the map and write them on the board, for example: *mountains, sea, river, roads, campsite, sports centre, zoo, bus station, swimming pool, amusement park, art museum, hospital, etc.*

**D** Look at the map and read the dialogue.

- Invite students to look at the illustration and to point to where the boy and the girl are standing on the map (they are at the harbour by the boats).
- Ask the class to read the dialogue and then ask: *Where is the boy at the beginning?* (the harbour) *Where does he want to go?* (the campsite). Ask them to read the girl’s instructions and to follow the route she suggests with their finger. Tell them to check that her instructions are correct.
- Now, ask the class to work in pairs to find a different way to get to the campsite. Explain that the boy likes walking in natural surroundings and does not always want to follow roads to get to the campsite.

**E** Work with your partner. Select a starting point and a destination on the map and write some directions together.

- Ask students to choose a starting point and a destination. They then have to trace a route (it need not be the most direct route). When they have decided on the route, ask them to write down the directions and include the starting point but not the destination.

Wrap-up

- Ask students to exchange directions with another pair. Ask them to trace the route and find the destination. Ask students to explain any mistakes or unclear directions to their partners.



Extra practice

Finding the starting point

- Tell students to change partners and to write another set of directions. This time, they have to write out the directions and give the name of the destination, but not the starting point.
- You may need to ask students to explain how they think they are going to find the starting point if they are only given the destination. The answer is that they have to start at the destination and trace the route backwards.

WRITING

Warm-up

Jumbled letters

- Write the heading *Camping* on the board with the following jumbled words below. Tell students that they have one minute to work with a partner to put the letters in the correct order to discover the words. *1. tnet. 2. croth. 3. hsgfnii. 4. somspca. 5. ruscakck.*
- Check answers with the class. Check that all students can pronounce the words correctly.

Answers: 1. tent 2. torch 3. fishing 4. compass 5. rucksack

Presentation

**A** Heather’s teacher asks the class to write a composition about their plans for their summer holidays. Read her notes and her composition.

- Invite the class to open the Learner’s Book at page 52. Ask them to read through the notes on the left-hand side of the page and to remember as much as possible. Give them some minutes to read and memorize.
- Ask students to turn their books over and to open their folders. Ask them to write the answers to the following questions: *1. Where is Heather going: Alaska or Australia? 2. Who is she going with, her parents or her grandparents?*

3. Name two activities she is going to do. 4. How long is she going to be away, two weeks or four weeks? 5. Name one thing she is not going to take with her.

- Ask students to compare their answers with a partner and then check their answers as a class.

**Answers:** 1. Alaska 2. Her parents 3. Fishing, walking, taking photos, bird watching 4. Two 5. Hairdryer or computer games

- Ask the class to read Heather's composition and to find and point to all the information that is mentioned.
- Tell them to read the composition again and to answer the questions on the board. Invite them to write full sentences for their answers. Write the following additional questions on the board: 1. Who is going to teach Heather to fish? 2. What is her father going to teach her? 3. What kinds of birds is she going to see? 4. Name two animals that she is going to see. 5. What is she going to wear on her feet?

**Answers:** 1. Her mother is going to teach her to fish. 2. Her father is going to teach her about bird watching. 3. She is going to see golden eagles and owls. 4. She is going to see bears, squirrels and deers. 5. She is going to wear boots.

### **B** Write a composition about your plans for your next summer holidays. You can use real or imaginary plans.

- Invite students to read the instructions carefully. Emphasize that they can write about real or imaginary plans. Ask them to start by making detailed notes and tell them to show you their notes before they start their composition. As students are writing, make a note of any mistakes that you notice to focus on later.
- Ask students to write their compositions on a piece of paper and to illustrate them when they finish. Display compositions around the classroom or on desks.

### **Wrap-up**

- Ask students to read each other's compositions and to decide which holiday they would enjoy most.

### **Extra practice**

#### **Correcting sentences**

- Write up some of the incorrect sentences you noted down on the board and ask students to help you correct them.



## **ROUNDUP**

### **Warm-up**

#### **Discussion**

- Tell the class that many students in the UK have a long holiday when they finish secondary school and before starting university. Explain that they call this a gap year. Many of them work for a few months and then travel. Ask the class to work in small groups to discuss what they would do if they had a gap year. Encourage them to talk about the following: *Would they stay at home or travel? Where would they go? What would they do? Would any of them prefer not to have a gap year? Why?*
- Ask the class to tell you about the most interesting ideas they heard from their classmates.

#### **Presentation**

##### **A** Read the poem. Practise it in pairs.

- Ask students to open the Learner's Book at page 53 and invite them to cover the poem and look at the picture. Explain that the people in the picture are on a gap-year trip. Ask students where they think they will go and where they will sleep.
- Tell students to read the first verse of the poem and cover the rest with their folders. Ask them to read it in silence and to find the words which rhyme.

**Answer:** The last words in lines 2 and 5 rhyme, and the last words in lines 3 and 4 rhyme.

- Read the first line aloud and ask the class how many 'beats' (3) there are in *In Kenya we camped in the desert*. Read it again and clap your hands to emphasize the beats. Continue with the remaining lines, asking students how many beats there are in each line.

**Answers:** 1. 3 beats 2. 3 beats 3. 2 beats 4. 2 beats 5. 3 beats

- Read the first verse again and ask the class to read with you. The objective is for them to understand the rhythm of the first verse so that they can read the second and third verses in the same way.
- Ask students to read through verses two and three and to ask about any words they don't understand. Then, ask them to read the three verses by following the rhythm established for the first verse.
- Read through the whole poem with the class. You may

read together or, as an alternative, you read the first line, students the second one, you the third one and so on. This will help to keep the rhythm of the poem.

### Wrap-up

#### Say the poem in groups

- Divide the class into two groups. Group A will read the first line of the poem and Group B, the second and so on.

### Extra practice

#### Research

- Ask the class which of the three places in the poem interests them most. Encourage them to say where they would like to go.
- Tell students who have chosen the same destination to work together and ask them to plan a week's camping trip to the place of their choice. Ask them to write about where they will go, where they will stay, what they will do, what they will need to take, etc. Invite them to write on a big sheet of paper and display their work in the classroom.



### I can

- Ask the class to choose the option they feel suits them best. Ask students to write down some sentences or questions with *going to* according to what they chose. Then, ask students to write down some new words related to the topic they chose.
- Finally, invite students to swap books with a classmate to check their choices. Invite volunteers to share their answers with the class.

### Page 54

## ACTIVITIES

#### 1 Complete the sentences using *going to* or *not going to*.

- If necessary, review the use of *going to* by inviting volunteers to tell the class what they are going to do in the next few days.

- Students then have to complete the sentences with *going to* or *not going to*.

**Answers:** a. going to b. going to c. not going to d. not going to e. going to f. going to

#### 2 Match the words with the definitions.

- Practise writing definitions on the board with vocabulary from previous units. When you are sure that students have no difficulty understanding how to find specific words, ask them to complete the exercise.

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

#### 3 Complete the sentences using the words in the box.

- Invite students to read the words in the box and the incomplete sentences carefully. Then, they have to complete each sentence using the words in the box.

**Answers:** a. fishing b. walk through, get to c. bags d. put up e. take, dark

#### 4 Work with your partner. Think of two rules for each place.

- Invite students to work with a partner and write two rules for each of the places named in the exercise.

**Answers:** Students' own answers.

### Page 55

#### 5 Complete the sentences using words from the poem on page 53. Then do the crossword.

- Invite students to read the poem on page 53 of the Learner's Book and complete the crossword with words from the poem.
- Remind them that if they don't know one answer, they can move on to the next questions, as it will be easier when they have more letters in the grid.

**Answers:**

**Across:** 1. lake 2. trees 3. tent 4. fence

**Down:** 1. wilderness 2. desert 3. caravan 4. beach

#### 6 Classify these actions and say what you must and mustn't do to protect the environment.

- Ask students to read the actions in the box and classify them under the correct heading.

**Answers:**

**Must:** save water, take public transport, recycle rubbish, save energy

**Mustn't:** pick flowers, hurt birds and animals, drop rubbish in the countryside, make fires



# GAME & INTEGRATION

## UNITS 3 - 4

### Pages 56 - 57

#### Game

- Students play in pairs and follow the instructions.
- They will need a die and two counters.
- They can resort to their Learner's Book when needed.
- Students throw the die. The one who gets the highest number starts the game.
- The winner is the student who first gets to "Finish".
- Walk around to help and monitor.
- Encourage students to listen to each other carefully and do peer correction.
- Keep record of the mistakes you hear to work on them later on.

### Page 58

#### Integration units 3 - 4

##### A Complete the chart.

- In pairs, students revise how comparatives and superlatives are formed.
- Then, students complete the chart individually.
- The whole class checks the activity together.

**Answers:** big, taller, the, smallest, large, largest, more, beautiful, most, pretty,

##### B Do the crossword.

- In pairs, students complete the crossword puzzle with the missing words from the sentences.

**Answers:**

**Across:** 1. square 2. park 3. population 4. market

**Down:** 1. skyscraper 2. beach 3. museum 4. bridge

### Page 59

##### C These rules are mixed up. Correct them.

- Students correct the rules individually.
- To wrap up, they share their answers with one or two classmates.

**Answers:** a. Please don't pick up the flowers. b. You must not make fires. c. Please respect the animals and birds. d. Please put the rubbish in the bins.

##### D Tick the activities that you're going to do at the weekend. Then ask your partner and complete the table.

- Ask students to work in pairs to complete the table. They should tick the activities they are going to do at the weekend.

**Answers:** Students' own answers.

##### Now write four sentences about what your partner is going to do or not going to do.

- Students use the information in the table to write four sentences about their partner. They should include at least one sentence in the negative form.

**Answers:** Students' own answers. For example: My partner is going to the cinema this weekend. My partner is not going to play a sport. My partner is going to read. My partner is going to help with the housework.





# 5 Play it safe

### Objectives:

- Describing outdoor activities
- Talking about activities you practise
- Writing a story

### Key language:

- Outdoor activities and equipment
- Rules in school
- Parts of the bicycle

### Priority learning cores

[e-sm.com.ar/guidelines\\_NAP](http://e-sm.com.ar/guidelines_NAP)

Pages: 4, 9-13.

### Foreign Language Guidelines of Autonomous City of Buenos Aires

[e-sm.com.ar/guidelines\\_CABA](http://e-sm.com.ar/guidelines_CABA)

Pages: 99-104.

### Foreign Language Guidelines of Province of Buenos Aires

[e-sm.com.ar/guidelines\\_7-1\\_PBA](http://e-sm.com.ar/guidelines_7-1_PBA)

Pages: 157-159, 163-166.

## Page 60

### Warm-up

#### Brainstorming

- Write the heading *In summer* on the board. Invite students to think of all the activities they do in summer. List them on the board and leave it there.

**Example answers:** go swimming / cycling / horse riding / camping / play tennis / travel / etc.

### Presentation

#### Setting the context

- Invite students to open the Learner's Book at page 60. Write the word *brochure* on the board. Ask them what the information is about.
- Explain the title of the brochure, *Great outdoors* (activities and adventure in the open air).
- Ask students the first suggested question. Encourage them to say if they do any of the activities depicted.
- Ask the second question. List their ideas on the board: *cap, hat, helmet, life jacket, paddle, kayak, bicycle, sailing boat*, etc.

### A Listen and read.

- Tell students to read the brochure carefully and to check if their answers to the suggested questions are correct.
- Tell students to share their answers with a partner. Check answers with the class and refer to the list on the board.

**Possible answers:** **1.** Open answer. It will depend on whether the students do any of the activities depicted in the pictures. **2.** Sailing: swimsuit, hat, sun cream, dry clothes, life jacket. Cycling: trainers, a helmet, kneepads, elbow pads. Kayaking: life jacket.

- Play Class CD Track 17. Encourage them to ask about the vocabulary or phrases they don't understand: *cycle tracks* (roads / paths just for bicycles), *be fit* (be in good physical condition), *flora and fauna* (plants and animals).



### Listen and read.

#### Great Outdoors

*Try a Great Outdoors adventure weekend this summer!*

*We have a variety of fun activities for children between 11 and 16 years old. Come sailing, cycling, trekking, horse riding, skating or kayaking.*

*See all the details in this brochure.*

#### Sailing

*Come sailing! Learn how to sail and all about sailing boats. To go sailing, you must know how to swim. So don't forget your swimsuit, a hat and sun cream. You should also bring some dry clothes to change into at the end of the day. Great Outdoors provides life jackets for all participants.*

#### Cycling

*Come cycling along more than 75 kilometres of parkland cycle tracks. You must be fit and able to ride at least 20 kilometres a day. Don't forget that you must wear your trainers and a helmet, too. We provide bicycles, helmets, knee pads and elbow pads.*

#### Kayaking

*Learn how to kayak in beautiful lake Pleasance. Learn about the lake and its flora and fauna. To come kayaking, you must know how to swim. We provide life jackets for all participants.*

## Page 61

### B Read the brochure again and answer the questions in your folder.

- Check answers with the whole class.

**Answers:** **1.** You can do six activities. **2.** You must be between 11 and 16 years old. **3.** You need your swimsuit, a hat, sun cream and some dry clothes. **4.** You learn how to kayak and about the flora and fauna of the lake. **5.** It is important to wear a helmet in case you fall off your bike or have an accident. **6.** You must know how to swim.

**C** Decide which activity you would like to do. Share with your classmate.

- Write this sentence starter on the board: *I'd like to go... because...*
- Talk about something you would like to do as an example. Encourage two or three volunteers to talk about themselves.
- For further practice, ask students to work in groups of three to talk about which activities they would like to do.
- Ask one student from each group to tell the class about his or her group's choices of activities.

**D** Add three outdoor activities you like to do in summer to this list.

- Invite students to make their own personal lists about what they normally do in summer. Tell them to compare lists in groups of three and invite volunteers to report back about what they talked about in their group.

**E** Copy this chart in your folder and write two items you need for each of the activities you have listed in exercise D. You can use a dictionary.

- Draw the chart on the board and choose one activity. Ask students to tell you what you need for that activity. Encourage them to make their lists as long as possible: *swimming: swimsuit, goggles, towel, sun cream, cap, sandals*, etc. Invite them to work in pairs and use their dictionaries to complete the lists for the other activities that they have chosen.
- Ask students to report back and complete the chart. Encourage them to explain the new words they have looked up in the dictionary.

**Wrap-up**

**What activity is it?**

- Clean the board and tell students to close their folders. Explain that you are going to name different things and they have to guess which activity you are going to do. For example: *I need a towel, dry clothes, a cap, sun cream and a life jacket* (sailing).
- Invite them to work in groups of three to take turns at naming what they will need for the activity of their choice while the other students in the group listen and guess which activity it is.



**Extra practice**

**Writing**

- Invite students to work with a partner and use their lists of things to write a paragraph about a new activity for the brochure. Encourage them to use phrases from the brochure. Lend a hand where needed and note down any common mistakes students make.
- When they have all finished writing, invite volunteers to read out their paragraph to the class.
- To wrap up, write examples of their most common mistakes on the board and ask the whole class to help you to correct them.

**Page 62**



**Warm-up**

**Missing vowels**

- Write the title *Outdoor activities* on the board and elicit one or two examples.
- Write the following words on the board and explain that each one is an outdoor activity and that the vowels in each word are missing. Invite students to work with a partner to decipher and complete the hidden activities.  
*1. slng. 2. cyclng. 3. trkng. 4. kykng. 5. hrs rdng. 6. sktng*
- Check answers with the whole class. Make sure that all students can pronounce the words correctly.

**Answers:** 1. sailing 2. cycling 3. trekking 4. kayaking 5. horse riding 6. skating

**Presentation**

**A** Listen and sing.

- Invite students to close their books. Explain that they are going to listen to a song and they have to say which three activities are being described.
- Play Class CD Track 18 and ask students to compare their answers with a partner. Play the recording again and ask them to say which activities they think are being referred to. Do not say if their answers are correct or not at this point. Tell them to open the Learner's Book at page 62. Play the song once more and invite them to listen and read to check their answers.

**Answer:** sailing, cycling and trekking



- Play Class CD Track 18 again and ask the whole class to sing along. Repeat as many times as you consider necessary.



### Listen and sing.

TRACK 18

#### Don't forget!

*Sun cream and a hat,  
Nothing wrong with that.  
And a life jacket, too,  
If I go sailing with you.*

*Trainers and cycling gloves,  
This is what everyone loves.  
And a helmet, don't forget!  
Don't forget to protect your head.*

*Boots and anorak  
All the way there and back,  
And a torch and raincoat, too.  
You don't want to catch the flu.*

### B Match the words to the pictures.

- Tell students to work in pairs to do the matching activity. Check answers by saying a number and asking different students to say the word. Practise the pronunciation of any words that students have problems with. Give them a pronunciation tip. For example, explain that with compound nouns, which are words made up of two different words, the stress is usually on the first word. For example: *raincoat* and *sun cream*.
- Invite students to cover the words with a piece of paper and to remember the words in pairs.
- Ask students to cover the words to the song. Play the song again and ask them to listen and point to the objects in exercise B as they hear the words.

### Wrap-up

#### Memory game

- Ask students to close their books. Write the following four activities on the board: *sailing*, *cycling*, *hiking* and *kayaking*. Tell students to work with a partner. One student names an activity and the other says the things he or she needs. They then change roles.

### Extra practice



#### Rhymes

- Invite the class to work in pairs to look at the song in exercise A and find all the words that rhyme at the end of each line. Tell them to list the words in their folders.
- Ask students to report back and list the words on the board. Practise the pronunciation of the words. Make sure that students are pronouncing *gloves* and *loves* with the same vowel sound as *up* or *one*.

**Answers:** hat - that, too - you, gloves - loves (forget and head don't really rhyme but have the same vowel sound), anorak - back, too - flu

### Page 63

#### Warm-up

#### Brainstorming

- Write the following on the board:  
*wear / a cap; go / kayaking*
- Ask students to work in pairs to think of more words like these that go with each verb.
- Ask them to report back and list their answers on the board.

**Possible answers:** wear: boots, anorak, swimsuit... go: cycling, swimming, sailing...

#### Presentation

#### A Read, listen and answer.

- Make sure that all the class has their books closed. Write the following questions: 1. *What is Nick doing?* 2. *Is he going to wear a life jacket?* 3. *Is he going to wear his cap?* 4. *Is he going to wear his elbow pads?*
- Play Class CD Track 19. Ask students to listen carefully and answer the questions. Tell them to compare answers with their partner.

**Answers:** 1. He is going kayaking. 2. Yes, he is. 3. Yes, he is. 4. No, he isn't.



#### Read, listen and answer.

TRACK 19

**Monitor:** *You must wear this life jacket in the kayak, Nick.*

**Nick:** *OK. And should I wear the cap as well?*

**Monitor:** *Well, you should. It's very hot today.*

**Nick:** *And my elbow pads? Should I wear them, too?*

**Monitor:** *No, Nick. I think you can go kayaking without your elbow pads.*

- Invite students to open the Learner's Book at page 63. Play the recording once more and tell the class to listen and follow.

- Refer students to the first line of the dialogue. Write *You must wear a life jacket.* on the board. Ask students if they think it is a good idea to wear a life jacket. Ask if they think it is advice or if it is an obligation (it's an obligation.)
- Write *You should wear a cap. It's hot today.* on the board. Ask if this is essential and if it is an obligation (no, it's advice). Drill the pronunciation of *must* and *should*, and then the complete sentences.
- Point out the table at the top of page 63. Ask students to find the negative form of *must* and *should* and practise the pronunciation of *mustn't* and *shouldn't*.

### B Write the missing words.

- Write the following on the board:  
*should / shouldn't / must / mustn't*
- Invite students to copy and complete the sentences in their folders. Ask them to compare answers with their partner. Check answers by asking different students to read out a sentence.

**Answer:** 1. must 2. should 3. mustn't 4. shouldn't

### Wrap-up

#### Word order

- Write the following jumbled sentences on the board:
  1. *should / go / We / to / Sunday night / bed / early / on / .*
  2. *shouldn't / full / with / his / talk / mouth / He / .*
  3. *do / You / must / homework / your / every day / .*
  4. *mustn't / You / when / run / you / the / road / cross / .*
- Tell students to work with a partner and put the words in order to complete the sentences. Check answers with the class by asking different students to dictate the sentences to you as you write them on the board.

**Answers:** 1. We should go to bed early on Sunday night. 2. He shouldn't talk with his mouth full. 3. You must do your homework every day. 4. You mustn't run when you cross the road.



### Extra practice



#### Writing

- Draw the following table on the board:

	<i>advice</i>	<i>obligation</i>
<i>going cycling</i>		
<i>going sailing</i>		
<i>going hiking</i>		
<i>going kayaking</i>		

- Tell students to work in groups of four and to copy the table in their folders. Ask each student to choose one of the activities and to think of different pieces of advice and obligations for it. When they have listed their ideas, tell them to write a paragraph about the activity using *should* and *must*.
- Invite volunteers to read out their group's paragraphs to the class. The other students listen and say which activity it is.

### Page 64



#### Warm-up

#### Body commands

- To review the body vocabulary, tell students they are going to have a short gym class. You will demonstrate an action, give a command and they have to carry out the instruction. Say for example: *Touch your partner's head. Touch your chest. Put your left / right arm up. Touch your knees. Bend your knees. Stretch your right / left arm out to the right / left. Stretch your right / left leg out to the right / left. Touch your elbow. Wiggle your fingers and touch the floor. Bend and touch your feet / toes, etc.*
- To continue strengthening the body vocabulary, invite volunteers to play the role of the teacher and give the commands.

#### Presentation

#### A Read and match the pictures to the paragraphs.

- Invite students to open the Learner's Book at page 64. Tell them to look at the three pictures and guess what the text is about (It's about how to paddle a kayak). Introduce the word *paddle*, explaining that it is a verb and

a noun: *You paddle a kayak. The girl is holding a paddle.* Ask students if any of them go kayaking. Encourage them to say where and when they go kayaking.

- Point out the three paragraphs. Ask students to read and match each paragraph to a picture.
- Ask students to compare their answers with their partner before checking them together as a class.

**Answers:** 1. Position 2. Kayaking is fun! 3. Paddling

### **B** Answer the questions in your folder.

- Invite students to work with a partner, read the text again and answer the questions.
- Check answers with the class. Invite volunteers to demonstrate the movement or position that is explained in each paragraph. Allow time for students to ask about any words or structures in the text that they don't understand.

**Answers:** 1. You must wear a life jacket. 2. You hold the paddle horizontally at chest level. You shouldn't hold the paddle too strongly. 3. You should keep your back straight and relax your shoulders. 4. You pull with your right arm and push with your left, then pull with your left arm and push with your right.

### **C** Explain how you ride a bicycle. Use the verbs in the box.

- Model the pronunciation of the different parts of the bicycle. Point out the verbs in the box. Ask students to help you to construct simple sentences with the verbs and write them on the board. For example: *You pedal the bicycle / You pedal with your feet. You pull the brakes to stop. You turn the handlebars to change the direction of the front wheel. You sit on the saddle. You hold the handlebars.*
- Invite students to work with a partner, copy the sentences from the board and then write them in the correct order to explain how to ride a bike. Read them out loud and ask students to repeat each line after you. Leave the instructions on the board for the next stage.

### **Wrap-up**

#### **Memory game**

- Ask students to close their books. Rub out key words in the instructions on the board, for example, the nouns and verbs from exercise C. Tell students to work in pairs to say what the missing words are.
- Check answers by asking different students for a missing word and write it back in the instructions.

### **Extra practice**



#### **Speaking: How to ride a bike**

- Tell students to imagine that you are a Martian and that you have just arrived on Earth. Tell them that you have seen an interesting machine and you want to learn to use it.
- Describe a bicycle or draw a picture on the board. Ask the class what the name of this machine is and ask them to explain how to use it.

## **Page 65**

### **Warm-up**

#### **Kayaks**

- Ask students what they know about kayaks and where they have seen people using them. Explain that the first canoes were made from tree trunks. Modern kayaks and canoes are made from strips of wood and canvas which are glued and stitched together. The indigenous people of America, the Amazon regions and the Australian Aboriginal people depended on canoes in their daily life for fishing and for travelling because they could go from one place to another and sometimes over fast moving waters like the rapids.
- Draw a picture of a kayak on the board. Draw pens and pencils in the kayak. Explain that in this lesson they are going to make their own kayak pencil box. If you have a completed kayak pencil box, show it to the class.

### **Presentation**

#### **Make a kayak pencil box**

##### **D** Match the words to the pictures.

- Invite students to open the Learner's Book at page 65.
- Ask students to work in pairs to match the pictures to the words. Check answers and ensure that students can pronounce all the words correctly.

**Answer:** 1. a piece of card 2. scissors 3. a hole punch 4. string 5. paint and paintbrush

##### **E** Follow the instructions and make your kayak.

- Tell students to read through the instructions carefully. Ask if they have got any questions before they begin.
- Distribute the materials and lend a hand where necessary. If they do not have enough time to complete the activity in class, ask them to decorate their kayaks for homework.

## Wrap-up

### Can you remember?

- Invite students to close their books. Write the following gapped sentences on the board. Tell them to copy and complete the sentences in their folders.

\_\_\_\_\_ the card in half to make a 'W' shape.  
\_\_\_\_\_ and \_\_\_\_\_ the shape of the kayak.  
\_\_\_\_\_ holes along the sides of the kayak.  
\_\_\_\_\_ the string through the holes.  
\_\_\_\_\_ a design on your kayak.

- Ask students to compare their answers with their partner and then open their books at page 65 to check their answers.

**Answers:** fold, draw, cut out, make, tie, paint

## Extra practice

### Speaking

- Ask students to close their books. Hold up the completed kayak pencil box. Say how nice you think it looks and pretend that you don't know how it was made. Invite volunteers to repeat the instructions and explain how to make a kayak. Ask questions so that students have to explain as much detail as possible.
- Tell students to repeat the activity in groups of three. One student will ask how to make a pencil kayak and the other two will work together to give a detailed explanation.



## Page 66

## WRITING

### Warm-up

#### Word association game

- Tell students that they are going to play a game where you say a word and then the student next to you has to say another word associated with your word. Say, for example, *sailing* to elicit *boat, sea, sun cream*, etc. Play the game around the class. Use the following words to start the game: *kayak, sea, swim*.
- Encourage students to continue the game in groups of three using other words from this unit.

## Presentation

### Writing a story

#### A Read this story and complete the missing paragraph with your partner.

- Invite students to open the Learner's Book at page 66. Ask them to look at the pictures carefully and describe what they can see.
- List the key vocabulary on the board.
- Ask questions about the pictures. For example: *Was it winter or summer?* (Summer) *Were there big waves or small waves?* (Big waves) *Were the children good swimmers?* (No) *What happened in the story?* (Perhaps the people in the canoe saved the children). Write their answers to these questions on the board.
- Tell the class to read the story to check if the information on the board is correct. Tick the statements that are true according to the story.
- To check that students have understood the story, ask, for example: *What is happening in the last picture?* (They are giving the boys some chocolate cake) *Why are they doing this?* (To thank them for saving the girl's life). Ask students if the story is written in the present or past (in the past tense).
- Tell students to work in pairs to write the missing paragraph. They may use their dictionaries, if necessary. Circulate and help as students are writing. For weaker groups, list word prompts on the board to help them with their writing. For example: *boys see Rosie, go to save her, take her to the beach*.

## Wrap-up

### Now tell your story to the rest of the class.

- Invite volunteers to read out their paragraph. If a student reads out a sentence that is incorrect, write it on the board and ask the rest of the class to help you to correct it.
- Ask students to help you to write your own version of the paragraph on the board. For example: *Two boys were rowing on the sea and they saw Rosie. She was in danger, so they went to save her. They put her in their canoe and paddled back to the beach. Emily was very happy to see Rosie again.*

## Extra practice



### Rules for the beach

- Write the heading *Rules for the beach* on the board, and then the sentence: *You mustn't go swimming when the waves are big.* Ask the class if they think this is very important (an obligation) or just a good idea (advice).
- Ask them to give an example of advice for the beach. For example: *You should put sun cream on before you go to the beach.*
- Tell students to work in groups of three to write more advice and obligations for the beach. Invite volunteers to report back. List their rules on the board and discuss the implications of each rule.

**Possible answers:** You should wear a cap at the beach. You should wear plastic sandals or flip-flops if the beach is rocky. You should drink a lot of water if it is a very hot day. You should put sun cream on every hour or after swimming. You mustn't swim if there is a red flag. You mustn't swim just after eating. You mustn't swim alone. You shouldn't swim too far out. You shouldn't swim if there are jellyfish in the water.

## Page 67

## ROUNDUP

### Warm-up

#### Jumbled letters

- Ask students if they can name any of the most important cities in England. Write the following jumbled words on the board. Tell students to work with a partner to discover the names of three cities in England. If students find it difficult, give them the first letter of each city. Tell them that one is a capital and the other two are famous for their universities: 1. *Nodnol.* 2. *Foxrod.* 3. *bamgriced*

**Answers:** 1. London 2. Oxford 3. Cambridge

- Ask if anybody knows the name of the river that flows through London (the River Thames). Practise the pronunciation of *Thames* /tɛms/, as well as the names of the three cities.

### Presentation

#### A Complete the poem using the words in the box.

- Tell students that they are going to listen to a poem about a canoe. Invite them to look at the picture in the exercise and describe what they can see.

- Ask them to say the words in the box. Read the title of the poem and ask students to suggest words for the first gap. Encourage them to read the next two or three lines to help them to see the context of the missing word.
- Invite students to work with a partner, copy the poem and write in the missing words.



### Now listen and check.

TRACK 20

#### In my new canoe

*I know how  
To make a canoe  
And to make it strong  
I don't need glue.  
With a brush and paint  
I paint it blue  
Sit here with me  
There's room for you.  
Down the river  
We can row  
Here's your paddle  
Off we go!*

### Wrap-up

#### Say the poem

- Tell students to practise the poem with a partner. Invite them to take turns reading one line each. Invite one or two pairs to read out the poem for the rest of the class.
- Finally, ask the whole class to read the poem together.

## Extra practice



### Quiz questions

- Write the heading *Kayak* on the board with the following question below: *What do you need to go kayaking?* (a kayak, a paddle and a life jacket).
- Ask students to find the answer in the previous pages if they can't remember. Tell them to work in groups of three to write three more questions for a quiz about kayaks.
- Different groups will then ask each other their quiz questions or, as an alternative, they can ask the whole class and the rest of the students will write down the answers.

- Ask the class to choose the option they feel suits them best. Ask students to write down some sentences or questions with *must/mustn't* and *should/shouldn't* depending on what they chose. Then, ask students to write down some new words related to the topic they chose.
- Finally, invite students to swap books with a classmate to check their choices. Invite volunteers to share their answers with the class.

## Page 68

### ACTIVITIES

#### 1 Circle the correct words to complete the text.

- Invite students to read the text in silence and circle the correct words to complete it.
- When they have finished the activity, read the text aloud to elicit the correct answers.

**Answers:** boats, swim, swimsuit, bicycles, ride, flora, life jackets

#### 2 Say which word is different in each list. Explain why.

- Ask students to read the four lines of words and find the word that doesn't belong in each group.
- Then, they have to say why it is different from the rest.

**Answers:** **a.** *summer*, it is not an activity, it is a season. **b.** *street*, it is not related to the activity of sailing. **c.** *trainers*, you do not need to wear them on the beach. **d.** *cycling*, it is an activity, all other words are outdoor equipment.

#### 3 Read and guess which activity these people are going to do.

- Read out the five sentences one by one and ask students to say where they think you are going each time.
- They then have to write the answer to each statement themselves. When they have completed the activity, check their answers as a class.

**Answers:** **a.** I think you are going to the beach / to go swimming. **b.** I think you are going to go cycling. **c.** I think you are going to kayaking. **d.** I think you are going to go camping.

## Page 69

#### 4 Complete the sentences with *must*, *mustn't*, *should* or *shouldn't*.

- Tell students to read the sentences slowly and then complete each one using *should*, *shouldn't*, *must* and *mustn't*.
- When they have completed the activity, check their answers as a class.

**Answers:** **a.** should **b.** mustn't **c.** should **d.** mustn't **e.** shouldn't **f.** mustn't

#### 5 Put the words in the correct order to make sentences.

- Invite students to read the jumbled words and put them in order to make sentences. Check their answers as a class.

**Answers:** **a.** The natives from North America made canoes of tree trunks. **b.** Eskimos were the first to use kayaks. **c.** Eskimos covered the wood with animal skin. **d.** Eskimos used kayaks for fishing, travelling and hunting. **e.** In a kayak your legs are stretched out.

#### 6 Complete the sentences using the words in the box.

- Tell students to imagine they are riding a bike and to think about what they learnt in the Learner's Book about bikes.
- They then have to complete the six sentences using the words from the box.

**Answers:** **a.** pedals **b.** wheels **c.** chain **d.** saddle **e.** brakes **f.** handlebars





# 6 A city park

## Objectives:

- Talking about parks and their designs
- Offering to help
- Writing an action plan

## Key language:

- Park activities
- 'The rule of the three Rs': reduce, reuse, recycle
- Pollution

## Priority learning cores

[e-sm.com.ar/guidelines\\_NAP](http://e-sm.com.ar/guidelines_NAP)

Pages: 4, 9-13.

## Foreign Language Guidelines of Autonomous City of Buenos Aires

[e-sm.com.ar/guidelines\\_CABA](http://e-sm.com.ar/guidelines_CABA)

Pages: 99-104.

## Foreign Language Guidelines of Province of Buenos Aires

[e-sm.com.ar/guidelines\\_7-1\\_PBA](http://e-sm.com.ar/guidelines_7-1_PBA)

Pages: 157-159, 163-166.

## Page 70

### Warm-up

#### The park

- Ask students if there is a park near their home.

**Suggested answers:** trees, flower beds, lake, fountain, statues, swings, slides, see-saws, bicycle path, café, bandstand, benches, rubbish bins, roller skating rink, ducks, birds and squirrels, etc.

- It is important to remind students that when they are out in the open air, they have to put all their rubbish in the bins and not harm animal and plant life.

### Presentation

#### Setting the context

- Ask students to open the Learner's Book at page 70. Ask them to answer the question in pairs.

**Answer:** Open answer, the text mentions a fountain and swimming pool.

#### A Listen and read.

- Play Class CD Track 21.



#### Listen and read.

Anna is very excited. The new park next to her school is going to open today. Last year, the local government asked Anna's school for help. They wanted a group of children from the school to help to plan the park. Anna was the leader of the group and they worked very hard. They asked the whole school for ideas and there were a lot of good suggestions. Most children wanted trees, swings and slides, and a place to skate and run. But other children suggested different things: a place for vegetable and flower gardens, a café, bins, a fountain, a ping-pong table, some benches for people to sit and rest on and even a swimming pool!

Anna's group read all the suggestions and chose the best ideas. 'Of course we need trees, they give us shade and also help to clean the air,' said Anna.

'Yes, and a vegetable garden too, we can use organic rubbish as compost,' said Martha. 'But I don't think we should have a fountain, it wastes water. We should use water for the gardens.'

'Now, we have to decide who is responsible for each area,' said Anna. 'I'll organise the vegetable garden,' said Mark. 'I can get seeds from my uncle's garden.'

'And we'll plan where things go,' said Alice and Martha.

Finally, Anna and her group gave their plan to the local government and workers started to build the park.

- Write the following names on the board: Anna, Martha, Alice, Mark. Ask students if they can remember what these children are going to do.

**Answers:** Anna is the leader. Martha and Alice will plan where things go. Mark will get seeds and organise the vegetable garden.

## Page 71

#### B Answer the questions in your folder.

- Invite students to read the questions in exercise B. Tell them to read the story carefully again to find all the information they need to answer the questions in their folders.
- When they have finished, ask them to check their answers with a partner before checking them in open class.

**Answers:** 1. No, because it wastes water. 2. To give shade and to clean the air. 3. Any three of the following: swings, slides, a place to skate and run, a vegetable garden, a flower garden, a café, bins, a ping-pong table, benches, swimming pool. 4. Mark is going to organise the vegetable garden.

#### C Put the pictures in the correct order.

- Tell students to look at each picture carefully and put the pictures in the correct order to retell the story.

**Answers:** b, d, c, a

## D What would you like to have in your local park?

### Share your views with the class.

- Ask students to select a park near their home or school and think about what they can see there. Invite them to write notes about what they would like it to have that it hasn't got now.
- When they have completed their work, give students the opportunity to put forward their ideas and discuss the different opinions.

### Wrap-up

#### Drawing a park

- Give each student a sheet of paper and ask them to take out their coloured pencils. Ask them to draw and label a map or plan of their park as they would like it to be.

### Extra practice

#### A map exhibition

- Display the students' maps around the classroom and ask them to walk around and make a note of what they like best about each one.
- If time allows, create a new, joint class map on the board to incorporate all their favourite features.



## Page 72



### Warm-up

#### Guessing game

- Invite students to open the Learner's Book at page 72 and ask them to look at the picture of the park. In pairs, student A selects a person in the picture and student B asks questions to guess which person it is. Student A can only answer *yes* or *no*.
- Show with a volunteer in the following way:  
T: Ready! S: Is it a boy? T: No. S: Is it a girl? T: No. S: Is it a man?  
T: Yes. S: Is he sitting down? T: No...
- When the student guesses correctly, they change roles.

### Presentation

#### A Listen and complete the song.

- Tell students that Anna and her friends wrote a song about their project. Ask them to read through the

song and check that they understand the vocabulary. Encourage them to guess what the missing words are.

- Play Class CD Track 22 and ask them to listen and follow the text and check if they guessed correctly.



#### Listen and complete the song.

##### Our park

*Oh we're going to make a park!  
We'll build it in the town,  
We'll make our neighbourhood all green  
Instead of grey and brown.*

*We will plant our seeds and wait.  
And water them with care.  
And soon they'll start to grow and that  
Will help to clean up the air.*

*Our mothers and fathers will help,  
Our friends and teachers too.  
Because when you want to change the world  
There's lots of work to do.*

- Play the song a second time and ask them to write the missing words. Review answers in open class.
- Play a third time and ask all the class to sing along. Divide students into two groups (A and B). Each group will take a turn at singing two lines of the song. Repeat the song so that both groups sing the whole song.

#### B Look at the picture and read the definitions below.

##### What is each one describing?

- Ask students to look at the picture on page 72.
- Write the first definition on the board. Ask the class what the keywords are in the sentence and underline them. Remind them that keywords are the most important words. Underline *wood*, *metal*, *sit* and *rest*.
- Ask students to look at the picture and point to the objects that are made of wood and metal. Then ask them which of these they could sit on. Tell them to write their answers in their folders.
- Check answers in open class, inviting students to point to the features on the picture.

**Answers:** 1. bench 2. café 3. swing 4. fountain 5. rubbish bin

- Ask the class to work in pairs to write three more definitions of things that they can see in the picture. While they are writing, help students with any unfamiliar vocabulary or spelling.



- Tell students to work in groups of three and ask them to read their definitions to each other and to guess what they are.
- End this activity by asking volunteers to read their definitions aloud to the class.

### Wrap-up

#### Memory game

- Invite students to close their books. Read the song slowly and pause before the last word of every second line for the class to say the missing word.
- Ask the class to continue the game in pairs. Walk around the classroom and note down any mispronounced words.
- To wrap up, list the mispronounced words on the board. Ask the class what the correct pronunciation is.

### Extra practice

#### Building a park



- Ask students to imagine that they are going to build a park. When the park is finished, they will all have a job to do. Ask them to write a short paragraph explaining which job they would like to have and why. Invite volunteers to read their paragraphs aloud.

## Page 73

### Warm-up

#### Picture dictation

- Give each student a sheet of paper and explain that you are going to describe a park and they have to draw a map on their sheet of paper.
- Say: *In the centre of the park there is a lake. In the centre of the lake there is a fountain. There are also some flower gardens around the lake. In the top left-hand corner of the park, there is a playground. It has got some swings and slides. There are some benches for parents to sit on too. At the top right-hand corner of the park, there is a café. It has some tables and chairs outside. There are a lot of trees in this area. In the bottom right-hand corner of the park, there is a large vegetable garden. The entrance to the park is in the bottom left-hand corner.*
- When students have completed their pictures, ask them to compare their maps with their partners' and discuss the differences.

### Presentation

- Ask students if they remember who is going to organise the vegetable garden in the story (Mark). Ask them what Mark says when he offers to do this and elicit the sentence: *I'll organise the vegetable garden.* Explain that we use *I'll + verb in infinitive* to make an offer or volunteer to do something.
- Ask students to look at the pictures and examples on page 73 of their Learner's Books. While they are reading the examples, write the following cues on the board: *water gardens, pick up rubbish, help you.*
- Tell the class to close their Learner's Books and look at the board. Ask them to use the cues to say what the children said in the pictures. Write the complete sentences for students to copy in their folders.
- Ask them to think of two more examples of what the children in Anna's class said when they volunteered to do something in the garden.

#### A You offer to help to tidy the house. Look at the picture and say what you will do.

- Ask the class to open their Learner's Book at page 73. Ask: *Does your house ever look like this? and What happens if the house is untidy and people are visiting?*
- Invite the class to work with a partner to find at least ten things that need tidying up. Give the first example: *This tennis racket shouldn't be there. I'll put it in the cupboard.*
- Do a brief feedback in class. Ask each pair to offer to do one task that needs doing. Emphasise that they cannot repeat a task that has already been named.

**Possible answers:** I'll water the flowers, I'll clean the dishes, I'll tidy the books, I'll put my clothes away, I'll throw away the rubbish, I'll clean the table, etc.

- Explain how the negative form could be used in this context. For example: *I won't make a mess any more.*
- Encourage students to give more examples using *won't*.

### Wrap-up

#### Offering to help

- Point to the picture again and explain that you are going to play the role of a parent and say: *This house is such a mess. Who is going to help me to clean it up? Yes, Leo, what will you do to help? Thank you, Leo. Who else will help?*

## Extra practice



### More offers

- Explain that you are going to tell the class a problem and you want them to help you. Ask for volunteers to put their hands up and offer help using the *I'll / I won't + infinitive* structure. Possible problems:
  - *It's very hot in the classroom.*
  - *My bag is very heavy. I can't lift it.*
  - *I'm very thirsty.*
  - *The blackboard is very dirty.*
  - *I've got a terrible headache.*

## Page 74



### Warm-up

#### Keeping fit

- Remind the class that regular exercise is important because we spend a lot of time sitting down at school and at home.
- Ask the class to explain what they do in their PE class at school or if anybody goes to a sports club to do sport.

### Presentation

#### A Read the descriptions of the exercises and match them to the pictures.

- Invite students to open the Learner's Book at page 74. Read the text about Tess and her classmates aloud. Ask the class if they have ever done any circuit training.
- Tell students to look at the pictures and to describe what the figure is doing. Do the first one as an example. Write their description on the board.
- Tell students to look at the descriptions of the exercises. Point out the key information that helps them to identify the exercise (lie down, knees bent, hands behind head, shoulders off ground, etc.).
- Invite students to do the matching exercise individually in their folders. Then, ask them to compare their answers with a partner.

**Answers:** 1. Sit-ups 2. Squats 3. Bench step-ups 4. Press-ups  
5. Running on the spot

- Encourage students to work in pairs to do a slow-motion, gentle version of exercises 2 and 5 in the classroom.

#### B Design your own circuit training exercise. Draw a picture and write a description in your folder.

- Give the class a sheet of paper to draw and write on. Monitor and help them with the vocabulary and expressions they need.

### Wrap-up

#### Designing an exercise

- Invite a volunteer to show their exercise to the class. Ask them to draw the picture of their exercise on the board and describe it in as much detail as possible. Ask the class to do the exercise that is being described.
- Tell students to work in groups of four or five and ask each member of the group to teach his or her classmates their exercise. As you watch, select three or four of the exercises to be included in the circuit training session below. At the end of the Wrap-up activity, collect the exercises you have selected and show them to the whole class. Ask the designer of each exercise to teach the rest of the class how to do it.
- Ask the class to name each of the new exercises.

## Extra practice



### Exercising!

- If possible, take the class to the playground and organise a circuit training session. The session may include all the exercises in the book, as well as those selected from the students' ideas.
- At the beginning of the session, ask students to check their heart rates and time them for 30 seconds.
- Do the training session as follows:
  1. Designate training stations, areas where different exercises will be done. Prepare a card to show what exercise is done at each station. These cards may be name cards, or include a picture.
  2. Divide students into as many groups as there are training stations. Place one group in each station: this is their starting point.
  3. Warm-up: do some stretching exercises to warm the class up for exercise. This may include reaching up to the sky, touching their toes, etc.
  4. Clap your hands to signal when it is time to start. Allow students to do each exercise for 20-30 seconds and then rest for 30 seconds before beginning the next exercise.

## Warm-up

## Quiz

- Describe five or six of the exercises from the previous page and ask students to write down the names of the exercises. When they have finished, ask them to compare their answers with a partner and then review in open class.
- Ask students where they like to exercise. Talk about what is needed to exercise well: open spaces, good equipment, appropriate clothing, good shoes, a clean environment, fresh air, etc.

## Presentation

- Focus on the importance of clean air from the warm-up activity, explain that in this lesson they are going to learn and talk about keeping the environment a clean and healthy place to live in. Write the word *pollution* on the board slowly, letter by letter, and ask students if they know what the word is.
- Ask students to work in pairs to brainstorm the topic of pollution for a few minutes and to make a note of what they think the word *pollution* means. Do a brief feedback in class and write students' ideas on the board.
- If the word *recycle* is mentioned, write it on the board and underline it. Circle the letter *r* and explain that today they are going to learn about *The rule of the three Rs*. Ask them if they know what any of the other *Rs* might be. Write their suggestions on the board.

## C Read about 'The rule of the three Rs'.

- Invite students to open the Learner's Book at page 75. Ask them to look at the picture and describe what the children are doing (They are reusing old things to make new things). Ask if they have ever done anything similar.
- Tell them to read the text quickly and to find out what 'the three Rs' are. Were their ideas correct? Ask them to find the word for each of the *Rs* and a description of each one. Invite volunteers to give a brief description of each *R*.
- Encourage the class to say what kind of things they have done to make new things out of old things. Ask if they have ever made games or toys from old cardboard boxes or plastic bottles, etc. If so, ask them to tell the class what they did.

## D Find words in the text for these definitions.

- Point out the definitions in exercise B and explain that students will have to read the text carefully to find the words for each one.
- Invite the class to do this exercise individually. When they have finished, ask them to compare their answers with a partner before checking them in open class.

Answers: 1. polluted 2. healthy 3. rule 4. cloth 5. bottle bank

## E With your partner, think of items you can reuse.

## Share with the class.

- Ask students to work with a partner to make a list of at least five things that they can reuse. Remind them what this means by giving examples of reusing things from the text, for example, using paint cans for pencil holders, reusing plastic bags, sharing magazines, giving toys to charity, etc.
- Do a brief feedback in open class. Ask the class to vote on their favourite or the most original idea.

## Wrap-up

## Poster

- Give students a sheet of paper. Ask them to design, draw and colour a recycle, reuse or reduce poster. Display the posters in the classroom or around the school.

## Extra practice

## Suggestions for school

- Ask students to write a short paragraph suggesting ways in which the school could reuse, reduce and recycle to help to make the school environment a healthier place.



## WRITING

## Warm-up

## Picture guessing game

- Select some of the items that are easy to draw from the previous pages and write them on cards. Possible words include: *tree, leaves, swing, slide, bench, vegetable, flower, grass, fountain, rubbish bin, computer, plastic bags, bottles, magazines.*

- Ask one student to come to the front of the class and show him or her one of the cards. The student has to draw a picture of the word written on the card so that other students can guess what it is.
- This may also be played as a team game. Divide the board into two halves and the class into two teams. You can either show the same card to the two students at the front or you can show each of them a different card.

### Presentation

- Ask the class what they can remember about Anna, her classmates and the park they created. Brainstorm all the ideas they can remember. Ask them if they can remember how Anna and her classmates planned the park.
- Invite students to work together to write a plan of at least five steps that they think Anna and her class might have used. You may do the first step together. Remind the class that Anna and her class spoke to the whole school to get their ideas.

#### **A** When Anna and her friends started to plan their park, they made this action plan.

- Invite the class to open their Learner's Books at page 76. Ask them to read the text to compare the eight steps with their own lists.
- Discuss why it is important to have an action plan when you are planning and organising a new project.

#### **B** With your partner, think of an activity you could do with your class. Write an action plan in your folder. Here are some ideas.

- Invite students to read the list on page 76. Tell them that if they choose an idea that is not on the list, they should check it with you first.
- Suggest they brainstorm all the different things they will need to do.
- When students have brainstormed and sketched out their action plans in their folders, give them the materials they need to prepare their presentation.

#### **C** Explain your action plan to your classmates.

- Ask each pair of students to present their action plan. They have to explain each step in detail to ensure that the rest of the class understands the plan.
- Encourage the rest of the class to play the role of the teacher or local government and to respond critically to the plan.

### Wrap-up

#### Complete the sentences

- Write the following sentences from Anna's action plan on the board and ask the class to fill in the blanks with the appropriate verbs:

1. \_\_\_\_\_ to the whole school.
2. \_\_\_\_\_ the most popular ideas.
3. \_\_\_\_\_ the choice to the school.
4. \_\_\_\_\_ a plan and \_\_\_\_\_ a detailed description.
5. \_\_\_\_\_ a timetable.
6. \_\_\_\_\_ the materials we need.
7. \_\_\_\_\_ lists to teachers and government.

**Answers:** 1. talk 2. choose 3. explain 4. draw / write 5. make 6. list 7. send

### Page 77



#### Warm-up

#### Word association game

- Tell students that they are going to play a game where you say a word and the student next to you has to say another associated word. Say *tree*, for example, and write it on the board. Ask a student to say what word *tree* makes them think of, for example, *flowers*, and write it below the word *tree*. Invite volunteers to continue the chain.
- Play the game around the class. Use the following words to start the game: *tree, park, factory*.
- If there is time, repeat the game, but this time each person has to repeat all the previous words in the chain before adding a new word.

#### **A** A calligram is a poem arranged in a way to create an image. This image expresses the subject of the poem visually. Read the following calligrams.

- Invite students to open their Learner's Books at page 77. Ask them to read the two poems to themselves.
- After some minutes, read the two poems aloud before inviting volunteers to read the poem for the rest of the class. Pay special attention to their pronunciation and intonation.

## B Answer the questions in your folder.

- Ask students to read the poems again and answer the two questions. As an alternative, this activity may be done orally.
- Students may interpret question 1 as meaning easiest to write, or easiest to read. Both interpretations are correct.
- Ask students to discuss their choice for question 2 with a partner.

### Wrap-up

#### Gallery

- Display the students' poems on the wall of the classroom or around the school. Group the poems written about similar topics together, so that the readers may compare them. Ask if anybody would like to talk about or explain his or her ideas.

### Extra practice

#### More calligrams!



- Give each student a strip of paper and ask them to write a word on the paper. Collect the strips of paper and redistribute them, so that each student has a new word. Tell them that this word is the topic for their next calligram.
- This activity can be done for homework if you do not have enough time in class.
- Prepare a supply of strips of paper with the following words written on them, just in case some students' choices are too difficult or inappropriate: *park, school, friends, family, pets, elephants, Africa, etc.*
- When they have finished, read some of the poems aloud, but do not say the title. The rest of the class will guess the title of the poem.

## I can

- Ask the class to choose the option they feel suits them best. Ask students to write down some sentences with *will* and *won't* depending on what they chose. Then, ask students to write down some new words related to the topic they chose.
- Finally, invite students to swap books with a classmate to check their choices. Invite volunteers to share their answers with the class.

## Page 78

### ACTIVITIES

#### 1 Number the steps to open a new park in the correct order.

- Invite volunteers to tell the class what they can remember about Anna and the new park.
- They then have to read and number the steps.

**Answers:** 1. The local government has an idea: they are going to build a new park using ideas and suggestions of children. 2. The local government asks children to help with new ideas for the park. 3. Anna's group selects the best ideas: swings and slides, vegetable and flower gardens, and bins. 4. The children have a meeting to present ideas for the park. 5. The group decides who is responsible for each area: someone should take care of the rubbish, someone should water the plants, etc. 6. Workers start to build the park after the local government gets the children's plan. 7. The park opens and Anna and her friends attend the opening ceremony.

#### 2 What would you like to have in a park? Write two new ideas.

- Tell students to write what they would like to have in the park.

**Answers:** Open answers

## Page 79

#### 3 Match the problems to the solutions.

- Invite students to read the problems and match them to the solutions.

**Answers:** a. 3 b. 4 c. 5 d. 6 e. 1 f. 2

#### 4 Read more about pollution.

- Read the text and clarify any words if necessary.

#### Now complete the sentences.

- Invite students to read the text again in silence and complete the six sentences below.
- Review answers in open class.

**Answers:** a. organic b. living things c. inorganic d. special recycling bins e. kills the living things in the water f. factories and cars

#### 5 Write an action plan to organise a birthday party for your best friend.

- Ask the children to imagine they are going to organise a surprise party for a friend.
- Encourage them to write out their action plan.

**Answer:** Open answer

# GAME & INTEGRATION UNITS 5 - 6

## Pages 80 - 81

### Game

- Students play in pairs and follow the instructions.
- They will need a die and two counters.
- They can resort to their Learner's Book when needed.
- Students throw the die. The one who gets the highest number starts the game.
- The winner is the student who first gets to "Finish".
- Walk around to help and monitor.
- Encourage students to listen to each other carefully and do peer correction.
- Keep record of the mistakes you hear to work on them later on.

## Page 82

### Integration units 5 - 6

#### A Find 11 things you use for outdoor activities in the wordsearch and then write them down.

- Ask students to circle the words and write them down in the column on the right.
- Ask for volunteers to share their answers as a class.

Answers:

Across: hat, sun cream, boots, cap, kneepads, raincoat

Down: swimsuit, anorak, gloves, helmet, trainers

#### B Match the words to the definitions.

- Students work in pairs to match the words and their definitions.

Answers: a. 4 b. 5 c. 3 d. 1 e. 2

#### C Make rules and give advice for your English class using the expressions in the box.

- Students make rules for the class on their own and then compare their sentences with students next to them.
- Ask for volunteers to share their sentences with the whole class.

Answers: Student's own answers. For example: You must speak English at all times. You must bring a dictionary. You mustn't eat in class. You mustn't be late for class. You must always do your homework.

## Page 83

#### D Imagine you are planning one of these activities.

##### Write what you'll do.

- Students read the activities carefully and choose one of them.
- Explain that they should write sentences saying what they will do.
- Students write the sentences on their own.
- Divide the class into four groups, according to the activity they chose.
- Each group shares their sentences, and then read them out loud to the rest of the class.

Answers: Students' own answers. Sentences should include 'I will' or 'I'll'.

#### E Write a list of words about your house and then make a calligram with them.

- Ask students to complete the calligram with words related to their house. The calligram should have a shape similar to a house.

Answers: Students' own answers. Words could include: bedroom, living room, kitchen, garden, do the dishes, sweep the floor, watch TV, put the dishes in the dishwasher, do laundry, put dirty clothes in the washing machine, make a hot drink, clear up the kitchen, etc.

#### F Look at the picture and complete the instructions to do squats by choosing the correct word.

- Students read the text and check the pictures to choose the correct word.
- Ask for volunteers to share their answers with the class.

Answers: up, apart, forwards, knees, seconds, legs



# EXTRA ACTIVITIES

## UNIT 1

### Page 84

#### 1 Circle the correct word to complete the sentences.

- Explain that all the sentences are about the ancient Egyptians and that students have to choose the correct word.
- When they have finished, ask for volunteers to read out their answers.

**Answers:** a. cloth b. box c. jewels d. pharaoh e. treasures

#### 2 Read about Tutankhamon. Then, answer the questions.

- Read the text slowly and clearly, making sure that students can follow it.
- Ask students to read it again and then answer the questions.
- Ask for volunteers to read the answers to the rest of the class.

**Answers:** a. Tutankhamon was born over three thousand years ago. b. The Valley of the Kings is located in the Egyptian city of Thebes. c. Tutankhamon's tomb was discovered in 1922. d. The British archeologist Howard Carter discovered his tomb. e. In his tomb, Carter found many valuable treasures and some of the gold furniture the pharaoh used in his daily life.

### Page 85

#### 4 Read the poem and answer the questions.

- Read the poem slowly for students to follow. Then ask them to read it in pairs alternating lines.
- Answer questions in open class, encouraging students to explain their answers using information from the poem.

**Answers:** a. Suggested answer: I think a student wrote the poem, as it talks about homework and the poem she wrote. b. The poet is in a hurry because it's time for school, it's getting late and the bus won't wait for her. c. The poet takes to school her homework, her coat, her books and the poem she wrote. d. When the poet gets home, she rests.

#### 5 Complete this report about Jane's school days using the sentences in the box.

- Explain that Jane is a student at secondary school, but she is remembering her primary school.
- Tell students to complete the text by copying the sentences in the box into the text.

- Ask volunteers to read out sentences to review answers.

**Answers: Order:** 1. a. I really miss primary school. I was so happy then! 2. e. I just waved and then went with the teacher. 3. c. We listened to stories, sang songs and played a lot. 4. d. It was difficult but I was happy because I could read stories to myself. 5. b. My favourite subject was Science.

### Page 86

#### 6 Write the missing word.

- Ask students to read the sentences they will have to complete and think about which kind of words are missing.
- Invite them to think about verbs and tenses in general.
- Tell them to complete the sentences below using their knowledge on grammar and tenses.
- To review, read out the sentences and invite volunteers to say the missing words.

**Answers:** a. did b. played c. didn't, watched d. did, go e. sang/played

#### 7 Write the questions.

- Ask students to read the answers to the questions they will have to write.
- Invite them to think of possible questions.
- Tell them to consider grammar and tenses to complete the questions correctly.
- More creative students will probably think of longer and more complete questions. Allow all possible answers as long as they are correct.
- To review, read out the sentences and invite volunteers to say the missing words.

**Suggested answers:** a. What did your brother study last Sunday? b. Did the Bronx family have a party last weekend? c. What did you do yesterday? d. When did she start class last week? e. Did Tom sit on the black chair?

#### 8 Complete the table of the Maya numbering system.

Ask students if they remember the Maya numbering system. Explain that there are some numbers missing in the table.

- Tell students to work in pairs to complete it, without looking at the Learner's Book.
- To check answers tell students to open the Learner's Book at page 16 to check their answers.

**Answers:** 2: (••) 7: (•••) 9: (••••) 12: (•••••) 15: (••••••) 18: (•••••••)

## 9 Complete the calculations with the correct Maya number. Then, write the numbers in letters.

- Ask students to work in pairs to do the calculations. Remind them that they must write their answers using the Maya numbers and then write the number in letters.
- Invite volunteers to tell you the answers. If they are correct, ask them to come to the board and show how they calculated the answer.

**Answers:** a. (—) ten b. (\*\*\*\*) four c. (—) thirteen d. (\*\*\*\*) four

## Page 87

### 10 Complete the table using information from the picture and the text below.

- Tell students to look at the picture and ask them what time it is (11:00).
- Ask them to look at each of the classrooms and discuss with their partners what subject is being taught in each one.
- Read the text on page 87 and ask students to listen carefully and follow the text as you read.
- Invite volunteers to read the text again for the whole class. Focus on intonation and pronunciation.
- Tell students to work in pairs to complete the table, using the information in the text and in the picture.
- Review the answers in open class, showing clearly where the information comes from.

**Answers:**

**Michael:** five years old, Ms Lyman, reading, listening to stories or Language, he likes listening to stories

**Rachel:** seven years old, Mr Horton, Maths, she loves school

**Scott:** twelve years old, Mr Charles, Science, he works very hard at school

### Now complete the fourth line in the table with information about yourself.

- Tell students to write their own names in the last row of the table and complete it with information about themselves.
- Invite them to choose a day of the week, and think about what subject they have that day at 11 o'clock. If they go to school in the afternoon, change the chosen time to complete the activity.

**Answers:** Students' own answers.

## Page 88

### 1 Look at the pictures and complete the crossword.

- Explain that the pictures are clues for the words in the crossword.
- Tell students to complete the crossword and remind them that if they can't remember the name of one of the objects they should move on to the next one, as it will be easier when they have more letters on the grid.
- Ask volunteers to share their answers.
- If time allows, you can draw the crossword on the board and have students come to the front and complete the boxes.

**Answers:**

**Across:** 1. brush 2. dishes 3. mug 4. broom 5. trolley

**Down:** 1. bucket 2. sponge 3. mop 4. basket

### 2 Make a list of things your parents normally tell you to do at home.

- Ask students if their parents tell them to go to the supermarket, clean the kitchen, etc. If they say *No*, ask them what things their parents tell them to do.
- Write one or two examples on the board, highlighting the use of the imperative, as in the example sentence.
- Tell students to write their lists individually and then compare with a partner and see if their parents say the same things.
- Invite volunteers to share their sentences with the class.

**Answers:** Students' own answers.

## Page 89

### 3 All these people need your help. Complete the sentences about what they want you to do.

- Invite volunteers to read one or two sentences and encourage the rest of the class to say what the people want them to do.
- If necessary, remind students to follow the structure in the chart in exercise 3, page 31.
- Tell students to work in pairs to complete the remaining sentences and then review in open class.

**Answers:**

**a.** Dad wants me to put the dishes in the dishwasher. **b.** Mum wants me to sweep the floor. **c.** Jim wants me to help him with his homework. **d.** Mum wants me to tidy my room. **e.** My teacher wants me to go and get him/her some white chalk.



**4 Write the lines in the correct place to complete the poem.**

- Explain that these are extra lines to the poem *Useful me* on page 29 of the Learner's Book.
- Tell students to read the lines carefully and choose the correct one to fill the gaps.
- Remind them to say the lines aloud, paying attention to the sounds of the last word of each line.

**Answers:**

**Order:** 1. go out to play football 2. ride my bike in the park 3. play with my new band 4. relax, it's one of my wishes 5. go swimming in the sea

**Page 90**

**5 Circle the correct word to complete the sentences.**

- Tell students to read the sentences carefully and choose the correct word.
- When they have finished, tell them to compare answers with a partner.
- Then review in open class.

**Answers:** a. food b. come c. voyage d. cocoa beans e. potatoes f. sauces

**6 Say if the sentences are True or False. If your answer is False, explain why.**

- Tell students to read the sentences carefully and try and remember if they are *True* or *False*.
- If they think a sentence is *False*, remind them to explain why.
- When they have finished, tell them to check their answers by reading the text on page 28 of the Learner's Book.

**Answers:** a. True. b. False. Christopher Columbus made four voyages to the Americas. c. True. d. False. Tomatoes arrived in Europe in the 15th century. e. True.

**7 Circle the word that doesn't rhyme in each group.**

- Explain that three words in each group rhyme, but one has a different sound.
- Tell students to work in pairs and to say the words in each group aloud and decide which word doesn't rhyme.
- Review in open class.

**Answers:** a. cool b. hard c. fly d. soup e. go

**8 Read and guess which food I am.**

- Tell students to work in pairs, read the definitions and guess the foods.
- Invite volunteers to share answers with the class.

**Answers:** a. banana b. pepper c. salad d. chocolate e. turkey

**Page 91**

**9 Use the words in the box to complete the sentences.**

- Invite students to read the words in the box carefully and ask them to say what they have in common (they are all related to illnesses and symptoms, some are verbs, others are nouns and adjectives).
- Tell them to use these words to complete the sentences below.
- When they have finished ask them to check the answers in pairs and then review in open class.

**Answers:** a. sneezes, runny nose b. broken arm, plaster c. chicken pox, itchy d. sore throat, temperature

**10 Listen to the school doctor and tick in the chart the symptoms each student has got. Then, write the illness in the last row.**

- Tell students to listen to the three children carefully and tick the symptoms they have got.
- Play Class CD Track 23, but pause it before the doctor says the illness. Ask students to talk with a partner and write the illness they think each child has got. Play the doctor's diagnosis to check if they were right.



TRACK 23

**Listen to the school doctor and tick in the chart the symptoms each student has got. Then, write the illness in the last row.**

1

- Good morning, Matt. How are you feeling today?

- Not very well. I feel very tired.

- Sit down here, please. Mmmm ... You've got a fever! Have you got a headache?

- Yes, I have, and a terrible itchy feeling all over my body.

- Let me see your chest. Oh, you've got lots of red spots! (pause) - You have to go home now, Matt: you've got chickenpox.

2

- Good morning, doctor Rowney... aaaaaaaaachooooo!

- Good morning, Gilly. What can I do for you on this beautiful spring morning?

- I can't stop sneezing, doctor... aaaaaaaaachooooo!

- Yes, I can see that. Have you got a sore throat?

- No, I haven't. But I've got a runny nose... (pause) - Gilly, I think you've got hay fever.

3

- Good morning, doctor Rowney.

- Hello, Nick, what's the problem?

- My whole body is aching, I feel very tired. I think I've got a fever.

- Let me check ... Oh, yes, you've definitely got a fever!

- And I've got a sore throat...

- Show me... Yes, it's sore... Hmmm... and you've got a cough, too. (pause) - Nick, I think you've got the flu.

## UNIT 3

### Page 92

#### 1 Use the words in the box to complete a description of Times Square.

- Invite students to read the text about Times Square carefully.
- Then, they have to use the words in the box to complete the description.

**Answers:** famous, streets, theatres, name, building, places

#### 2 Read and say if the sentences are *True* or *False*. If your answer is *False*, explain why.

- Ask students to think about what they know about Picasso and write *True* or *False*. If their answer is *False*, they have to explain their answer.
- When they have finished, tell them to check their answers by reading the text on page 41 of the Learner's Book.

**Answers:** a. False. Pablo Picasso was born in Málaga. b. True. c. False. Picasso went to Paris for the first time in 1900. d. True. e. False. Picasso is one of the most important artists of the 20th century.

#### 3 Write a description of a famous square or park in your city. Say where it is and what you can see there.

- Invite volunteers to name the squares in their own town or village or, as an alternative, to describe a square they know in a place they have visited.
- Students then have to write a description of a square in their own town, say where it is located and what they can find there.

**Answers:** Students' own answers.

### Page 93

#### 4 Look at one of Picasso's most important paintings and then complete the text below using the words in the box.

- Draw students' attention to the Picasso painting and point out the name of the picture and where it is exhibited.
- They then have to read the text and write in the missing words.
- Invite volunteers to read the complete text out loud. Focus on intonation and pronunciation.

**Answers:** painted, cubist, geometrical, masks, watercolours, canvas

#### 5 Number the sentences to put the first part of Martha's description in order.

- Ask the class to read the three sentences about Toronto and say in which order they think they should be if somebody is telling you about the place where they live.

**Answers:** 1. I live in Toronto, in Canada. 2. Toronto is the biggest city in Canada, with a population of about 2.5 million. 3. It is located on Lake Ontario and has two rivers, the Humber River and the Don River.

### Page 94

#### 6 Read the description. Underline four things that are not true.

- Ask students to think carefully about what they learnt about the Guggenheim Museum in the Learner's Book.
- They then have to find four things that are not true.

**Answers:** Students should underline: science, square, 2009, name

#### Complete the sentences with the correct information.

- Ask students to fill in the spaces in the sentences with the correct information.

**Answers:** a. museum of science, a museum of art b. square, spiral c. 2009, 1959 d. like the design

#### 7 Read about another famous painter.

- Tell students they are going to read about another famous painter. Read the text and clarify any new words that may be causing difficulties.
- Students then read the text in silence.

#### Now answer the questions.

- Ask students to answer the questions about the text.

**Answers:** a. Johannes Vermeer was born in Delft, The Netherlands. b. He was Dutch. c. He painted domestic scenes and portraits for the rich citizens of Delft. d. He wasn't a rich man because he painted very carefully and slowly and used very expensive pigments, so he did not paint many pictures.

### Page 95

#### 8 Read about the places Martha likes in Toronto. Then, answer the questions.

- Invite volunteers to read a paragraph each and repeat the text a second time with different students.
- Invite the whole class to read the text in silence and answer the questions below.

**Answers:** **a.** The houses that Martha likes are located in Old Toronto. **b.** At the Ontario Science Museum (or Centre), you can enjoy doing fascinating science activities and experiments. **c.** In the Yorkville district in Toronto you can find most of Toronto's most elegant shops and restaurants.

### 9 Write the comparative.

- Review the comparative and superlative adjectives to ensure that all the class can distinguish them clearly.
- If time allows, also review how the comparatives of short and long adjectives and adjectives ending in -y are formed.
- Students then have to read the sentences to complete with the correct form of the comparative.
- Invite volunteers to share their answers with the class.

**Answers:** **a.** happier **b.** hotter **c.** more beautiful **d.** more interesting **e.** faster

### 10 Write the questions using the superlative.

- Review how the superlatives of short and long adjectives and adjectives ending in -y are formed.
- Students then have to read the answers and think of the questions that were asked to get those answers.
- Invite volunteers to share their answers with the class.

**Answers:** **a.** Who is the prettiest girl in the class? **b.** Which is the longest river in South America? **c.** Who is the tallest in your family?

## UNIT 4

### Page 96

#### 1 Match the pictures to the descriptions of the places you plan to visit in the USA.

- Ask students to imagine they are going on holiday to the United States. Ask them to match the descriptions to the photographs on page 96.
- Ask volunteers to share their answers with the class.

**Answers:** First image: **2.** Second image: **4.** Third image: **1.** Fourth image: **3.**

#### Now plan your visit and write about where you are going and what you are going to do.

- They now have to write about their plans for their visit using the structure *going to + infinitive* and the information from the previous exercise.
- Tell students they can also use their imaginary plans for their visit to the USA.

**Answers:** Students' own answers.

### Page 97

#### 2 Listen and write the missing words.

- Tell students to read the text and work in pairs to try and guess the missing words.
- Play Class CD Track 24 and invite students to listen carefully to see if any of their guesses were correct.
- Play again and tell them to complete the text as they listen.



TRACK 24

#### Listen and write the missing words.

*Next summer, I am going on a camping holiday with my parents. We are going to stay at a campsite by a river in the mountains. We are going to sleep in a big tent, so we need our sleeping bags because it is cold in the mountains at night. My father wants to walk in the mountains every day, so he is going to take his compass and my mother is going to take her torch. I hope it doesn't rain.*

#### 3 Read these two new verses for the poem on page 53. Complete the lines using the words in the box.

- Tell students they are going to read two new verses for the poem on page 53 of the Learner's Book.
- They then have to complete the lines with words from the box.
- To review, ask volunteers to read the poems aloud, focusing on pronunciation and following the rhythm of the poem.

**Answers:** lake, map, away, sea, town, brave

#### 4 Put the words in order to make sentences.

- Invite students to read the jumbled words and order them to make sentences.
- Check their answers as a class.

**Answers:** **a.** They are going to stay there for two weeks. **b.** He is going to teach them how to fish. **c.** He is going to take lots of photos. **d.** Are you going to do sports?

### Page 98

#### 5 Use the map and the expressions in the box to answer the questions.

- Before asking students to complete the activity, tell them to look at the map carefully and locate the different buildings and places in the town.
- Point out the box which contains useful phrases for giving directions.
- They then have to answer the questions and write out the directions correctly.

- When they have finished tell them to swap books with a partner and follow their directions to see if they are correct.

**Possible answers:** **a.** To get to the castle from the sports centre, you have to turn right and walk up the street. Go straight ahead and take the second street on the left. Cross the bridge and keep on walking to get to the castle. **b.** To get to the hospital from the campsite, you have to walk down the street and turn left. Go straight ahead and take the second street on the right. Keep on walking and take the third street on the left, there you will find the hospital. **c.** To get to the museum from the harbour, you have to walk down the street, turn left, then turn right and go straight ahead two more blocks until you find the museum on your left.



### Listen to these children and give them some advice.

- A:** I must study for my Maths exam but my friends want me to go to the park with them.  
**B:** Mmm... I've got chips and a hamburger for dinner tonight! Then I'll have lots of ice cream for dessert.  
**C:** We're going on a school trip tomorrow and we're going to leave at 7 am.  
**D:** I found 20 euros in the playground at school. I'm going to buy some comics with it.

## Page 99

### 6 Number the pictures to tell the story you read about Ron and his grandfather.

- Ask students what they remember about the story on page 46 of the Learner's Book.
- Invite students to think about Rob's camping trip and put the pictures in the correct order.
- To review, ask volunteers to say a sentence for each picture.
- Encourage them to use the structure *going to + infinitive*.

**Answers:** 1. Ron and his grandfather preparing the backpack. 2. Ron, his father and his grandfather in the car. 3. Ron and his grandfather walking through the woods. 4. Ron and his grandfather putting up the tent. 5. Ron and his grandfather fishing. 6. Ron and his grandfather eating.

### 7 Write the story about Ron and his grandfather. Share it with the class.

- Tell students to look at the pictures and think about Rob's story again.
- They then have to write the story in their own words.

**Answers:** Students' own answers.

# UNIT 5

## Page 100

### 1 Listen to these children and give them some advice.

- Play Class CD Track 25 and invite students to listen to the children talking. Repeat at least twice to ensure that they have all understood the recording.
- Then, ask them to write their own advice for each child.

### 2 Read and see why cycling is good for you.

- Before asking students to read the text, ask them to say why they think cycling is good for them and write their ideas on the board.
- Now invite them to read the text in silence.

### Now answer True or False. If your answer is False, explain why.

- Ask students to read the statements and answer *True* or *False*. If they answer *False*, encourage them to reason their answers.

**Answers:** a. True. b. False. You use nearly all the muscles in your body. c. True.

## Page 101

### 3 Complete this rhyme with the words in the box.

- Invite students to complete the rhyme with the words in the box. When they have completed the activity, read out the beginning of each line to elicit the correct answers.

**Answers:** sailing, blue, cycling, free, lakes, horse, camping, adore

### 4 Circle the correct word to complete the sentences.

- Invite students to read the four sentences slowly and carefully, and circle the correct word to complete each one.
- Invite volunteers to share their answers with the class.

**Answers:** a. life jacket b. chest c. shouldn't d. straight

### 5 Complete the sentences with *must* or *mustn't*.

- Invite students to discuss the use of *must* and *mustn't*.
- If necessary, review the 'Remember!' box on page 63 of the Learner's Book.
- Ask students to complete the sentences and then share answers as a class.

**Answers:** a. must b. mustn't c. mustn't d. mustn't e. must f. must

### 6 Read about canoes and kayaks and answer the questions.

- Read the text aloud and clarify any words students do not understand. Invite them to read the text in silence and answer the questions.
- To check comprehension, read out the questions one by one and check their answers as a class.

**Answers:** **a.** The natives of North America started using canoes as a means of transportation thousands of years ago because the only way to travel from one place to another was by water. **b.** The first kayaks were made from tree trunks and were covered with animal skin. **c.** Eskimos used kayaks for hunting, fishing and travelling. **d.** The word 'kayak' means 'hunter's boat' in the Eskimo language. **e.** Another difference between a canoe and a kayak is that in a canoe you sit with your legs bent and in a kayak your legs are stretched out in front of you.

### 7 Read and complete the text using the words in the box.

- Point out the words in the box and read the text about windsurfing. Ask if anybody knows how to windsurf and where they do it.
- Invite the class to read the text in silence and write in the missing words.

**Answers:** windsurf, swim, sun cream, swimsuit, life jackets

### 8 Read the first part of the story and look at the pictures.

- Invite students to read the first part of the story and look at the pictures carefully.

#### Now continue the story.

- Using the pictures as prompts, they then have to continue the story in their own words.

**Answers:** Students' own answers.

### 9 Complete the sentences with *should* or *shouldn't*.

- Invite students to discuss the use of *should* and *shouldn't*.
- If necessary, review the 'Remember!' box on page 63 of the Learner's Book.
- Ask students to complete the sentences and then share answers as a class.

**Answers:** **a.** should **b.** shouldn't **c.** should **d.** Should, they should **e.** shouldn't

### 1 Read about trees and answer the questions.

- Invite volunteers to talk about what they have learnt about trees in their Science class. Read the text and clarify any words that may be causing difficulties.
- Invite students to read the text slowly and answer the questions.

**Answers:** **a.** In summer, trees are covered in green leaves and some have fruit or flowers. **b.** In autumn, deciduous trees lose their leaves, because the weather gets colder and the leaves dry and fall to the ground. **c.** Deciduous trees grow new leaves in spring. **d.** Trees that have leaves in winter are called 'evergreen trees'.

### 2 Read this poem about seeds and write the missing words.

- Invite students to read the poem about seeds and write the missing words using the ones in the box.
- Invite volunteers to read their poems to the class, as an opportunity to practise intonation and pronunciation.

**Answers:** seeds, grow, water, air, lots

### 3 The park near Anna's school is finished and the teacher is choosing a team of children to take care of it. Listen and complete the table.

- Play the recording twice. Invite students to listen carefully and complete the missing information.



TRACK 26

#### Listen and complete the table.

**Teacher:** Okay, so let's decide ... Yes, Martin, what will you do?

**Martin:** I'll take care of the vegetable garden. I can get some lettuce seeds and green beans from my grandfather.

**Rachel:** And I'll help Martin to plant the seeds, it's a lot of work. I'll water the flowers, too.

**Teacher:** Good, Rachel, we certainly need more than one person for that ... Anyone else? Yes, Alan?

**Alan:** Well, I'll help with the flowers, but I'll also water the trees in the mornings.

**Teacher:** That's great. Now, who'll pick up the rubbish? We need someone to do it in the morning and someone else to do it in the afternoon. Christine, what about you? Can you pick up the rubbish?

**Christine:** Okay. I'll pick up the rubbish in the mornings before school and I'll take care of the compost too.

**Teacher:** Great! Thanks Christine.

**Dave:** I'll pick up the rubbish after school, then.

**Teacher:** Thank you, Dave. And thanks to all of you.

#### 4 Number the pictures using the words in the box.

- Invite students to observe the pictures carefully and match them to the words in the box.

**Answers:** First picture: **4. sit-ups** Second picture: **1. bench step-ups**  
Third picture: **3. running on the spot** Fourth picture: **2. press-ups**

### Page 106

#### 5 Write a description of your gym class. Describe the exercises you do.

- Before asking students to write a description of their own gym class, invite volunteers to tell the class what kind of activities they do and which sports they play.

**Answers:** Students' own answers.

#### 6 Write what the action plan is for and complete it using the words in the box.

- Invite students to look at the pictures carefully and read the text. Ask for suggestions for the name of the action plan.
- They then have to complete the text with the words in the box.
- Ask students to compare answers in pairs and then review in open class.

**Answers: Possible answer:** Growing plants / Planting seeds

**Words:** rocks, compost, seeds, water, eat

### Page 107

#### 7 Match the words to the definitions.

- Students have to match the words to the definitions.
- When they have completed the activity, check their answers and invite volunteers to make a sentence with each word.

**Answers: a. 5.** Rubbish or things that we cannot use anymore.

**b. 6.** To make the environment dirty and unhealthy. **c. 2.** The gas we see when something is burning. **d. 3.** A building where people make things. **e. 1.** A hard, transparent material. **f. 4.** To convert material into something reusable.

#### 8 Complete the answers using 'I'll and won't.

- Review the use of *will* and *will not*. If necessary, revise the table on page 73 of the Learner's Book.
- Invite students to complete the sentences.
- Invite volunteers to share their answers with the class.

**Answers: a.** Yes, I'll tidy my room when I get home. **b.** No, I won't make dinner for all of us. I don't have time. **c.** No, I won't do your homework for you. You must do it yourself. **d.** Yes, I'll try to pick all the rubbish at the park. **e.** Of course I'll help you to find your cat.

#### 9 The words for two different calligrams are mixed up in this chain. Separate the words and write them around the outline for each calligram.

- Invite students to separate the words in the chain.
- They then write them in the corresponding outline for each calligram.

**Answers:**

**Umbrella:** rain, wet, storm, boots, raincoat, clouds, thunder, useful

**Ball:** play, fun, beach, friends, sun, sea, sand, games



# GRAMMAR REFERENCE

## UNIT 1

### Simple Past

I	<b>started</b> school.
You	<b>studied</b> History.
He / She	<b>sang</b> songs in Ms Hill's class.
We	<b>sat</b> together.
They	<b>went</b> to Molly's house.

I		<b>start</b> school.
You		<b>study</b> History.
He / She	<b>didn't</b>	<b>sing</b> songs in Ms Hill's class.
We		<b>sit</b> together.
They		<b>go</b> to Molly's house.

<b>Did</b>	I	<b>start</b> school in 2000?
	you	<b>study</b> History?
	he / she	<b>sing</b> songs in Ms Hill's class?
	we	<b>sit</b> together in class?
	they	<b>go</b> to Molly's house after school?

Yes,	I	<b>did.</b>
	you	
	he / she	
No,	we	<b>didn't.</b>
	they	

#### Examples:

- In 1500 BC, the Egyptians used a type of sundial in the shape of a T, and they measured its shadow.
- Lucy learnt about the Earth and life in the past.
- What time did you get up last Sunday?
- Andy started at Tollcross Primary School when he was five.
- I didn't watch television last night because I went to bed early.

## UNIT 2

### Talking about requests

Subject	Verb	Pronoun	Infinitive
You	want	<b>me</b>	<b>to go</b> to the supermarket.
She	needs	<b>you</b>	<b>to sweep</b> the floor.
He	asked	<b>her</b>	<b>to make</b> a hot drink.
His mum	told	<b>him</b>	<b>to do</b> his homework.
They	helped	<b>us</b>	<b>to clear</b> up the kitchen.
Sam	wanted	<b>them</b>	<b>to get</b> well.

#### Examples:

- Can you help me to clear up the kitchen?
- I want you to come to the supermarket with me.
- I won't help you with your homework.
- His mum wants Brian to go to the supermarket.
- My brother asked me to give him a hand.

# UNIT 3

## Comparatives and superlatives

	Comparatives	Superlatives
<b>Short adjectives</b>	The Golden Gate Bridge is <b>longer than</b> Sydney Harbour Bridge.	Sydney Harbour Bridge is <b>the longest</b> bridge in the city.
<b>Long adjectives</b>	The Academy of Sciences is <b>more interesting than</b> the Art Museum.	The Academy of Sciences is the <b>most interesting</b> place in the city.
<b>Adjectives ending in -y</b>	The Opera House is <b>prettier than</b> the Art Museum.	<b>The Opera House is</b> the prettiest building in the country.

### Examples:

- Who lives in the biggest city?
- The most beautiful building in my city is the Royal Theatre.
- The Empire State Building is taller than the Tower of Pisa.
- Glasgow is the largest city in Scotland and the third largest in Britain.
- I think football is more exciting than tennis.

# UNIT 4

## Future with *going to*

I	am	(not)	<b>going to</b>	take a tent and a sleeping bag.
He / She	is			leave on Friday.
It	is			rain.
You / We / They	are			walk through the woods.

Am	I	<b>going to</b>	take a tent and a sleeping bag?
Is	he / she		leave on Friday?
Is	it		rain?
Are	you / we / they		walk through the woods?

What	am	I	<b>going to</b>	do	tomorrow?
	is	he / she			
	are	you / we / they			

### Examples:

- Rob is going on holiday with his grandfather.
- What are you going to do?
- Don't forget to write what you're going to take.



# UNIT 5

## Rules and obligations

When you are on a boat,	you <b>must</b> wear a lifejacket.	<b>Must</b> I wear a helmet?
	you <b>mustn't</b> stand up.	<b>Must</b> I know how to swim?

## Giving advice

When you're on the beach,	you <b>should</b> wear a cap.	<b>Should</b> I put on some sun cream?
	you <b>shouldn't</b> wear boots.	<b>Should</b> I wear dark clothes?

### Examples:

- To come kayaking, you must know how to swim.
- What must you wear when you go kayaking?
- Should I wear my elbow pads?
- You mustn't pick up flowers.
- You shouldn't hold the paddle too strongly.

# UNIT 6

## Volunteering to do something: *I'll water the plants...*

I / You / He / She / We / They	<b>will ('ll)</b>	help to plan the park.
	<b>will not (won't)</b>	

## Remember!

<b>I'll = I will</b>	<b>We'll = We will</b>
<b>I won't = I will not</b>	<b>We won't = We will not</b>

### Examples:

- 'I'll organise the vegetable garden,' said Mark.
- I'll water the gardens every day before school.
- I won't make dinner for all of us. I don't have time.
- Will you help me to find my cat?
- I won't do your homework for you. You must do it yourself.



NOTES



A large rectangular area with a white background and horizontal blue lines, intended for writing notes.





# NOTES



A large rectangular area with horizontal blue lines, intended for writing notes.





# NOTES



A large rectangular area with horizontal blue lines for writing notes.

